Arts in Action Community Charter School

Charter Petition

Submitted October 13, 2015

Submitted to Los Angeles Unified School District
Innovation and Charter Schools Division
333 S. Beaudry Avenue
Los Angeles, CA 90017

Request for Five-Year Term
July 1, 2016 - June 30, 2021
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PREFERENCE FOR THIS PETITION

Arts in Action Community Charter School ("Arts in Action", "AIA", or "Charter School") submits this petition to the Los Angeles City Board of Education of the Los Angeles Unified School District ("LAUSD" or the "District") as its sponsoring district and is requesting charter approval a period of five years from July 1, 2016 to June 30, 2021.

"In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032."

As set forth in this charter petition, Arts in Action Community Charter School (AIA) fulfills this criteria and is thereby entitled to preference in the review and approval process. AIA provides a standards-based educational program with rich arts experiences, explicit, sequential curricula in social emotional learning, and technology integration. Further, the school provides robust after school programming to students with a wide range of options. Historically, over 97 percent of AIA’s students are eligible for federal free and reduced lunch and a large portion of students are identified as academically low-achieving.

INTRODUCTION

The Arts in Action Community Charter School (Arts in Action) will be a K-5 independent charter elementary school using progressive education methods to teach California content standards, with a focus on arts, social emotional learning, and taking action to create a more just, humane and sustainable world. Arts in Action is the first charter school of its parent non-profit corporation, Schools in Action.

The parent nonprofit, Schools in Action, was created to facilitate the development of the school. The school opened in fall 2011. Arts in Action is committed to serving primarily students of low socio-economic status who reside in the attendance area of underperforming non-charter public schools.

Many of the progressive education methods Arts in Action proposes to use are supported by a broad base of research and a rich historical legacy. The charter schools using these methods include some of the highest performing and with the longest waiting lists, indicating that community demand to teach and learn in these small, high quality progressive schools is high. Arts in Action seeks to broaden teacher and student access to an educational philosophy that is too often reserved for families able to afford private school tuition.

Learning Principles

With a primary commitment to high quality teacher *professional practice, Arts in Action will continually work to strengthen the following Learning Principles in the school:

- **Purposeful action:** Learners are engaged in activities that hold interest, personal meaning and/or greater social significance
• **Just-right challenge:** Learners work at a level of “gentle challenge,” often as a result of differentiated instruction. Students’ work is not too hard or too easy; rather, students experience academic rigor in a way that helps them to learn more, not experience frustration.

• **Student ownership of learning:** Learners have many opportunities to make decisions in their academic work and in the management of their learning environment.

• **Supportive learning environment:** Learners feel respected and understood by adults and peers; the school culture, including instruction, is culturally relevant; all learners are expected to meet high standards; learners receive supports needed to meet academic and behavioral expectations; and all stakeholders are expected to contribute to creating a community of respect and mutual understanding.
ASSURANCES AND AFFIRMATIONS

Arts in Action Community Charter School (also referred to herein as "Arts in Action", “AIA”, and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter Charter School’s parents, legal guardians, and teachers regarding the Charter School’s educational programs. (Ed. Code § 47605(c)(2).)

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

Legislative Intent for Charter Schools
Arts in Action Community Charter School will help accomplish the goals of the California legislature for charter schools:
(a) Improve pupil learning. A small school structure and curriculum that are responsive to student needs, research-based instructional methods, the hiring and ongoing of training of teachers enthusiastically committed to AIA’s vision and increased student participation in the arts are some of the Charter School’s key characteristics that will improve pupil learning at the school.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. While any student can enroll in AIA to take advantage of its distinctive learning opportunities, the school targets a student population that has typically been primarily academically low achieving in non-charter public schools.

(c) Encourage the use of different and innovative teaching methods. Few schools serving low socioeconomic (SES) status areas offer a progressive instructional approach, e.g., the use of Readers and Writers Workshop in the style of Teachers College, to develop a love of reading and authorship imbued with student purpose, inquiry-based instruction in science and social studies, thematic integration, embedding of California content standards in authentic, relevant contexts, an emphasis on content application and development of higher order thinking skills and strong social-emotional skill development.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. There are few opportunities for teachers committed to serving typically academically low-achieving students in low SES areas with progressive educational methods. AIA will provide those new opportunities as well as increased participation in school governance through election of a staff representative to the Charter School’s Board of Directors and through a democratic approach to school administration in which teachers are actively involved in democratic decision-making at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system. As described above, AIA will provide parents with a choice that is currently not available to most.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems. This goal is achieved through charter school legislation and reflected in Elements 2 and 3 of this petition.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. This goal is also embedded in the structure of charter schools, by allowing alternatives like AIA to exist and exemplify effective practices that other public schools may wish to emulate.
ELEMENT 1 – EDUCATIONAL PROGRAM

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

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

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

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
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<tbody>
<tr>
<td>• The contact person for Charter School is:</td>
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<td>• The contact address for Charter School is:</td>
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<td>• The contact phone number for Charter School is:</td>
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<td>• The proposed address or target community of Charter School is:</td>
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<td>• This location is in LAUSD Board District:</td>
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<td>• This location is in LAUSD Local District:</td>
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<td>• The grade configuration of Charter School is:</td>
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<td>• The number of students in the first year will be:</td>
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<td>• The grade level(s) of the students in the first year will be:</td>
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<td>• Charter School’s scheduled first day of instruction in 2016-2017 is:</td>
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<td>• The enrollment capacity is:</td>
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<tr>
<td>(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</td>
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<td>• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
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<td>• The bell schedule for Charter School will be:</td>
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Community Need for Charter School
Arts in Action seeks to address the following community needs:

- **Educational inequity**: Schools serving populations similar to Arts in Action’s have traditionally struggled to meet the academic needs of the many of their students, as evidenced by low standardized test scores. Arts in Action seeks to provide students primarily from low-income families with educational justice, that is, with educational programming and supports sufficient to attain outcomes comparable to strong schools in middle class communities. Arts in Action graduates will have made comparable or better progress toward developing the “characteristics of an educated person in the 21st century.”

- **Schools not preparing students as active citizens.** One of the founding purposes of education was to prepare citizens as active participants in a democracy. People in low-socioeconomic areas arguably have a higher need for civic efficacy, yet research shows that civic participation declines with income, just as the level of civic education falls with the socioeconomic level of the school. Arts in Action will build its curriculum around themes and activities that support action to create a more just, humane and sustainable world.

- **Lack of access to progressive education.** As in most lower-socioeconomic areas, in the Boyle Heights neighborhood, most students do not have the opportunity to attend schools driven by progressive educational goals and values. Teachers in the non-charter public school system often face barriers – many insurmountable – to implementing these methods. Progressive education has typically flourished most in private school settings, but those schools are mostly out-of-reach to families who cannot afford their tuition. Arts in Action will provide increased access to families desiring this type of educational setting and programming for their children.

- **Lack of access to the arts.** Similarly, in the Boyle Heights neighborhood, access to quality arts programs for children is limited. Budget cuts have eliminated arts programs from many of the surrounding public schools even though a large body of research shows a correlation between participation in arts programming with higher academic performance. At Arts in Action, students will receive weekly classes in visual arts and, as the school increases to scale, in music or dance and will participate in an arts-enriched curriculum.

- **Lack of opportunities for teachers to develop as progressive educators.** There are few places where teachers or teachers-in-training can develop their skills using many of the most effective, research-based practices. Linking high stakes to multiple choice tests that cover long lists of standards has driven many schools away from progressive education methods that favor depth of conceptual understanding over breadth. Arts in Action will create an environment where teachers can develop as progressive educators.

Performance over the Current Charter Term
Over four years, student performance at Arts in Action has continued an upward trajectory and now has overtaken performance compared to average performance at 19 charter and non-charter schools within a two-mile radius, schoolwide and for subgroups:

1. Arts in Action students outperformed peers on the 2015 CAASPP in Math, overall
2. Arts in Action students performed nearly the same as peers on the 2015 CAASPP in English Language Arts, on average.
3. English Learners at Arts in Action outperformed peers on the 2015 CAASPP at all 19 schools in ELA and at 17 of the 19 schools in Math.
4. Students with Disabilities are outperformed peers on the 2015 CAASPP at all 19 schools in ELA and at 17 of the 19 schools in Math.

Student performance is also improving internally:

5. Student performance improved on internal benchmark assessments in ELA and Math in 2014-15 in each successive administration.
6. Even more notable, over 2014-15, performance increased over time relative to other schools improved that administered the same benchmark assessments. In other words, Arts in Action students gained on other schools. This was true in all Grade levels K-5 except in Grade 5 in ELA and except in Grade 3 in Math.

Arts in Action is closing performance gaps among students newer to the school, who are typically lower-achieving than their peers who have been at Arts in Action longer:

7. Students who attended Arts in Action for three or more years outperformed their peers who had fewer years in attendance, as demonstrated on all three internal benchmark assessments in ELA and Math in 2014-15.
8. Each internal assessment revealed the gap closing between “new” and “old” students’ performance in ELA and Math – Arts in Action is having a positive effect on the students who transfer in, students who are typically lower performing.

Another take-away from points 7 and 8 also show that students who have been at Arts in Action for a greater proportion of their school career are performing higher relative to other students.

Supporting data is provided below. The source for all CAASPP data is the California Department of Education website CAASPP 2015 Test Results for English Language Arts/Literacy and Mathematics (http://caaspp.cde.ca.gov/sb2015/Search). The source for all Track My Progress data is the school’s student data files, with data imported from the test publisher. All data that is summarized but not presented in chart format below has been provided to LAUSD Charter Schools Division staff.

1. **Arts in Action students outperformed peers on the 2015 CAASPP in Math, on average.** A greater proportion of Arts in Action students scored “Standard Met” or higher than at all but four of the 19 schools. Twelve of the 19 schools had a lower proportion of students scoring “Standard Met” or higher.

The three schools that are resident schools of Arts in Action students – Christopher Dena, Soto Street, and Sunrise – are indicated with dark grey bars. Arts in Action outperformed two of the schools on the CAASPP in Math.
Also worth noting, Arts in Action had a smaller proportion of students in the lowest performance band, “Standard Not Met,” with 47% of AIA students in this band, versus 52% in the lowest band among surrounding schools.

2. Arts in Action students performed nearly the same as peers on the 2015 CAASPP in English Language Arts, on average. Arts in Action students scored “Standard Met” at a rate just 1% below the median of the 19 schools. Arts in Action outperformed two of the three resident schools on the CAASPP in ELA.
Arts in Action had a slightly greater proportion of students in the lowest performance band, “Standard Not Met,” with 59% of AIA students in this band, versus 56% in the lowest band among surrounding schools.

Grade level performance in ELA differs greatly, students in Grade 4 outperformed their peers, with only six schools showing a greater proportion of students scoring “Standard Met” or higher. Students in Grade 3 performed nearly the same, with nine schools having a greater proportion of students scoring “Standard Met” or higher than Arts in Action, and eight schools having a smaller proportion.

In contrast, students in Grade 5 performed much worse than other schools in ELA. However, this Grade 5 cohort was an interesting anomaly because, while they performed well below average on the in ELA, they simultaneously performed well above the neighborhood median in Math.

Arts in Action’s administrators believe both areas are, in part, a function of teacher quality. The Grade 5 ELA teacher provided ELA instruction to all Grade 5 students and was the only ELA teacher whose students did not show growth at a rate faster than the nationally normed sample on the Track My Progress interim benchmark assessment from the first to the third administration. However, it is also interesting to note that the Grade 5 cohort baseline performance was unusually strong in Math but unusually weak in ELA even prior to instruction from their Grade
4-5 teachers. On the 2013 Grade 3 CST, 68% of students scored Proficient or Advanced in Math but just 32% scored Proficient or Advanced in English. Then, this skew became further exaggerated after their Grade 4 year. The KIPP schools in the neighborhood operate middle schools from grades 5-8. Each year, several parents transfer their students to KIPP after Grade 4 so that they would have a place ensured in a charter middle school. Seven of the original 2013 Grade 3 students transferred to KIPP. While fewer than one-third of the Math-Proficient students left, fully half of the ELA-Proficient students left. So, the Grade 5 performance reflects, in part, the cohort’s baseline, which was lower in Grade 3, likely in part due to gaps that persisted since their K-1 years at other schools.

3. English Learners at Arts in Action outperformed peers on the 2015 CAASPP at all 19 nearby schools in ELA and at 17 of the 19 schools in Math.
The Charter School’s internal benchmark assessments also show achievement across the school year from Trimester 1 (T1), Trimester 2 (T2), to Trimester 3 (T3). English learners not only increased in scaled scores on Track My Progress assessments in ELA and Math, they also performed better than a greater share of all students taking the same assessments. Reading left to right, the scaled scores correspond to percentile scores of 36%, 35%, and 43% in ELA and 39%, 37%, and 41% in Math:
4. Students with Disabilities outperformed peers on the 2015 CAASPP at all 19 nearby schools in ELA and at 17 of the 19 schools in Math.
The Charter School’s internal benchmark assessments also show achievement across the school year, from T1 to T2 to T3. Students with disabilities not only increased in scaled scores on Track My Progress assessments in ELA and Math, they also performed better than a greater share of all students taking the same assessments. Reading left to right, the scaled scores correspond to percentile scores of 31%, 35%, and 38% in ELA and 37%, 36%, and 39% in Math:
5. **Student performance improved on internal benchmark assessments in ELA and Math in 2014-15 in each successive administration.** Track My Progress is an online assessment system that is aligned to the Common Core standards. During the 2014-2015 school year it was used to track student mastery at three different points in the school year. Additionally, Track My Progress nationally norms students’ performance with all students in the same grade level who were administered the test within the same month. (The highest possible score varies for each test administration; this information will be sent to the Charter Schools Division as part of this petition submission)

These results are echoed by the progress of the socioeconomic subgroup, which overlaps with nearly the entire schoolwide population:

6. **Even more notable, over 2014-15, performance increased over time relative to other schools nationwide that administered the same Track My Progress assessments within the same month.** Schoolwide, students not only increased in scaled scores on Track My Progress assessments in ELA and Math, they also performed better than a greater share of all students nationwide who took the same Track My Progress assessments within the same calendar month.
as Arts in Action. Looking at the table above in (6), “Track My Progress: Schoolwide Growth 2015-15,” reading left to right, the six scaled scores correspond to percentile scores of 47%, 47%, and 55% in ELA and 48%, 46%, and 52% in Math (Track My Progress reports this data to schools). So, 47% of schools administering the same tests within the same month averaged a scaled score lower than 604, on average, but by the Trimester 3 administration, 55% of schools had scores lower than AIA’s average score of 679. So, the percentage of schools that AIA outperformed increased with each test administration, meaning that AIA’s students progressed faster than students from some of these schools during the course of the year. In other words, Arts in Action students gained on other schools in all grade levels K-5 (with the exception of Grade 5 in ELA and except in Grade 3 in Math):

7. Students who attended Arts in Action for three or more years outperformed their peers who had fewer years in attendance, as demonstrated on all three internal benchmark assessments in ELA and Math in 2014-15. This suggests that the school tends to receive students who are lower performing, the opposite of a “creaming” effect. Most importantly
though, this shows that the curriculum at Arts in Action is effective. Achievements rises as students continue with at the school.

8. However, each internal assessment revealed the gap closing in ELA and Math – Arts in Action is having a positive effect on the students who transfer in, students who are typically lower performing. The tables above show how the gap in ELA by 28 points (147-119=28) from the first to the third administration of the Track My Progress assessment, from a gap in the Winter (T1) administration of 147 (676-529=147) to a gap in the Summer (T3) administration of 119 (740-621=119). Also, the gap in Math by 14 points (123-109=14), from a gap in the Winter (T1) administration of 123 (680-557=123) to 109 (726-618=109). This suggests that AIA is helping students who previously were less successful in their school placements to advance to their potential.

The data presented in (7) and (8) above also show that students who have been at Arts in Action for a greater proportion of their school career are performing higher relative to other students. The 2014-15 Grades K-3 cohort shows the strongest performance, and those are the grades where most students have spent their entire career at Arts in Action. Also across the grades, students newer to the school, who have spent more of the school career elsewhere, are typically lower-achieving than their peers who have been at Arts in Action longer.

9. Arts in Action compiled data across two-years for 130 students. From this sampling 57% of students demonstrated an averaged growth across the subsections of the CELDT. This demonstrates that as students stay in the program they are developing the necessary language skills to be able to access the rigorous content standards. As the school continues to develop the English Learner program we anticipate greater percentages of children demonstrating growth across the subsections. This is based on internal analysis of CELDT scores that averages growth, inclusive of growth within an individual subgroup.
Summary. These achievements are indicative a strong core school structure, which has been achieved despite extraordinarily adverse start-up conditions. Arts in Action opened at possibly the worst time, fiscally. School funding was drastically cut, yet the school had to fund rehabilitation to modify a commercial facility for school use and pay commercial lease rates until a track record could be shown (at least, that has been our understanding of LAUSD policy on Prop 39 rank order). As a new start-up, the school had no reserves and therefore was hit hard by state revenue deferrals.

In addition, logistical challenges impacted the school. Because the facility did not become available in time for winter break of the first year, as anticipated, the school endured challenging conditions for the entire first year. This disrupted learning and detracted resources from the school as extra staffing was needed to monitor student moving through public commercial retail hallway spaces.

Finally, there was a shift in state standards and assessments, creating multiple targets and instability of available resources, which has caused extra work for teachers simultaneously as they had to learn the Charter School’s methods and plan for a new setting.

During the Charter School’s first year, Arts in Action students did not perform as well on CSTs compared to their peers in neighborhood schools. In the second year, Arts in Action students performed on par with their neighborhood peers in math, but they did not perform as well in ELA. There was no comparable data in the third year. However, the fourth year shows Arts in Action students outperforming peers on the 2015 CAASPP assessment in math:

- Only four of 19 surrounding schools had a higher proportion of students overall demonstrating proficiency
- Only two schools had a higher proportion of students with disabilities demonstrating proficiency
- Only three schools had a higher proportion of EL students demonstrating proficiency
The fourth year also shows Arts in Action students performing well on the 2015 CAASPP assessment in English Language Arts relative to surrounding schools, with performance close to par overall, and top performance among English Learners and students with disabilities:

- 12 of 19 surrounding schools had a higher proportion of students overall demonstrating proficiency; however only four of these schools had a proportion of proficient students that was more than four percentage points higher than at AIA – AIA was just one percentage point below the median percent proficient.
- No schools had a higher proportion of students with disabilities demonstrating proficiency
- No schools had a higher proportion of EL students demonstrating proficiency

The 2014-15 Track My Progress benchmark data from the first to the third administration presented above also shows a strong upward trend, even more so in ELA than in math.

Success of the Innovative Features of the Educational Program
The innovative features of the educational program are described elsewhere in the petition. The successes of each are summarized here:

Constructivist Learning: While there is still a need to develop constructivist methods, there have been some successes. Teachers actively seek to plan meaningful learning experiences in which students act as readers, writers, mathematicians, scientists and historians, rather just learning about those subjects. Many students have a discovered a love of reading by choosing and working with books they select. Many students have a sense of their own voice and of writing as a tool. Students apply mathematical ideas to real world problems, perform scientific investigations, and act on their knowledge of the world.

Arts: The highly successful program has expanded in response to heightened demand to include even more opportunities for visual and performing arts integration into classroom instruction, skill development for students who demonstrate advanced ability, and exposure to professional performances. Each year students participate in two showcases to express their creative and demonstrate their progression toward mastering visual and performing arts standards. Students are exposed to the visual and performing arts through three distinct school structures: integration of visual and performing arts into core instruction, specialized visual arts and music classes, as well as field trips to professional performances. In this way students have opportunities to develop artistic abilities in a variety of genres and styles.

Social and Emotional Learning (SEL): All students begin their day with morning meeting, where there is an opportunity to build culture and norms and to address any issues that students or the teacher are experiencing as challenges. All students also engage in the PATHS social-and emotional learning (SEL) curriculum, an explicit, sequential curriculum that develops the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. All staff receive training so that they can support students in their daily interactions with others to effectively apply these skills. The school has provided numerous parent trainings in SEL and parenting to capacitate parents as facilitators of positive child development.

Civic Engagement: Teachers plan curriculum with an eye for teachable moments, raising questions about social justice and what people can do to make the world more just and sustainable. During the
2014-2015 school year students engaged in a year-long study of the social justice theme of “Water is Essential.” Each grade level took a different focus and created an art piece that represented the knowledge learned. Grade level standards were woven into the theme. Teachers begin units by planting seeds of curiosity about topics. In addition, a schoolwide initiative developed around the drought here in California and the lack of clean water abroad. Students fundraised to help bring clean water to people in Africa. In conjunction with Water Well for Africa, students participated in a walk-a-thon that brought awareness to the community and raised funds. The Arts in Action community raised a donation of over $1,500 toward building a well in the neediest areas of Africa. This year we have just begun to flesh out the details of the social justice theme, “Rights of Mankind.” We start locally in Kindergarten as they compare the lives of children across the nation. As students advance in the grades they are able to reflect more deeply, as such third grade will focus on Immigration while fourth and fifth focus on identity and gender inequalities.

Success in Meeting the Needs of Students, Including Subgroups
According to the 2014-2015 CAASPP data, Arts in Action appears to be performing on a par with neighborhood schools, overall. This is actually quite an accomplishment given the extreme challenge of opening during a fiscal crisis with severe funding cuts and costly revenue deferrals, combined with shifting state standards and assessments while teachers are simultaneously setting up all other aspects of their classrooms.

Subgroup performance is a particular strength of the school, based on CAASPP data presented above. English learners and students with disabilities have attained the highest rates of proficiency on CAASPP assessments. More English learners were proficient in ELA than at any of the 19 schools to which they are compared, and more were proficient in Math than at 16 of the 19 schools. More students with disabilities were proficient in Math than any of the 19 schools to which they are compared, and more were proficient in ELA than 17 of the 19 schools.

The other subgroup, socio-economically disadvantaged students, comprises nearly the entire student population. A separate analysis is not presented within the petition because result on all metrics would be nearly identical to school-wide metrics.

Arts in Action is also meeting the non-academic needs of students in important ways. The constructivist methods and the civic engagement focus all help develop a sense of efficacy and purpose. The Charter School’s SEL program, positive behavior support plan, and dedicated school counselor all help ensure that students have tools and supports for effectively coping with life’s challenges. The arts program provides an outlet for expression as well as a means by which to engage non-traditional learners into the school community.

Areas of Challenge and Plans for Improvement
Area of Improvement: Full Enrollment. Enrollment has been short in some grade levels every year. The most persistent challenge has been Grade 5, as some families transfer to KIPP Los Angeles, which runs a middle school operating at Grades 5-8. This Recruitment and enrollment responsibilities have been divided among the administration and the office staff, and the school has lacked sophisticated tools to monitor potential applicants and maintain contact. Uneven student counts and the need to bring in new
students has presented a challenge in acculturating students to the Arts in Action values and beliefs. Arts in Action has high expectations for students’ self-monitoring of behavior and are provided explicit instruction on these topics beginning in transitional kindergarten. When a child enters the program in third grade, for example, the expectations are the same but the student is lacking three years of supported instruction in this area. In turn, these behaviors resulting from the transition can affect the delivery of instruction.

Another problem stemming from inconsistent enrollment is the imbalance of cohorts in each grade level. Each year the master schedule must be revised after the year has begun in order to meet the needs of students and to be accountable to the Charter School’s annual budget. This has affected teacher placements and created a need to combine under-enrolled cohorts in some grade levels. As one might imagine this puts undue stress on the teachers and the administration and inevitably affects instruction.

Finally, under-enrollment has caused the school to receive less revenue than projected every year except for the current school year, which has affected staffing to support teachers in their professional practice and to develop and implement additional supports for students. Without a Principal, teacher support has not been robust, daily operations have been split amongst many team members, and the school has operated from the lens of day-to-day instead of being bigger picture oriented. This has made it difficult to build momentum with identifying best practices and disseminating these ideas to the whole team. However, in the 2015-16 school year, the administrative team has become more fully rounded-out, thanks to increases in school funding, so this improvement is in progress already.

In response to the enrollment challenges, Arts in Action has hired a full time staff member dedicated to managing the enrollment plan. This person is working to develop a cohesive enrollment plan that begins in the fall by building relationships with preschools and head start programs and continues into the following summer by hosting in-depth orientations for new students and their families. These measures will enable the school to better plan a master schedule prior to the beginning of the school year as well as create more socio-emotional and behavioral supports for students entering the program later than their peers. In conjunction with the administrative team, this team member will analyze enrollment patterns and build targets that are historically accurate. With this information the school will more aptly prepare a conservative operating budget and ultimately feel less pressure to backfill grade levels. It is the hope that having a staff member who exclusively leads student enrollment will positively impact the educational outcomes of Arts in Action.

In addition, Arts in Action hopes to receive approval to open a middle school. Families have been insistent on the importance of a middle school. Every year of the Charter School’s operation, families have pushed relentlessly. A middle school will meet this need and will diminish the loss to KIPP’s Grade 5-8 program.

Area of Improvement: Teacher Sustainability. Additionally, the school has met obstacles in securing a consistent teaching team from one year to the next. When teachers do not return, it becomes more difficult to implement a program with fidelity. For example, teachers employed during the 2014-2015 school year received a two-day training in the utilization of Guided Language Acquisition Design (GLAD) techniques. This same training was not available for new to Arts in Action teachers prior to the start of the 2015-2016 school year and so administration designed a “crash-course” during beginning of
the year professional development. The quality of training varies and so, too, will the delivery of the strategies.

So, while life events are inevitable on any campus, the school seeks to increase the number of effective teachers who remain on staff by reducing teacher burnout. While the school has high expectations for planning, we need to ensure the teachers are practicing self-care and are not burning out and leaving after a year, or worse mid-year. Administration needs to keep apprised of the needs of the staff and work to provide the necessary supports so that all teachers are successful in delivering high quality instruction. Supports will include the mentor/mentee program, an evidence-based observation and coaching model (see below), and consistent and clear expectations from administration.

**Area of Improvement: Strengthening Teacher Practice.** Due to the demographics of the Boyle Heights community, the students enrolled at Arts in Action face a great number of stressors that potentially hinder academic performance. Accordingly, the school has high expectations for planning to account for appropriate differentiation and cognitively engaging activities in each lesson delivered. However, to ensure teachers are planning efficiently, the school must then provide teachers with strong support and professional development. The school has added a mentor program, defined expectations for lesson planning and feedback, and devised a clear observation and evaluation plan. Each new teacher is assigned a veteran teacher who will work with him or her to manage the responsibilities of a classroom teacher. In its first year of implementation, the program includes fewer structures so as to collect specific data regarding needs of first year teachers. In the 2015-2016 year, the mentor observes once a week, scripting a portion of the mentee’s lesson. The team then meets to analyze the results, brainstorms an area of improvement, and develops a concrete plan to be implemented the following week. In the upcoming years, the team will solidify high-leverage strategies first year teachers need to master to be successful and create a program designed to focus on these.

As for lesson plans, while teachers have always been required to plan, the tools and procedures may not have been clearly defined. In the upcoming years of the charter, the team has collaboratively created a sustainable tool that includes all of the administration’s expectations but is also manageable for teachers. Further teachers will consistently receive feedback aligned to the areas of focus on the Danielson Teacher Effectiveness Framework. It is the belief that connecting these two practices will lead to stronger classroom practices, including more skillful differentiation and cognitive engagement.

The final step toward strengthening teacher practice is implementation of a focused observation, coaching, and evaluation model. To increase feedback on teacher practice, in the 2015-2016 school year, the administration has created a sustainable model that can be replicated even if leadership changes. At the beginning of the year the administration presented two schoolwide focuses, each from a different domain of the Danielson Framework. Teachers then reflected on an additional standard on which they wanted to improve. Once a month, the principal sits down to script a lesson or portion of a lesson. This data is then used as evidence as a basis for a conversation regarding improving teaching practice. These formal and informal observations are rated on a rubric and are used in part to evaluate a teacher’s effectiveness. Because this is systematic process it does not rely on a particular administrator guiding the coaching and evaluation and should yield increased teacher effectiveness.

**Area of Improvement: Shifting to New Standards.** Another challenge that teachers have faced is a shortage of instructional resources and methods that are well-aligned to new state content standards.
This has not been a great challenge in Math since the “Singapore Math” materials are already well-aligned to Common Core State Standards. However, there have been some gaps in the materials used for Readers and Writers Workshop, and explicit alignment to Common Core State Standards needs to be improvement. Next Generation Science Standards create a similar challenge. The school is still in transition with instructional materials and methods to eliminate gaps, to enable teachers to plan differentiated lessons effectively, and to shift toward instructional practices that will support fuller realization of the standards, such as more collaborative, student-directed learning and more meaningful applications of content. The Charter School’s assessments have also shifted, which has diminished the teachers’ ability to utilize assessment data effectively to inform instruction.

This challenge will be addressed as teacher become more familiar with the standards and with the assessments and the data they provide. In addition, the ELA team and administrators will be examining materials such as the Engage New York resources and new Next Generation Science materials.
## Surrounding Schools Demographic and Performance Data

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<thead>
<tr>
<th>Address:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
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<tr>
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<td>No</td>
<td>698</td>
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<td>2</td>
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<td>No</td>
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<td>Yes</td>
<td>NA</td>
<td>857</td>
<td>9*</td>
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</table>

1 “Surrounding Schools” are those schools located within a two-mile radius of 1241 S. Soto St., Los Angeles, CA 90023. All Surrounding School information is drawn from the most up-to-date reported data available. The table is populated with the 2014-15 population data (except Special Ed. Students; most current data on Special Ed. enrollment is from 2012-13) and 2012-13 performance information provided by DataQuest found at [http://data1.cde.ca.gov/dataquest/](http://data1.cde.ca.gov/dataquest/). SPF data was provided by LAUSD at [http://schoolinfo.lausd.net/budgetreports/spfarchive.jsp](http://schoolinfo.lausd.net/budgetreports/spfarchive.jsp).

2 This school’s performance data is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. No SPF classification was given for this school.

3 This school’s performance data is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. No SPF classification was given for this school.
<table>
<thead>
<tr>
<th>School Name</th>
<th>No. of Students</th>
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<th>% Hispanic or Latino of Any Race</th>
<th>% African American, not Hispanic</th>
<th>SPF Status</th>
<th>SPF Classifications</th>
</tr>
</thead>
<tbody>
<tr>
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<td>99%</td>
<td>0.4%</td>
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<td>814</td>
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</table>

*4 No performance data was available for this school. No SPF classification was given for this school.*
<table>
<thead>
<tr>
<th>Charter Schools</th>
<th># of Students</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 API Growth Target?</th>
<th>Met 3 Year Average API</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>59%</td>
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<td>708</td>
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<td>KIPP Los Angeles College Preparatory School (5-8)</td>
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</table>

**Student Population to Be Served**

Arts in Action is an independent elementary charter school that provides students in Grades TK-5 with a site-based program using progressive education methods. Given the Charter School’s focus, specific educational interests of Arts in Action students may include an interest in the arts or the focus on civic action. Students’ backgrounds are diverse. While some come from fluent English-speaking families that have been rooted in the United States since generations back, most are children of immigrants or are immigrants themselves. Their backgrounds include rich linguistic and cultural heritage from numerous countries, especially Mexico and Central American countries. Arts in Action’s curriculum will be designed to be culturally and linguistically responsive, developing students’ intercultural awareness and cooperation.

Students’ challenges stem primarily from poverty and from linguistic diversity, as many students arrive to school with low English literacy skills. Boyle Heights community is among the poorest in Los Angeles County, with a per capita income of less than $13,000--$30,000 less than the California

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5 A 3-Year Average API Report is not available for this school because they did not meet one of the following below: the school had a valid API (i.e., the school received an API report) in each of the last three consecutive years; and, the school had 11 or more valid scores in each of the last three consecutive years (i.e., a valid score is when a student’s assessment results are included in the calculation of the API).

6 A 3-Year Average API Report is not available for this school because they did not meet one of the following below: the school had a valid API (i.e., the school received an API report) in each of the last three consecutive years; and, the school had 11 or more valid scores in each of the last three consecutive years (i.e., a valid score is when a student’s assessment results are included in the calculation of the API).

7 No performance data or SPF classification was available for this school; school opened in 2013.

8 In 2013, this school had fewer than 11 valid 2013 STAR test scores. No reliable API can be calculated with so few scores. No Special Ed. enrollment data was available for this school. No SPF classification was given for this school.
average; 33% of residents had incomes below the poverty level and 22.4% below 50% of the poverty level in 2011. Parent education is also an area that lacks in comparison to other locations. Of the 24,451 residents 25 years and older, 50.1% have less than a 9th grade education, 22.5% have a 9th-12th grade education without a diploma, and only 14.5% have an earned high school diploma or equivalent. Boyle Heights is largely comprised of Latin American immigrants.

Many families rent, rather than own their own homes, and there is a high degree of mobility. While high student mobility is a challenge for any school, Arts in Action’s engaging curriculum and close, supportive relationships with families will give them greater incentives to keep their kids in the school.

When students are personally affected by crime, underemployment and poverty, focusing on learning often becomes much more difficult. Arts in Action will anticipate these issues and will design its curriculum, supplemental academic interventions and non-academic student supports to prevent and mitigate the effects of poverty. Supports include connecting students and families with resources such as counseling. By providing a highly engaging curriculum, students will be more likely to be "swept up" in learning, not fighting off mental distractions. Further, Arts in Action will be prepared to engage and challenge all students at their just-right levels and to provide supplemental academic interventions to help all students perform at grade level.

AIA’s students reflect the community, with close to 100% Hispanic students from families that speak Spanish in their homes. Approximately 70% of the students are considered English Learners themselves and 98% qualify for the USDA free and reduced meals program. In a geographic survey of the Boyle Heights community, there are far fewer professional arts venues than in more affluent neighborhoods of Los Angeles. Children from affluent neighborhoods benefit from the enrichment opportunities and exposure to art. Arts in Action aims to provide a rich arts program at levels comparable to that found in higher socioeconomic neighborhoods. The program nurtures development of the whole child.

**Five Year Enrollment Plan**

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<td><strong>Total Students:</strong></td>
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<td>338</td>
<td>338</td>
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</table>

Additional demographic data of the target population is included as Demographic Sheet below.

**Goals and Philosophy**

**Mission Statement**
To empower, prepare, and inspire urban students to achieve their highest potential and become active citizens who work toward building a more just, humane, and sustainable world by providing a democratic arts-enriched and nurturing school environment.

**Vision Statement**
To be known for providing the best holistic support system for students and their families in pursuit of academic excellence.

**An Educated Person in the 21st Century**
Over the last five years, shifts in content standards reflect substantial updates to better prepare students for the rigors of college and 21st century careers. For example, problem solving and critical thinking skills are increasingly needed to succeed in college and in a growing number of career fields. It is not so much what our students know but how they can manipulate that information to form an articulate and evidence-based opinion. Thus, to be successful in high-skilled careers students first must pursue and successfully obtain a higher education. Success in college requires students to be perseverant in their work habits and in their intellectual commitment, attending to tasks with focus and strategic thinking. Further, students need to be independently motivated and know how to utilize a variety of resources to deepen their understandings. And yet it is not enough to produce academically skilled individuals. At Arts in Action, the educator’s goal is also to expose students to important social issues and instill a strong sense of civic duty.

The last few decades have produced outstanding research-based curriculum in social-emotional skills, which are paramount to developing healthy, satisfying personal relationships and successful workplace relationships. Nationally, levels of civic participation remain low, but strong civics-oriented approaches produce personal characteristics associated with more vibrant democratic participation. Physical health and emotional health are as important as they have always been. The emotional well being of our students is constantly threatened living in neighborhoods marked by stressors such as racism, economic deprivation and so on. Thus, the Charter School’s job in communities as such takes on a greater responsibility of meeting the needs of the whole child. Our belief is that a love of arts and literature contributes to joy and the continual acquisition of rich knowledge about the world and its people. Finally, people need the skills to independently continue their education and to pursue and succeed in careers.

Given this context, Arts in Action seeks to develop the following characteristics of an educated person in the 21st century:

- **Fundamentals:** Competent skills in reading, writing, math, science, and social studies
- **Critical thinking and problem solving:** analyzing information, applying new ideas to new situations, and developing new knowledge
- **Social-emotional skills:** practicing habits needed to maintain satisfying relationships, to thrive in varied social groupings and to achieve personal goals
- **Technology skills:** Basic word processing abilities, furthering learning through web-based research, enhancing the aesthetics of presentations via computer resources, and expressing their comprehension of content through computer adaptive assessments
- **Citizenship:** Actively exercising strong civic ethics and taking strategic action to create a more just, humane and sustainable world
- **Physical health:** Practicing healthy exercise and nutrition
- **Emotional health:** Living with self-confidence, personal responsibility, respect for others and understanding across differences
- **Arts and literature:** Participating in and appreciating musical, visual and performing arts and a love of literature
- **Preparation for further education and skilled employment:** Readiness for college or chosen career paths

**How Learning Best Occurs**

Learning best occurs in schools where highly skilled teachers implement a clearly articulated instructional vision guided by sound school leadership, where students and staff are supported to do their best work. Students and staff continuously monitor their performance and adjust their practices as they strive toward optimal performance. The instructional approaches that Arts in Action views as most effective take a high level of skill to implement, thus the Principal supports teachers by respecting their ideas and by responding to their individual needs and interests. Similarly, teachers support students by respecting their ideas and by responding to their individual needs and interests.

Further, Arts in Action’s Learning Principles reflect the charter school’s belief that learning best occurs when the following conditions are present:

- **Purposeful action:** Scholars are engaged in activities that hold interest and/or personal meaning for them. To the extent that students may bring challenges, authentic interest and intrinsic motivation may be especially important for our student population.
- **Just-right challenge:** Scholars work at a level of “gentle challenge,” sometimes as a result of differentiated instruction. Students’ work is not too hard or too easy; rather, students experience academic rigor in a way that helps them to learn more, not experience frustration. Many of our students arrive to school with gaps in English and in other areas, so skillful differentiation and personalization are essential to closing gaps, which may be quite large.
- **Student ownership of learning:** Scholars have many opportunities to make decisions in their academic work and in the management of their learning environment. To the extent that students may bring challenges, feeling a sense of ownership may be especially important for our student population.
- **Supportive learning environment:** Scholars feel respected and understood by adults and peers; instruction is culturally relevant; all learners are expected to meet high standards; and learners receive supports needed to meet academic and behavioral expectations (including personal and family supports, as needed). For students with large learning gaps or for students who do not receive academic press at home, academic press at school – and the supports to enable students to meet those high expectations – is especially important.

**Goals for Enabling Students as Self-Motivated, Competent and Lifelong Learners**

The goals and objectives of Arts in Action are the following:

- **GOAL:** To achieve educational justice for the students it serves
  o **Objective:** Help students achieve academic and non-academic outcomes comparable to strong middle class schools, especially those related to college and career readiness
Objective: Provide educational programming of exceptionally high quality, at a level adequate to this goal
Objective: Raise funds and establish parent and community partnerships to provide student and family supports students at a level adequate to this goal
Objective: Provide evidence of achievement of this goal using assessments that reflect skills students at elite progressive institutions would develop, such as higher order thinking skills and social-emotional skills

- **GOAL:** To prepare self-motivated students as active citizens who actively exercise a strong public ethic and take strategic action to create a more just, humane and sustainable world
  - **Objective:** Incorporate important social issues into the standards-based curriculum to the greatest extent possible without compromising other goals and objectives
  - **Objective:** Provide facilitated opportunities for students to take strategic action on issues they care about most
  - **Objective:** Implement curriculum to develop a strong sense of ethics and instill the value of active citizenship

- **GOAL:** To provide low-socioeconomic families with increased access to a progressive education for their children
  - **Objective:** Develop strong curriculum and instruction that uses, to the greatest extent possible without compromising other goals and objectives, “learning by doing,” student engagement, thematic curricular integration – including the arts, emphasis on problem solving and critical thinking, understanding and action as goals and uses collaborative learning projects
  - **Objective:** Focus on the whole child, through social-emotional skill development, student supports, education for democracy, emphasis on skills students need for the future
  - **Objective:** Use authentic assessment, emphasizing development of students’ metacognition, the ability to monitor one’s own learning process
  - **Objective:** Collaborate with parents and enable them as partners in progressive education methods

- **GOAL:** To provide low-socioeconomic families with increased access to arts programming for their children
  - **Objective:** Provide high-quality arts programming, with an emphasis on music and dance, to students who might otherwise not have access to these activities

- **GOAL:** To increase opportunities for teachers to develop as progressive educators.
  - **Objective:** Establish a high-functioning professional learning community to continually improve instruction, using progressive education methods, to continually raise student achievement
  - **Objective:** Articulate effective progressive education methods used so that both Arts in Action teachers and teachers from other schools can readily learn and further refine the Charter School’s approaches

Consistent with the California Charter Schools Act, these combined goals enable all students to become self-motivated, competent and lifelong learners. Strong academic preparation aimed at career and
college readiness gives students a foundation to continue learning over a lifetime. A progressive education instills motivation by emphasizing “learning by doing” and cooperative projects that engage student interest. A progressive education instills competence by emphasizing problem solving and critical thinking, conceptual understanding that can be applied to real world situations, academic and social skills students need to thrive in future careers, and metacognition, or, the ability to monitor one’s own learning.

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

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
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<tbody>
<tr>
<td><strong>GOAL #1</strong></td>
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<tr>
<td>Safe Facility &amp; Productive Environment: All students will have access to a safe, productive environment, starting with a facility that is in good repair.</td>
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<tr>
<td>☒ 1 ☐ 4 ☐ 7</td>
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<td>☐ 3 ☐ 6</td>
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**Specific Annual Actions to Achieve Goal**
- Maintain valid certificate of occupancy.
- Administer stakeholder surveys with questions on the facility and environment.
- Hold meetings with landlord as needed to address concerns.
- Contract professionals to maintain facilities.

**Expected Annual Measurable Outcomes**

**Outcome #1:** The certificate of occupancy is valid.

**Metric/Method for Measuring:** Certificate of Occupancy
GOAL #2
Appropriate Credentialed Teacher Assignments: All teachers are appropriately assigned. (*Although E.C. 44258.9 is not applicable to charter schools, AIA will ensure all teachers are well qualified for electives.)

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<tr>
<td>All Students (Schoolwide)</td>
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Related State Priorities:
☒ 1  ☐ 4  ☐ 7
☐ 2  ☐ 5  ☐ 8
☐ 3  ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal
- Hire appropriately credentialed teachers.
- Monitor credential validity.
- Post and interview for teacher positions.

Expected Annual Measurable Outcomes
Outcome #1: 100% of teachers are appropriately credentialed and assigned.

Metric/Method for Measuring: Hire highly qualified candidates with appropriate certifications for all open positions.

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<tr>
<td>All Students (Schoolwide)</td>
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Hire highly qualified candidates with appropriate certifications for all open positions.

GOAL #3
Well-Designed Academic Program: All students will have schedules meeting more than the required total number of instructional minutes and appropriate numbers of minutes allocated to each core content area.

Related State Priorities:
☒ 1  ☐ 4  ☒ 7
☐ 2  ☐ 5  ☐ 8
☐ 3  ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal
• Implement master schedule.
• Ensure master schedule provides required instructional minutes and appropriate allocations for core content and elective requirements.

### Expected Annual Measurable Outcomes

**Outcome #1**: Students are enrolled in appropriate classes.

**Metric/Method for Measuring**: Students schedules are aligned to grade level standards and required instructional minutes.

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<tr>
<td>All Students (Schoolwide)</td>
<td>Students’ schedules are aligned to grade level standards and required instructional minutes.</td>
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**GOAL #4**

Quality Instructional Materials: All students will have access to standards-aligned materials and additional instructional materials.

**Related State Priorities**: ☒ 1  ☐ 4  ☐ 7  ☐ 2  ☐ 5  ☐ 8  ☐ 3  ☐ 6

**Local Priorities**: ☐ : ☐ :

**Specific Annual Actions to Achieve Goal**

• All students will have access to standards-aligned, instructional materials including, but not limited to computers, laptops, tables, textbooks, online curriculum, article databases, novels, and manipulatives.

**Expected Annual Measurable Outcomes**

**Outcome #1**: Students have access to standards-aligned instructional materials.

**Metric/Method for Measuring**: Classroom observation and schoolwide inventory depicts sufficient supplies for each enrolled pupil.

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>100% of students have access to standards-aligned instructional materials.</td>
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**GOAL #5**
Meaningful Professional Development (PD): All teachers are engaged in ongoing, relevant professional development that implements academic content standards and supports AIA’s core mission and a vision.

Related State Priorities:
- ☒ 1
- ☒ 4
- ☐ 7
- ☒ 2
- ☐ 5
- ☐ 8
- ☐ 3
- ☐ 6

Local Priorities:
- ☐
- ☐

Specific Annual Actions to Achieve Goal

- Through classroom observations and teacher surveys, administration identifies school-wide needs.
- Leadership team creates a comprehensive professional development plan that includes workshops related to positive behavior management, cognitive engagement, special education, differentiation (high achievers, GATE students, ELD students, etc.), and school operations.

Expected Annual Measurable Outcomes

**Outcome #1**: Teachers agree that PD supports alignment to CCSS.

**Metric/Method for Measuring**: End of the year teacher survey for items related to teacher professional development.

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<tbody>
<tr>
<td>All Students (Schoolwide) – Teacher Survey</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
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**Outcome #2**: Teachers agree that PD supports implementation of the Charter School’s mission and vision.

**Metric/Method for Measuring**: End of the year teacher survey for items related to teacher professional development.

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<tbody>
<tr>
<td>All Students (Schoolwide) – Teacher Survey</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>90%</td>
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GOAL #6

Challenging Content Instruction: All students will be taught with rigorous content instruction that promotes competent understanding of the material.

Related State Priorities:
- ☒ 1
- ☒ 4
- ☐ 7
- ☒ 2
- ☐ 5
- ☐ 8
- ☐ 3
- ☐ 6

Local Priorities:
- ☐
- ☐

Specific Annual Actions to Achieve Goal
• A core set of effective teachers developed ELA and Mathematic scope and sequences for all grade levels of the elementary program.
• Students are administered rigorous ELA, math, and writing benchmarks three times a year designed by external sources to provide objective data regarding academic achievement.
• Teachers are required to submit weekly overviews detailing their objectives and specific agenda items for each lesson and are provided feedback regarding these plans.
• Arts in Action has incorporated ELD standards and instructional strategies across the curriculum utilizing such models as GLAD.
• Students received timely information regarding students’ progress three times throughout the year via parent conferences and student progress reports.

### Expected Annual Measurable Outcomes

#### Outcome #1: Instructional staff and parents consider the instruction to be appropriately challenging.

**Metric/Method for Measuring:** End of the year stakeholder survey for items related to quality of academic program.

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<tbody>
<tr>
<td>All Students (Schoolwide) – Stakeholder Survey</td>
<td>70%</td>
<td>75%</td>
<td>85%</td>
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#### Outcome #2: Teachers attain a 3 or better on the instructional rubric.

**Metric/Method for Measuring:** Teacher Observation and Evaluation tool aligned to the Danielson Framework.

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<tbody>
<tr>
<td>All Students (Schoolwide) – Teacher Evaluations</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
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### GOAL #7a

**Challenging Academic Engagement (Part A):** All students will be provided appropriate core instruction, supplemental instruction, and other supports to accelerate progress toward content proficiency.

#### Related State Priorities:
- ✔️ 1
- ✔️ 4
- ✔️ 7
- ✔️ 2
- ✔️ 5
- ✔️ 8
- □ 3
- □ 6

#### Local Priorities:
- □:
- □:

### Specific Annual Actions to Achieve Goal

- Assessment data is used to inform core and supplemental instructional planning school-wide, by grade level, for individual students, and, if different, by subgroup.
- Teachers and administration completed a data analysis cycle following each administration of the interim assessments.
• Teachers and instructional aides were provided with instructional support based on identified areas of need.

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
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**Outcome #1:** Students who are not yet performing at a proficient level will make significant progress, as measured by progressing one or more performance levels either on the interim assessment or on the CAASSP assessment.

**Metric/Method for Measuring:** Track My Progress (a nationally normed test aligned to grade level expectations) or similar assessment and/or CAASSP assessments.

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<tr>
<td>All Students (Schoolwide)</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
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**GOAL #7b**

Challenging Academic Engagement (Part B): Students with disabilities will be provided appropriate core instruction, supplemental instruction, and other supports to accelerate progress toward content proficiency goals on each student’s Individualized Educational Program.

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<th>Related State Priorities:</th>
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<td>☐ 1</td>
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<td>☐ 7</td>
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**Local Priorities:**

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**Specific Annual Actions to Achieve Goal**

• Director of Special Education supported teachers in assessment data analysis as related to students with disabilities.
• Progress towards IEP goals were monitored throughout the year and services adjusted as needed.
• Teacher PD included opportunities to augment instructional differentiation skills.
• Students were provided accommodations in the classroom and during schoolwide assessments.

**Expected Annual Measurable Outcomes**

**Outcome #1:** As an average of all students with disabilities, individualized education plan goals will be met in the time stipulated on the IEP.

**Metric/Method for Measuring:** Analysis of IEPs to assess goal completion.

|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|

37
### GOAL 8

**English Language Development (Part A):** ELs will be provided with effective instruction for English Language Development (ELD), including ELD strategies embedded in core content areas and supplemental instruction to support English proficiency.

**Related State Priorities:**
- ☐ 1  ☒ 4  ☐ 7
- ☒ 2  ☒ 5  ☐ 8
- ☐ 3  ☐ 6

**Local Priorities:**
- ☐:
- ☐:

### Specific Annual Actions to Achieve Goal

- Use assessment data to inform core and supplemental instructional planning to meet EL students’ identified needs.
- Use internal benchmarks to monitor student progress.
- Provide teachers and instructional aides with ongoing professional development based on analysis of student formative data.
- Core group of teachers received training in Guided Language Acquisition Design and serve as exemplars on campus for teaching staff.

### Expected Annual Measurable Outcomes

**Outcome #1:** English learners will increase one level of proficiency on the CELDT.

**Metric/Method for Measuring:** California English Language Development Test results

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<tbody>
<tr>
<td>English Learners</td>
<td>62.5%</td>
<td>63%</td>
<td>63.5%</td>
<td>64%</td>
<td>64.5%</td>
<td>65%</td>
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### GOAL 9

**English Language Development (Part B):** ELs will be provided with effective instruction for English Language Development (ELD), including ELD strategies embedded in core content areas and supplemental instruction to support English proficiency.

**Related State Priorities:**
- ☐ 1  ☒ 4  ☐ 7
- ☒ 2  ☒ 5  ☐ 8
- ☐ 3  ☐ 6

**Local Priorities:**
- ☐:
- ☐:

### Specific Annual Actions to Achieve Goal
• Use assessment data to inform core and supplemental instructional planning to meet EL students’ identified needs.
• Use internal benchmarks to monitor student progress annually and quarterly.
• Provide teachers and instructional aides with ongoing professional development based on analysis of student formative data.
• Core group of teachers received training in Guided Language Acquisition Design and serve as exemplars on campus for teaching staff.
• Review master EL plan and increase scaffolds and interventions for English Learners.

Expected Annual Measurable Outcomes

Outcome #1: English learners will meet the terms for reclassification.


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<tbody>
<tr>
<td>English Learners</td>
<td>10%</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>14%</td>
<td>15%</td>
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GOAL 10

Student Enrichment: Students will be provided with opportunities that build schema through enrichment and extracurricular experiences.

Related State Priorities:

☐ 1 ☒ 4 ☐ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

• Provide high quality arts electives including art and music instruction.
• Develop a scope and sequence aligned to Visual and Performing Arts standards.
• Planned opportunities for students to attend professional arts performances.
• Implemented arts-based afterschool program.
• Hire experienced, credentialed arts elective teachers.
• Provide professional development related to integrating arts instruction for general education teachers.

Expected Annual Measurable Outcomes

Outcome #1: Students will attain a 3 or better on portfolio and performance rubrics.

Metric/Method for Measuring: Analysis of art and music portfolios.
### GOAL 11

**Positive Family Engagement:** AIA staff, together with the United Parent Council, will create clear communication to welcome parent involvement and create satisfaction with participation in AIA.

**Related State Priorities:**
- ☐ 1
- ☐ 4
- ☐ 7
- ☐ 2
- ☐ 5
- ☐ 8
- ☒ 3
- ☐ 6

**Local Priorities:**
- ☒
- ☐
- ☐

#### Specific Annual Actions to Achieve Goal

- Expand the activity of the United Parent Council to include additional fundraisers, workshops, and schoolwide events.
- Administration collaborate with parents to evaluate and make suggestions toward creating a more positive climate on campus.
- Create a Parent Center.
- Administer stakeholder survey to identify areas of need of improvement for the school.
- Utilize Community Circle to listen to the need of Arts in Action families when difficult situations arise.

#### Expected Annual Measurable Outcomes

**Outcome #1:** Families will agree that the school is welcoming of parent involvement and are satisfied with the opportunities for parent involvement.

**Metric/Method for Measuring:** Annual stakeholder survey.

### GOAL 12

**Consistent Attendance:** AIA will maintain a high rate of attendance.

**Related State Priorities:**
- ☐ 1
- ☒ 4
- ☐ 7
- ☐ 2
- ☒ 5
- ☐ 8
- ☐ 3
- ☒ 6

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<tbody>
<tr>
<td>All Students</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
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Local Priorities:

Specific Annual Actions to Achieve Goal

- Develop schoolwide attendance review policy.
- Notify parents of Arts in Action’s chronic absence and tardy policy.
- Run weekly attendance reports to monitor student absences.
- Notify and offer families support once absences become chronic.

Expected Annual Measurable Outcomes

Outcome #1: Average daily attendance of 96% or higher. Rates of chronic absenteeism at or below 3% of the student population.

Metric/Method for Measuring: Analysis of Arts in Action attendance data.

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<tbody>
<tr>
<td>All Students (ADA)</td>
<td>96%</td>
<td>96.5%</td>
<td>96.5%</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
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<tr>
<td>All Students (Chronic Absenteeism)</td>
<td>8.14%</td>
<td>6%</td>
<td>5%</td>
<td>4.5%</td>
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GOAL 13

Proactive Supports & Effective Discipline: AIA will provide a full time counselor, social-emotional skill development, and an engaging curriculum as preventative measures against suspension and expulsion.

Related State Priorities:

- □ 1  ☒ 4  □ 7
- □ 2  ☒ 5  □ 8
- □ 3  ☒ 6

Local Priorities:

Specific Annual Actions to Achieve Goal

- Create Arts in Action Positive Behavior support plan based on restorative justice practices and alternatives to suspension.
- Train teachers on classroom management strategies utilizing Doug Lemov’s *Teach Like a Champion*.
- Utilize Charter School’s student information system to track student misbehaviors and interventions.
- Utilize LiveSchool (an online behavior tracking system) to provide students feedback and consequences regarding appropriate and inappropriate behaviors.

Expected Annual Measurable Outcomes

Outcome #1: Suspension rates at less than or equal to 2% of the student population. Rates of expulsion
based on discretionary grounds will be maintained at less than or equal to 1% of the student population.

**Metric/Method for Measuring:** Analysis of Arts in discipline data.

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<tbody>
<tr>
<td>All Students (Suspension)</td>
<td>2.3%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
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<tr>
<td>All Students (Expulsion)</td>
<td>0%</td>
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**INSTRUCTIONAL DESIGN**

**Overall Curricular and Instructional Design**

*Program Structure and Staffing*

*Specialized Teaching Mode.* At Arts in Action, teachers will specialize in just two or three content areas:
- English/language arts, social studies and English Language Development, or
- Math, science, PE and English Language Development.

Content area combinations may change according to the strengths of the teachers hired and other factors. Arts in Action will also use self-contained classrooms in some circumstances. Self-contained classrooms can work particularly well (1) for younger students and (2) where teachers have sufficient mastery of their primary “specialist” content areas and have the potential to excel in addition additional content areas. Some students and some teachers may do their best work in a self-contained classroom, and Arts in Action will take these types of variables into consideration when planning its staffing model to provide environments most likely to support student success.

Arts in Action views teaching as a complex craft, requiring a high level of skill to teach effectively. Successful teaching requires strong content area knowledge as well as masterful understanding of instructional strategies appropriate to children’s developmental learning stage. With a majority of students entering with skills below grade level and a wide range of skill levels and needs to differentiate for, the pedagogical task is even more complex. By focusing on pedagogy for just two or three domains, Arts in Action teachers are able to develop needed skills more quickly and will have the time to plan more thoroughly.

Numerous independent studies have found that students do better in schools with specialized teachers that follow students for multiple years than students in traditional self-contained classrooms – and maintain their gains into middle school. Further, students are highly engaged, look forward to coming to school, and feel good about their accomplishments. This research on using specialized teachers is based on a model designed for schools in which a majority of students have traditionally not demonstrated academic proficiency (Butzin, 2004) and thus is well aligned to the target population and to Arts in
Action’s design. Even though Arts in Action students will see two core content teachers, not just one as in most schools, an emphasis on strong teacher-student relationships and on creating supportive classrooms will ensure an environment conducive to learning.

Additional research supports the use of content specialists and focuses on teacher knowledge of content area pedagogy. A series of studies found that teachers specializing in elementary area mathematics had profound understanding, versus generalists who lacked this strong base of knowledge. This is significant because of the well-established correlation between teacher instructional knowledge and student achievement (Li 2008). A study of mathematics instruction in China and the U.S. found a correlation between elementary specialist teachers’ content area knowledge and higher student achievement (Ma 2007). Schools are increasingly using content area specialists because of the associated benefits, especially in the area of mathematics (Gerretson, H., Bosnick, J. and Schofield, K.). The highly successful Navigator charter schools in the greater San Jose area (Gilroy Preparatory Academy and Hollister Preparatory Academy) have used a similar content specialist model with great success.

Educational Theories and Research Base
To promote rigorous, relevant and attainable outcomes for its students, Arts in Action implements its view of “How Learning Best Occurs” through the Learning Principles of purposeful action, just-right challenge, student ownership of learning, and supportive learning environment.

Research Base for Purposeful Action. The principle of purposeful action aligns with the needs of the target student population and is supported by a solid body of evidence. According to an North Central Region Education Laboratory (NCREL) study of schools that have succeeded in raising minority students’ achievement, teachers make their subject interesting and their lessons pertinent and valuable. Research on “authentic instruction”—instruction that is highly engaging and interactive, and which connects to students’ real lives—showed that these methods increased student scores on high stakes standardized test scores. In two recent studies of Chicago public school students, the researchers found that when teachers offered less didactic and more interactive experiences, scores on the Iowa Test of Basic Skills rose significantly among a large cross section of students. (Newmann 2001; Smith, Lee, and Newmann 2001). Students who feel that academic work is meaningful are more likely to put greater effort into their work and are more likely to persist when challenged (Clark & Estes, 2002). In a study of more than 2,000 students in 23 restructured schools, most of them in urban areas, Newmann, Marks, and Gamoran (1995) found much higher levels of achievement on complex performance tasks for students who experienced what these researchers termed “authentic pedagogy”—instruction focused on active learning in real-world contexts calling for higher-order thinking, consideration of alternatives, extended writing, and an audience for student work. Further, the use of adaptive pedagogy - using multiple instructional strategies that support active learning and giving students different entry points to learning - allow them to use what Howard Gardner calls their multiple intelligences (1997).

Research Base for Just-Right Challenge. The principle of just-right challenge aligns with the needs of the target student population and is supported by a solid body of evidence. In his Zone of Proximal Development theory, educational theorist Vygotsky (1978) argues that optimal learning occurs in the “distance between the actual development level as determined by independent problem solving and the

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level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers.” This zone bridges the gap between what students can achieve with guidance or collaboration, otherwise known as scaffolding and what they can achieve alone. It is within this zone that cognitive change occurs.

Clear expectations, challenge and a feedback loop between instruction and assessment are also important for the target student population. In a study of Washington, D.C. high-poverty, high-minority districts where students were achieving at high levels, researchers identified several characteristics in the successful schools, including (1) providing clear and public standards for what all students should learn; (2) offering students challenging, standards-based curricula; (3) providing extra instruction to students who need extra support to succeed in rigorous courses; and (4) ensuring that teachers are well-prepared to teach their subjects. The regular use of assessment data to inform instruction is also important. Echoing similar results of other studies, a recent study of thirty-two K-8 schools by the Bay Area School Reform Collaborative found that the schools that were more successful in closing the racial achievement gap did many things differently, most notably, teachers diagnosed students’ needs a few times each week and then changed how they worked with students based on what the data revealed.

Research Base for Student Ownership of Learning. The principle of student ownership of learning aligns with the needs of the target student population and is supported by evidence. Student reflection and revision of work will be promoted through the use of portfolio assessment. Portfolios are not just evaluation instruments; they are complex learning experiences (see Newmann, Marks and Gamoran, 1995). Benjamin (2006) posits that having a choice gives students a sense of self-determination that translates into increased commitment.

The type of cooperative group work Arts in Action envisions has also been associated with increased student achievement, particularly for English Learners. Cooperative learning with mixed-language groups get students talking with teach other face to face as they do assignments and projects, which helps develop oral and written academic language. Group presentations are also a great way to build language skills among students (Rubinstein-Ávila, 2006). When groups have authentic, open-ended tasks to perform that require different kinds of skills and abilities and rely on roles that support distributed expertise among the members, they enable what educators Elizabeth Cohen and Rachel Lotan (1994, 1997) call complex instruction, an approach that has been found to support increased achievement that is also more equitably distributed. Cooperative learning also supports Common Core Standards in comprehension and collaboration.

The following studies confirm that intellectually engaged students learn more content: Allington and Johnston’s (2002) purposeful talk; Perkins’s (1992) culture of thinking; Palincsar and Brown’s (1984) reciprocal teaching; and Davey’s (1983) thinkalouds. These studies all suggest that kids having something active to do with text actually process it better.

Research Base for Supportive School Culture. In a study of schools that have succeeded in raising minority students’ achievement, adults in the school willingly provided extra help, adults encouraged students to work hard, and staff developed trusting relationships with students and support their growth and achievement: time and time again, the researcher found high-achieving minority students talking about the value of a teacher’s note of encouragement or a principal’s pat on the back (Ferguson, 2002).
Many studies have observed a strong relationship between the emotional and instructional classroom climate on student performance and growth. For example, the authors of an National Institute of Child Health and Human Development (NICHD) Early Child Care and Youth Development Research report concluded that, “opportunities to learn in small groups, to improve analytical skills, [and] to interact extensively with teachers…add depth to students’ understanding” (Pianta, Belsky, Houts, and Morrison, 2007). A recent research report on closing the achievement gap stated, “For African American and Latino kids, having a positive, encouraging relationship with adults in the school is absolutely critical.” The report also described the importance of having a problem-solving attitude, confronting racial disparity issues with data and specific initiatives to solve problems (Sadowski, 2005).

Regarding culturally responsive instruction and school culture, there is a large body of research showing that effective teachers of students of color, white teachers and teachers of color alike, exhibit a culturally responsive pedagogy, meaning they form connections with students; they celebrate their students as individuals and as members of specific cultures; they ask students to share who they are and what they know with the class in a variety of ways; and they regularly incorporate instructional materials that provide various viewpoints from different cultures (Irvine, 1992; Ladson-Billings, 1992; Garcia, 1993).

It is important that the supportive learning environment apply to teachers as well. A substantial body of research suggests that one of the most important school determinants of student achievement is the quality of teachers (National Commission on Teaching and America’s Future, 1996; Darling-Hammond, 1999). Parents are also important partners in their children’s education. Research has found that parents of high-achieving African-American boys were on top of their children’s academic work and clamped down on counterproductive uses of time, including television, radio, and video games. They also created an ongoing, positive dialogue with teachers and school officials (Mandara, 2006). Contrary to popular belief, increasing parental involvement does not always increase student achievement; it depends on the quality of parental involvement. Arts in Action will focus on developing the effective kind: “Parental involvement, both in school and at home, is beneficial when it supports autonomy, focuses on effort, is delivered with positive affect, and conveys positive beliefs about children’s abilities… The right kind of parent involvement (see the four traits above) is beneficial to children’s mental health, social functioning, and behavior in school” (Pomerantz et al., 2006).

Evidence for Progressive Education. Arts in Action’s instructional framework stems from a long tradition of progressive education methods with a sound base of evidence of their efficacy. One large-scale investigation reviewed research on various progressive education methods from across several decades, including studies of schools; studies of instruction in reading, writing, math, and science; and studies of student-centered education, constructivist teaching, democratic classrooms, looping, cooperative learning, and authentic assessment. Across domains, the results overwhelmingly favor progressive education methods which, not withstanding ideological considerations, can be recommended purely on the basis of their effectiveness. Says the author of the report, “The relative benefits of progressive education methods were found to be even greater when looking at more ambitious educational goals: long-term retention of what’s been taught, the capacity to understand ideas and apply them to new kinds of problems, a desire to continue learning — the relative benefits of progressive education are even greater. This conclusion is only strengthened by the lack of data to support the value of standardized tests, homework, conventional discipline (based on rewards or consequences), competition, and other traditional practices.” (Kohn, 1999)
Further bolstering the track record of progressive education methods, the following LAUSD charter schools achieve strong student performance results by implementing many of the approaches listed above:

<table>
<thead>
<tr>
<th>LAUSD Charter School</th>
<th>2013 % Eligible for Free or Reduced Price Meals</th>
<th>2013 API&lt;sup&gt;10&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Larchmont Charter School:</strong> Project-based; constructivist, hands-on, experienced-based; draws on Dewey, Piaget, Bruner, Vygotsky; whole child; social responsibility; celebrate diversity.</td>
<td>32%</td>
<td>909</td>
</tr>
<tr>
<td><strong>Los Feliz Charter School for the Arts:</strong> Project-based; constructivist; whole child; authentic assessment; arts focus; service learning; conflict resolution.</td>
<td>27%</td>
<td>835</td>
</tr>
<tr>
<td><strong>New Heights Charter School:</strong> Active instructional strategies; hands-on learning; discovery; understanding big ideas; caring school community.</td>
<td>96%</td>
<td>745</td>
</tr>
<tr>
<td><strong>Open Charter Elementary School:</strong> Emphasis fun, interactive and meaningful learning; constructivist; learning in context; thematic, integrated curriculum; guided by student interests; draws on Dewey, Piaget, Bruner; in-depth learning experiences; whole child; supportive learning environment; rich experiences in arts, technology and service learning.</td>
<td>16%</td>
<td>917</td>
</tr>
<tr>
<td><strong>Our Community Charter School:</strong> Constructivism; intrinsic motivation; integrated humanities core curriculum; exciting, engaging learning community; whole child; democratic classrooms; strong music program.</td>
<td>32%</td>
<td>864</td>
</tr>
</tbody>
</table>

Knowing Each Student Well. In most elementary schools, pairing one teacher with the same group of students for most of the day creates safety and allows teachers to know students’ needs well. Arts in Action will use several strategies to promote strong relationships between students and adults and an emotionally and physically safe school culture. First, the school will ensure that every student has an adult who knows him or her especially well by designating one of the core teachers as his or her advisor. Advisors will be responsible for monitoring each of their students’ progress and communicating with parents. Advisors will facilitate the PATHS curriculum during morning meeting time. Advisories will also be the place for students’ to engage in democratic participation (school-wide problem solving, event planning, student input in decision-making, etc.). Advisory will not be a separate class, rather, time will be allocated for advisory activities within the core content classroom.

A second strategy for ensuring teachers know students well is the school will use a strong orientation process, ongoing school rituals, social-emotional skill development and support across the curriculum and other strategies to keep students feeling connected, cared for and safe wherever they are in the school.

*Highly Structured Curriculum and Instruction.* Arts in Action believes that the target student population will be best served by a highly structured implementation of the above methods, with clear expectations of students, explicit instruction and guidance, division of complex work into manageable chunks and provision of specific feedback to students. Highly structured curriculum and instruction will be achieved through the hiring of highly skilled teachers, provision of ample professional development and use of a sound backwards design process for detailed curricular planning.

NOTE: Please note that additional information on educational theories and research is embedded in the “Instructional Methods and Strategies” section.

**Curriculum and Instruction**

**English Language Arts (Core Class)**

Arts in Action believes that key components of literacy are made up of a set of skills, but that these skills in isolation will not help students become competent readers, writers, speakers and listeners. The National Research Council, in a 1998 report on reading difficulties in young children, posited that children master important literacy skills, strategies, and knowledge to become successful readers and writers most quickly and effectively if their teachers integrate both systematic instruction in letter-sound relationships and critical thinking about literature into their literacy classrooms. This approach, also known as balanced literacy instruction, will be the backbone of the English language arts program. The majority of Arts in Action students are classified as English Learners and therefore have a unique set of learning needs. The balanced literacy approach pushes students to achieve within their current level of language development while providing the necessary supports for continuous growth. The Arts in Action English/Language Arts (ELA) curriculum will be based on California Common Core standards and will emphasize the development of skills, strategies and abilities all students need to be competent readers, writers, speakers and listeners. The literacy program will focus on reading fluency, comprehension, writing for varied audiences and purposes, and developing in students a love of literature and a deep understanding of its significance to their success.

The building blocks of literacy are not only made up of a set of skills, but that these skills in isolation will not help students become competent readers, writer's speakers and listeners. Students must become critical thinkers as they read and write, and be able to become readers and writers. In the workshop model students truly "learn by doing." Children build individual identities as readers by reading books at their "just right" level. Students spend extensive time actually reading each day. As they become more adept readers they engage in deep analysis of texts collaborating with peers to make connections to their lives and the world beyond. In our upper grade levels students are immersed in multiple novel studies throughout the year. Reading *Charlie and the Chocolate Factory* becomes a character study in which students analyze how one’s upbringing molds his or her moral development. Additionally, we work to develop students develop fluency through guided reading, individual conferencing, and small group instruction. Similarly, students build identities as writers by writing on a daily basis. Daily writing is not corrected and inventive spelling is encouraged, however, students are guided in revising
and adding to their writing pieces. Each of these pieces is artfully aligned to the goals of the Common Core standards and laid out in detailed Arts in Action scope and sequences.

Teachers will implement Reading and Writing Workshop beginning in Kindergarten and will incorporate phonemic awareness, phonics and decoding, vocabulary, grammar, writing conventions and other skills into the curriculum as appropriate in each grade or ability level. Students will work towards reading, speaking, and listening goals in Reading Workshop, as described by Lucy Calkins in The Art of Teaching Reading, by Kathy Collins in Growing Readers, and by Irene Fountas and Gay Su Pinnell in Guiding Readers and Writers. They will work towards writing goals using the curriculum developed by Calkins and colleagues at the Teachers College Reading and Writing Project: Units of Study for the Primary Classroom in grades K-2, and Units of Study for Teaching Writing Grades 3-5 in the upper grades. These goals and writing objectives and are aligned to the ELA California Assessment of Student Performance and Progress (CAASPP) performance tasks. Each year, the instructional staff collaborates to revise the curriculum. Below is an example of an Arts in Action Scope and Sequence that intends to tie together all components of language arts through thematic units.
### 3rd Grade ELA Scope and Sequence

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Family to School Community</th>
<th>Time Frame:</th>
<th>08/24-09/25 (5 Weeks)</th>
</tr>
</thead>
</table>

**AIA 2015-2016 Schedule Notes:**
- 08/28 Shining Scholar Assembly
- 08/31-9/11 TMP Administration 1
- 09/04 AIA PD (No Instruction)
- 09/07 Labor Day Holiday
- 09/17 Back to School Night
- 09/25 Shining Scholar Assembly

**Theme:** Students will explore how their individuality contributes to the school community. Students will understand how they can contribute to the school community by sharing their family values, traditions, and customs. They will find their voice and their story to tell.

**Common Core Standards:**
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- RF.3.1: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.2: Read with sufficient accuracy and fluency to support comprehension.
- L.3.1 A
- L.3.2 A.

**Comprehension Strategy Focus:**
- Making Connections

**Reader’s Workshop Unit 1: Readers Build Good Habits**

**Writer’s Workshop Unit 1: Launching the Workshop: Writers Build Good Habits (Having a Story To Tell)**

**Mentor Texts:**
- *Thank You, Mr. Falker* by Patricia Polacco
- *Ish* (Creatrilogy) by Peter H. Reynolds
- *The Best Story* by Eileen Spinelli
- *Our Tree Named Steve* by Alan Ziwbel

**Interactive Read Aloud**

**End of Unit On Demand Writing Prompt**

Write about a day that you spent with your family or a family member who really matters to you. Using details tell about what you did that day and explain why that day was special to you.

### Unit 2

<table>
<thead>
<tr>
<th>Name:</th>
<th>Actions speak louder than words</th>
<th>Time Frame:</th>
<th>09/28-10/23 (4 Weeks)</th>
</tr>
</thead>
</table>
### AIA 2015-2016 Schedule Notes:

- 10/02 AIA PD (No Instruction)
- 10/16 Parent Conferences (No Instruction)
- 10/23 Shining Scholar Assembly

### Theme:
Students will learn that as members of a community our actions can impact the people around us. In turn they will be able to discuss and explain how a character’s actions impact the events in a story.

<table>
<thead>
<tr>
<th>Common Core Standards</th>
<th>W.3.3.A – Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</th>
<th>Comprehension Strategy Focus:</th>
<th>Envisioning (Visualizing) Making predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</td>
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<td></td>
<td>RL.3.3 Describe characters in story (ex. Their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.</td>
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<td></td>
<td>RL.3.6 Distinguish their own point of view from that of the narrator or those of the character.</td>
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<td></td>
<td>L.3.3</td>
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</tbody>
</table>

**Reader’s Workshop Unit 2: Character analysis**

- Mentor Texts:
  - *Enemy Pie* Derek Munson
  - *My Rotten Red Headed Brother* Patricia Poclacco

**Writer’s Workshop Unit 2: Developing Craft and Structure Process**

- Mentor Texts:
  - *Stuck* Oliver Jeffers (what do as writers when we are stuck)
  - *Crickwing* Janell Cannon (word choice)

**Interactive Read Aloud**

- Mentor Texts:
  - *Those Shoes* by Maribeth Boeltz

**End of Unit OnDemand Writing Prompt**

Write about a time when you made a choice and what happen to you or the people around you. (For example you read every day you to grow as a reader. Then you take your reading test and grew 3 levels. How did you feel?) In your story make sure to describe where you where and how you felt.

<table>
<thead>
<tr>
<th>Unit 3 Name:</th>
<th>Responsibility for the World Around Us</th>
<th>Time Frame:</th>
<th>10/26-12/18 (7 Weeks)</th>
</tr>
</thead>
</table>

**AIA 2015-2016 Schedule Notes:**

- 10/30 Fall Festival (Special Schedule)
- 11/11 Veteran’s Day Holiday
### Unit 3: Navigating Nonfiction

**Theme:** Students will learn about the world around them through informational texts. They will explore their role in taking care of our world and becoming global citizens.

<table>
<thead>
<tr>
<th>Common Core Standards:</th>
<th>W.3.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</th>
<th>Comprehension Strategy Focus:</th>
<th>Questioning Main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RI.3.1:</strong> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <strong>RI.3.2</strong> Determine the main idea of text; recount the key details and explain how they support the main idea. <strong>RI.3.5:</strong> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.</td>
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</table>

<table>
<thead>
<tr>
<th>Reader’s Workshop Unit 3: Navigating Nonfiction</th>
<th>Writer’s Workshop Unit 3: Information Writing</th>
</tr>
</thead>
</table>

**Mentor Texts:**
- *Why Should I Save Water* by Jen Green
- www.newsela-resource for articles

**Interactive Read Aloud**

**End of Unit On Demand Writing Prompt**

**Mentor Texts:**
- *Giant Steps to Change the World* by Spike Lee

**In this unit we learned about the world around us. This makes us experts on something. Write about something you are an expert on. Teach your reader facts about that topic. (Remember that you are not telling a story)**

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### Unit 4: Embracing Individuality

**Name:**

**Time Frame:** 01/05-02/06 (5 Weeks)

**AIA 2015-2016 Schedule Notes:**
- 11/20 Shining Scholar Assembly
- 11/23-11/27 Fall Break
- 12/7-12/18 TMP Administration 2

**Theme:** Students will explore the similarities and differences amongst their classmates and others to understand how to respect each other and embrace our diversity.
| Common Core Standards: | **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **RL.3.5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections. **RL.3.7:** Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings). | Comprehension Strategy Focus: | Prior Knowledge Making connections |

<table>
<thead>
<tr>
<th>Reader’s Workshop Unit 4: Realistic Fiction</th>
<th>Writer’s Workshop Unit 4: Realistic Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentor Texts:</strong></td>
<td><strong>Mentor Texts:</strong></td>
</tr>
</tbody>
</table>
| *The Bad Case of the Stripes* David Shannon
Amazing Grace Mary Hoffman
*Spaghetti in A Hot Dog Bun: Having the Courage to Be Who You Are* Maria Dismondy
www. youtube -Cains arcade | *The Name Jar* by Yangsook Choi |

<table>
<thead>
<tr>
<th><strong>Interactive Read Aloud</strong></th>
<th><strong>End of Unit On Demand Writing Prompt</strong></th>
</tr>
</thead>
</table>
| **Mentor Texts: Novel Study**
*Frintel* by Andrew Clements | In this unit we explore similarities and differences among ourselves and the characters we read about. Compare and Contrast yourself to a character from one of our texts while citing evidence to support how you are similar or different. |

<table>
<thead>
<tr>
<th><strong>Unit 5 Name:</strong></th>
<th><strong>Developing our Unique Voices</strong></th>
<th><strong>Time Frame:</strong></th>
<th><strong>02/08-02/29 (4 weeks)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIA 2015-2016 Schedule Notes:</strong></td>
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</tr>
<tr>
<td>01/04 AIA PD (No Instruction)</td>
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<tr>
<td>01/18 MLK Holiday</td>
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<tr>
<td>01/29 Shining Scholar Assembly</td>
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</tr>
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</table>

**Theme:** Student will learn about important civic leaders that have impacted our country and our way of live. Students will begin to explore their own voices as readers, writers, and citizens of the world. They will understand that personal opinions can be shared and valued in a respectful and constructive manner.
### Common Core Standards:

| **W.3.1:** Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. |
| **RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| **RI.3.6:** Distinguish their own point of view from that of the author of a text. |
| **RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic. |

### Comprehension Strategy Focus:

- Prior Knowledge
- Inferring
- Questioning

### Reader’s Workshop Unit 5: Civic Leaders- Reading Biographies

<table>
<thead>
<tr>
<th>Writer’s Workshop Unit 5: Opinion Writing</th>
</tr>
</thead>
</table>

**Mentor Texts:**
- *Martin’s Big Words: The Life of Dr. Martin Luther King* by Doreen Rappaport
- *Who Was Martin Luther King, Jr.* by Bonnie Bader
- *Who Was Rosa Parks?* by Yona Zeldis McDonough
- *Rosa* by Nikki Giovanni and Bryan Collier
- *Cesar Chavez* by Josh Gregory
- *www.brain pop - videos* 

### Interactive Read Aloud

<table>
<thead>
<tr>
<th>End of Unit On Demand Writing Prompt</th>
</tr>
</thead>
</table>

**Mentor Texts:**
- *A Fine, Fine School* by Sharon Creech and Harry Bliss

**Mentor Texts:**
- *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull and Yuyi Morales

**Write your opinion (what you think) about a civic leader you admire. How did they make our world a better place to live? Make sure to give reasons to support your opinion.**

### Unit 6

<table>
<thead>
<tr>
<th>Advancing Our World</th>
<th>Time Frame: 03/07-04/29 (6 weeks)</th>
</tr>
</thead>
</table>

**AIA 2015-2016 Schedule Notes:**

- 03/11 Parent Conferences (No Instruction)
- 03/25 Shining Scholar Assembly
- 03/28-4/8 Spring Break
- 04/11 AIA PD (No Instruction)

**Theme:** Students will become researchers and use their gained knowledge to provide solutions on how to improve the world.
**Common Core Standards:**

<table>
<thead>
<tr>
<th>W.3.6:</th>
<th>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.3.7:</td>
<td>Conduct short research projects that build knowledge about a topic.</td>
</tr>
<tr>
<td>W.3.8:</td>
<td>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</td>
</tr>
<tr>
<td>RI.3.8:</td>
<td>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
</tr>
<tr>
<td>RI.3.7:</td>
<td>Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
</tr>
</tbody>
</table>

**Comprehension Strategy Focus:**
- Main idea
- Retelling (restating facts)

<table>
<thead>
<tr>
<th>Reader’s Workshop Unit 6: Research</th>
<th>Writer’s Workshop Unit 6: Information writing and research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Texts:</td>
<td>Mentor Texts:</td>
</tr>
<tr>
<td>• Best Foot Forward: Exploring Feet, Flippers, and Claws by Ingo Arndt</td>
<td>• Chameleons Are Cool by Martin Jenkins,</td>
</tr>
<tr>
<td>• Shark or Dolphin?: How Do You Know? Melissa Stewart.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interactive Read Aloud</th>
<th>End of Unit On Demand Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Texts:</td>
<td></td>
</tr>
<tr>
<td>• Animals That Changed the World by Keltie Thomas</td>
<td>The Los Angeles Zoo is updating their informational brochures about each of their enclosures and exhibits. You have been asked to use your expertise as a zoologist to write about an animal of your choosing. Be thorough in your explanation of their physical traits, habits, and natural habitat. Remember to back your research with evidence from other sources.</td>
</tr>
</tbody>
</table>
In Reading and Writing Workshop, students truly “learn by doing.” Children build individual identities as readers by reading complete books they have chosen for their own purposes, with guidance from teachers and tutors. They engage with text for the same purposes proficient adult readers do: first for enjoyment and vicarious experiences, later to find themselves and understand issues, and finally for the aesthetic appreciation of literary works. Rather than completing worksheets after reading a story, they do the same work adults do in academic settings or book clubs: they work in community to think and talk and grow ideas about the texts. Similarly, instead of responding to teacher prompts or completing grammar workbooks to show they’ve mastered grammar and mechanics on grade level, students do the work “real” writers do: gathering ideas, planning, drafting, revising, editing, and publishing for real audiences on topics that matter to them. During the stages of this work, students receive mini-lessons on writing strategies, including English Language Conventions, sentence structure, spelling, and penmanship. All of the grade level standards are addressed in the context of this authentic writing.

Reading Workshop includes several components, including independent reading, read aloud, and small group instruction. Each session begins with a mini-lesson, one in a series of a short, teacher-led demonstrations of strategies that will help students grow as readers. In the beginning of the year, lessons might focus on how to find a book that is both engaging and of the appropriate level. Later they will focus on decoding, comprehension, or response techniques. The mini-lesson is followed by work time, during which students read independently while the teacher offers differentiated instruction, conferring with students one-on-one or sometimes in small groups. Independent reading ends with a short share session, during which students discuss their reading with a partner or, sometimes, the full class, while the teacher coaches.

Reading Workshop teachers also read aloud to students several times each day, ensuring that they select texts of various genres. At least once a day, this reading includes discussion, either in partners or in the larger group. This discussion period is used to teach the “curriculum of talk,” in which students learn to form and articulate thoughts and grow ideas together. Teachers use this time to coach toward strong thinking and communication skills that can then be transferred to critical and analytical writing.

Small group instruction employs lessons on word analysis, fluency and vocabulary development. Utilizing homogenous groupings, the teacher gathers a small group of students to work with text that presents a gentle challenge also known as the students’ instructional reading level. The teacher introduces the text, observes and coaches students as they read side-by-side, and then shares a strategy lesson appropriate for this particular group of students.

Arts in Action has integrated the Common Core standards and adapted the curriculum to address the three major shift in language arts instruction. The Common Core standards are structured in such a way that students are expected to independently read complex fiction and nonfiction texts beginning in their late elementary years. To ensure that Arts in Action students are prepared to closely read and analyze these texts by third grade, K-2 teachers implement a robust phonics problem as part of their language arts instruction. To develop this strong foundation in phonics teachers, pull from the Zoo-Phonics curriculum in addition to developing their own supplemental
tools and resources. As students progress through the program it becomes increasingly important to expose students to complex grade level texts. In addition to Common Core-aligned *Units of Study*, students in Grades 3-5 will engage in novel units allowing them to deeply analyze common literature motifs. Each unit is closed by a writing assessment that asks students to support their assertions with evidence from multiple sources (the novel and supplemental nonfiction texts). With support from their teacher and using appropriate scaffolds, all students engage in meaningful conversations about universal themes. ELA teachers have all been trained in close reading strategies allowing for a structured analysis of the text.

English Language Arts instruction at Arts in Action also accounts for the array of learners in our student population. This includes students with disabilities, English Learners (ELs), and high achievers. As such a weekly component and vital portion of instruction includes guided reading based upon the work of Fountas and Pinnell. While novel units, read alouds, and shared reading experiences promote grade level texts, Guided Reading and Reading Workshop allows for students to read at their own level. During guided reading students improve their reading by engaging in metacognitive strategies facilitated by the teacher. Struggling readers are provided individualized attention to their learning needs while more proficient readers are challenged to read difficult texts. Furthermore, the school provides supplemental instruction in the afternoon to students who continue to struggle with mastering grade level standards and expectations for language arts. This intervention period is organized so that students receive more individualized attention that is not tied to a specific curriculum. Assistant teachers (all of whom, at the time of writing, have completed or are completing a teacher preparation program and have received professional development) collaborate with the general education teachers to tailor the lessons taught to the particular skill gaps for each child. This cycle of data, analysis, and re-teaching focuses on what the child needs to be successful.

In an increasingly digital age it has become necessary that of the formats used to instruct and learn schools must include desktops, laptops, and tablets. Arts in Action does not believe that the myriad of resources available online today can replace the interactions between student and teacher. However, educators on campus integrate opportunities for technology use on a weekly basis. Kindergarten classrooms are equipped with a set of iPads so that students can play games that allow them to practice essential phonics and other language arts skills after receiving instruction from their teacher. Students at all grades have access to a laptop cart and a computer lab. To accomplish the program’s goals, students are immersed in texts across content areas and respond to questions by supporting their ideas with evidence. Not only does the cart and lab provide a multitude of articles and texts available via the internet, students also are able to develop word processing and presentation skills. To be prepared for college and career Arts in Action believes in teaching students to use technology as tools to become researchers, authors, and disciplinary specialists (scientists, historians, mathematicians, etc.).

**English Language Development**

Arts in Action has developed an English Language Development (ELD) program that counteracts the current crisis in our educational system that produces large amounts of Long Term English Learners (LTEL) stuck in the intermediate stages of English development. AIA’s program is focused on the development of Cognitive Academic Language Proficiency (CALP) needed for ELs to move beyond the acquisition of Basic Interpersonal Communication Skills (BICS) that largely comprises intermediate ELD levels, and to achieve academic success in all
content areas. Recent research has delineated CALP acquisition to include the following three dimensions of academic English:

- **Linguistic**: knowledge of word forms, functions, grammatical elements and discourse patterns used in academic settings
- **Cognitive**: higher-order thinking involved in academic settings
- **Sociocultural-psychological**: knowledge of social practices involved in academic settings

AIA’s ELD program addresses all three dimensions of CALP instruction through, 1) the integration of cognitive instruction and SDAIE strategies throughout the curriculum, and 2) specially designated time during the school day for explicit linguistic instruction.

*Integration Throughout the Curriculum*

**Guided Language Acquisition Design**

Project GLAD has been recognized as a model reform program by CDE, identified as a training model for multiple Achieving Schools and Distinguished School award winners, recommended as a K-8 project by the California State Superintendent of Schools for teachers of English learners and highlighted as a “Best Practices” program for Title III professional development by California Department of Education.

The four components of Project GLAD consist of the following:

- Focus/Motivation (which is very similar to building background)
- Input (ways to make cognitively complex concepts understandable to students)
- Guided Oral Practice (practice of key vocabulary and language objectives)
- Reading/Writing (modeled, shared, collaborative, guided and independent)

GLAD is both a program that provides effective and research-based SDAIE strategies to ensure full access to the curriculum, and a program that includes all four ELD domains—Speaking, Listening, Reading and Writing. GLAD is designed to be content based and all language instruction is taught through the content area. At AIA, GLAD is integrated with social studies and science units. Teachers plan their units by identifying key California ELD standards that will guide their instruction. AIA’s ELD program been updated to reflect the state adopted new generation standards for English Language Development. These new standards are aligned to common core standards for ELA/Literacy. Professional development on the new standards are being implemented to support the transition to the new standards.

Teachers identify specific learning objectives based on the chosen standards and use end-of-unit assessments to determine if the students were able to achieve those objectives. Furthermore, both the objectives and the assessments are differentiated based on the students’ ELD level. Teachers are provided with a scope and sequence of the ELD standards to be implemented for the year and a Matrix of GLAD units for each grade level. Once the standards and objectives are selected by the teachers, the teacher can target instruction to students in each ELD level. This
targeted instruction is implemented by differentiated materials, class work and assessments, and through small group instruction based on the standards identified and learning objectives for each ELD level.

GLAD strategies focus on language input, and making the content comprehensible by using visuals, props, facial expressions and gestures. Modeled language, structured sentence frames, reading guides, charts and diagrams all support students, helping them develop syntax and pragmatics of speech while providing access to content. Songs, chants, repeated readings, pair-sharing, jigsaw reporting, group projects and graphic organizers support students’ language acquisition.

**High Yield Instructional Strategies for English Learners**
The high yield instructional strategies described below have shown to increase ELs academic achievement through rigorous higher-order cognitive functions. These strategies support one another and they purposefully interlap, augmenting each strategy’s effect when used in combination. Some of the strategies also interlap with GLAD strategies. These strategies are used in all content areas, with all students, and are emphasized in teacher planning and professional development. We have classified these techniques into three groups:

- **Ensuring comprehensible input:** To enable students to understand information that is above their current level of language or mastery, teachers activate students’ prior knowledge; build bridges between and prior knowledge and new concepts, content, or skills; and utilize visual aids and graphic organizers.
- **Teaching language through academic content:** Teachers of all content areas provide explicit instruction of academic vocabulary words as well as discipline-specific terms, guiding students to learn and use scholarly language.
- **Facilitating interaction with content and academic language:** Through active learning strategies, structured group work, read alouds, and discussion, teachers facilitate classroom settings in which students synthesize their learning and use language to describe it.

The following are selected examples of these techniques:

- **Comprehensible Input**
  - **Scaffolding Text.** Research\(^\text{11}\) shows that the explicit teaching of reading strategies helps students to become increasingly skillful at interpreting, understanding, and analyzing text. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. Scaffolds might include pre- and post-reading prompts, graphic organizers, quick writes, re-reading and margin notes. ELs with lower levels of reading ability can also be provided with adapted and/or

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annotated text, summaries written in their primary language, text outlines, and selective highlighting.

- Teaching language through academic content
  - **Higher-order Language Functions.** In order to help ELs succeed in rigorous academic tasks, all content teachers include explicit CALP instruction that demands cognitive processes in students’ work. Effective schools for ELs balance basic skills and higher order thinking skills; in other words, simplified linguistic input does not equal simplified content.
  - Systematic Cognitive Processes (*Bloom’s Taxonomy*)
    - Categorize
    - Compare
    - Analyze
  - Language Functions
    - Evaluating
    - Justifying
    - Persuading
  - Differentiation of literal and non-literal uses of language

- Facilitate Interaction with Academic Language
  - **Accountable Talk.** In order for classroom discussions to significantly support ELs’ content and language acquisition, expectations and accountability for scholarly student talk must be instituted\(^\text{12}\). Ensuring that classroom talk emphasizes and continuously practices higher-order thinking is important, because extended, reasoned discourse is more abstract and decontextualized than conversational English; thus, making it more difficult for ELs to access. Classroom discourse can also provide important opportunities for EL practice in speaking and listening.

*Specially Designated ELD time*

**Explicit Linguistic Instruction**
Teachers at AIA support the differentiated needs of English Learners by implementing explicit instruction organized by English proficiency level that follow a continuum of linguistic skills. The goal is that by focusing on the foundational language skills of each ELD level, students are able to achieve considerable growth in their language acquisition. These linguistic skills are not likely to be learned outside of school or picked up by students at home, and are not likely to be a focus in the content areas.

Explicit linguistic instruction is implemented through a school wide designation of instructional time for ELD instruction. During this designated time, teachers group student by ELD levels in order to target instruction. Teachers are provided a scope and sequence, differentiated by ELD level, that delineates in what order to teach linguistic skills objectives and by when. The objectives are grouped into three ELD Focus Areas: 1) Listen with Understanding, 2) Speak to be understood, and 3) Ask and answer questions. These three ELD focus areas also integrate writing and reading tasks in order to provide a comprehensive ELD lesson.

In order to monitor students’ acquisition of linguistic skills, AIA is instituting an internal benchmark that is formatted to mirror the annual CA CELDT exam. The internal benchmark will be administered each trimester. The data will be analyzed to identify students that need an adjustment in their instructional plan, whether it is because the student is not advancing at the same pace as his or her peers, or because the student has demonstrated the competencies to move ELD levels. This internal benchmark system allows AIA to better service students’ needs, and to track progress more accurately before the next annual administration of the CELDT assessment.

Mathematics (Core Class)

Arts in Action aims to enable students to use mathematics to help them achieve academic, vocational, personal and civic goals. Thus, Arts in Action’s math curriculum will develop conceptual understanding and thinking skills students need to apply mathematical skills to varied real world contexts. The math curriculum will also help students develop logical thinking, problem-solving capabilities, the ability to monitor their thinking (meta-cognition), and a sense of intellectual confidence in the area of math. Instructional modes will include direct instruction, working with partners, heterogeneous and homogeneous groupings and independent work, all of which provide opportunities for differentiated lessons.

Math instruction in all grades will address the California Common Core Standards, which encompass the following strands: number sense, algebra and use of variables, measurement and geometry, statistics, data analysis and probability and mathematical reasoning. The series commonly known as Singapore Math, Early Bird Kindergarten Mathematics and Primary Mathematics, is the primary math curriculum. The series is aligned with the California Common Core Standards. One of Singapore Math’s key strengths is that it is set up to help teachers enact learning at a higher level of cognitive demand. Research on comparative international mathematical instruction found that high-performing countries avoided reducing mathematics tasks to mere procedural exercises involving basic computational skills, as typically happens in the U.S. Instead, they placed greater cognitive demands on students by encouraging them to focus on concepts and connections among those concepts in their problem-solving (Grover and Henningsen, 1996).

Singapore Math has been praised for its use of a strong organizing framework with which standards, texts, tests and teacher preparation are aligned. With smaller, more targeted textbooks, Singapore Math has a clear, coherent mathematical focus at each grade level. Its textbooks include multiple representations and “think bubbles,” which clarify main concepts. Rich multi-step problems - much more common in Singapore Math than in traditional textbooks – emphasize development of mathematical thinking, not just rote computation. Bearing strong
similarity to the five strands of mathematical proficiency presented in the National Research Council’s Adding It Up: Helping Children Learn Mathematics (2001), Singapore Math’s framework develops mathematical problem solving through the following components of its organizing framework (Leinwand and Ginsburg, 2007):

- **Skills** (estimation and approximation, mental calculation, communication, use of mathematical tools, arithmetic manipulation, algebraic manipulation, handling data)
- **Conceptual Understanding** (numerical, geometrical, algebraic, statistical)
- **Process** (thinking skills, heuristics)
- **Metacognition** (monitoring one’s own thinking)
- **Attitudes** (appreciation, interest, confidence, perseverance)

The framework is based on five overlapping phases. In the concrete/pictorial/abstract approach, students have meaningful experiences with math from an early age and gradually translate skills into abstract problems. They approach math concepts through the use of manipulatives, followed by pictorials, in which teachers use pictures to model problems for students. When students feel comfortable with the ideas taught, they progress to the stage in which only numbers, notation and symbols are used (Leinwand and Ginsburg, 2007).

In the model-drawing stage, students are taught to visualize and construct concrete pictures to help them “get” word problems. This stage requires students to understand the underlying concepts for solving problems. For example, a fourth grade teacher introducing two-place decimal subtraction with an algorithm may use number discs with a place value chart to illustrate the process, and may then work through another example with students whether they align the numbers in vertical format and must rename in both the tenths and hundredths place (e.g. 6.02 – 2.49). Students will use number discs and individual charts to reinforce this concept.

Each topic in the math program is covered in detail and taught to mastery. In order to ensure a depth of understanding, students learn to use vocabulary of math, they are assessed during the middle of lessons and they are engaged with many different types of problems involving the same concept. This allows them to apply their learning to various situations that require similar strategies. At each grade level, topics previously taught are reviewed with increasing difficulty. New concepts require students to apply their knowledge of what has been learned in the previous level. This helps review and reinforce the ways in which math is applied. Throughout the curriculum, students are made aware of how they think about strategies for solving problems and understand how they arrive at their solutions.

Although Singapore Math is relatively new to this country evidence of the program’s effectiveness is increasingly prevalent. Singapore Math gained international attention as Singapore students ranked #1 during the past three administrations, from 1995 to present, of the TIMSS (Trends in International Mathematics and Science Study), a respected assessment comparing international students’ achievement in math. Also, Singapore Math has been praised in top education journals recently. For example, articles in leading education journal Educational Leadership praised Singapore Math for its use of simple explanations, a logical sequence, many problems of increasing complexity, and use of a “bar-modeling” method for solving logic problems (as opposed to the “guess and check” approach in U.S. books). The authors explained how bar-modeling technique helps students tackle problems by drawing
diagrams that reinforce the concept of equivalence across many types of math problems. The powerful method moves students’ thinking from the concrete to the pictorial to the abstract, providing a smooth transition to algebra. Symbolic representation of problems, the mainstay of algebra, is a logical extension of the bar-modeling technique (Leinwand and Ginsburg, 2007).

Fluency. An integral part of our math curriculum is fluency of math facts. By fact fluency, we mean knowing a math fact with automaticity. By knowing facts fluently, students free up their working memory to work on more difficult steps and tasks. Teachers lead students in having a strong conceptual understanding of the fact strategies (doubles, doubles + 1, using combinations of 10, etc). This is in alignment with the California Common Core Standards where students are required to learn fact fluency starting in Kindergarten—addition and subtraction within 5—and continues into fifth grade—multiply multi-digit whole numbers. Students must first conceptually understand the fact strategies and teachers provide them with a lot of experience and time with these strategies. Daily math sprints, games, skip counting, count bys and number bonds provides various activities for students to learn and engage in the various strategies.

Literacy. Arts in Action has made a concerted effort to integrate writing into the math curriculum based on research that has demonstrated the value that writing can bring to the learning of math concepts. If a student can do the algorithm but cannot explain how to do the algorithm and why, then that student does not have a deep understanding of the math concept being taught. Writing forces students to think carefully about math concepts before they are able to articulate their understanding. Writing in math also activates parts of the brain that will increase student’s understanding of mathematical concepts. “When it comes to math and science, writing brings more than literacy and communication advantages. The practice of writing can enhance the brain's intake, processing, retaining, and retrieving of information” (Willis, 2015).

Teachers implement various types of writing throughout a unit and we follow the following types of math writing advocated by educational experts: 1) to keep ongoing records of what students are doing and learning, 2) in order to solve math problems, 3) to explain mathematical ideas, and 4) to describe the learning process (Urquhardt, 2011). Having a wide variety of writing opportunities throughout a unit will support the various logic and reasoning skills students need in order to be successful. In order to track students’ progress in math writing, teacher administer a math writing assessment each trimester. Students are given a math word problem and they are asked to solve the math word problem and explain how and why they received the answer to the problem. Students are asked to show their work, include an algorithm and use vocabulary they have been taught (language of the discipline). Teachers collect the writing samples and they grade them based on a school wide math writing rubric. Teachers are then asked to group their students for small group instruction based on areas of need identified in the writing assessments collected.
# AIA Procedural Math Rubric

<table>
<thead>
<tr>
<th>SCORE LEVEL</th>
<th>MATHEMATICAL KNOWLEDGE: (Do you know it?)</th>
<th>STRATEGIC KNOWLEDGE: (How do you plan?)</th>
<th>EXPLANATION: (Can you explain it?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>• I solve the problem accurately.</td>
<td>• I circle or underline important</td>
<td>• I write neatly and in complete</td>
</tr>
<tr>
<td></td>
<td>• I label my answer accurately.</td>
<td>parts of the word problem, and I</td>
<td>sentences.</td>
</tr>
<tr>
<td></td>
<td>• I made no mistakes in computation.</td>
<td>know how to apply and use them</td>
<td>• I explain what I did and how I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to solve the problem.</td>
<td>did it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I show accurate numerical</td>
<td>• If I use a drawing, I can explain all of it in writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sentence(s).</td>
<td>• I use many of the right math words to show I understand how math works.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I show all of the steps I used to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>solve the problem.</td>
<td></td>
</tr>
</tbody>
</table>
Differentiated Support. Students who experience difficulty mastering basic math concepts are supported to stay on pace through skillfully implemented classroom instruction and supplemental intervention, mostly in the form of small group instruction. Classroom accommodations such as individual workstations, shortened and/or un-timed assessments, problem-solving steps outlined on worksheets and timers are used to help all students experience success. Teachers and instructional aides will be trained and supported in strategies proven effective in supporting struggling students, such as the following nine advocated by renowned math instruction expert Marilyn Burns:

1. **Determine and scaffold the essential mathematics content** – Content is organized into manageable chunks
2. **Pace lessons carefully** – Students have ample time to grapple with new ideas and practice
3. **Build in a routine of support** – Lessons are structured to gradually transition from teacher modeling to independent work, such as through the four-step process Burns recommends
4. **Foster student interaction** – Students extend and cement learning by voicing their ideas and explaining their thinking
5. **Make connections explicit** – Instruction explicitly helps students build new ideas on existing understanding
6. **Encourage mental calculations** – Mental math not only builds reasoning and number sense, but also makes students do math more efficiently
7. **Help students use written calculations to track thinking** – Students use pen and paper to help track thinking
8. **Provide practice** – Practice is ample and connects to students immediate learning experiences

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>I solve the problem accurately. I label my answer, but it might not be accurate. I made small mistakes in computation.</td>
</tr>
<tr>
<td>2</td>
<td>I do not fully understand what the problem is asking me to do. I made many mistakes. I only gave part of the answer, or I do not label my answer.</td>
</tr>
<tr>
<td>1</td>
<td>I tried to solve the problem, but I don’t understand it. My answer is not correct or unclear.</td>
</tr>
<tr>
<td>0</td>
<td>I did not try to answer the problem.</td>
</tr>
<tr>
<td></td>
<td>I circle or underline most important parts of the word problem, and try to apply and use them to solve the problem. I show appropriate numerical sentence(s). I show most of the steps I used to solve the problem.</td>
</tr>
<tr>
<td></td>
<td>I write in complete sentences, but a little messy with some grammar mistakes. I mostly explain what I did. I mostly explain how I did it. If I use a drawing, I can explain most of it in writing. I use several math words to show I understand how math works.</td>
</tr>
<tr>
<td></td>
<td>I write my explanation but it is difficult to understand due to grammar mistakes. I explain some about what I did or how I did it but not both. If I use a drawing, I can explain some of it in my writing. I used some math words; or, I used some of the math words incorrectly.</td>
</tr>
<tr>
<td></td>
<td>I circle or underline almost no important information in the word problem. I show an incorrect numerical sentence(s). I show little or no steps I used to solve the problem.</td>
</tr>
<tr>
<td></td>
<td>My sentences are incomplete, my work is messy, and it is not understandable. My writing and my drawing, if used, do not relate to the problem. I do not use math words; or, I use them incorrectly causing confusion.</td>
</tr>
<tr>
<td></td>
<td>I show no numerical sentence(s) or steps for the problem.</td>
</tr>
<tr>
<td></td>
<td>I do not explain anything in writing; or, I explain such a small amount that it is not useful.</td>
</tr>
</tbody>
</table>
9. Build in vocabulary instruction – Students learn mathematical vocabulary explicitly, and within the context of relevant learning activities

Students progressing more rapidly will benefit from differentiated instruction that allows them to explore more concepts more deeply, including through more complex multi-step problems. When appropriate, computers, calculators and geometric tools will be used to enhance instruction and explore more advanced topics. To create a learning environment conducive to student inquiry and investigation, teachers will vary instructional strategies to include whole group instruction, small group review, heterogeneous performance tasks, and individual reinforcement.

**Technology.** Arts in Action has implemented the award winning math computer program DreamBox, for its close alignment to the concepts and strategies taught in the Singapore Math model. Thus, the computer program reinforces the math work that the students learn in the classroom every day. In addition, because DreamBox is adaptive, students receive differentiated instruction that meets them right at their current math level. DreamBox individually tailors every math lesson and ensures that students work in their optimal learning zone. DreamBox is a math learning curriculum that connects to computer adaptive assessments, it effectively builds conceptual understanding, procedural fluency, and college and career readiness.

**History/Social Science (Core Class)**

“For social studies to perform its mission of promoting civic competence, students must learn not only a body of knowledge but how to think and how to be flexible in using many resources to resolve civic issues. It is not overstating the case to say that America's future depends on it.”


Arts in Action will teach History/Social Science primarily through inquiry-based projects and activities based on California Content Standards. Engaging, authentic learning projects and activities will infuse HSS content with the excitement it deserves, as students research, debate, reenact historical events through simulations and theater arts, use artistic media to recreate artifacts, and use multimedia applications to access information, to visualize and to represent historical events, to interact with people around the world and more. These learning activities will be designed to promote the essential skills used by practitioners of social science disciplines, providing a strong foundation in how to research. Activities will be driven by thematic “big ideas” of each unit.

“Big Ideas.” The overarching thematic strands identified in the National Council for the Social Studies’ guiding document “Expectations of Excellence: Curriculum Standards for Social Studies” are:

- Culture
- Time, Continuity, and Change
- People, Places, and Environment
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

These “big ideas” act as anchor points for developing and making connections between concepts. Without this tool, social studies content can appear to be fragmented and dissociated from students’ lived experiences.

**Disciplinary Skills: Social Studies Essential Skills.** The National Council for the Social Studies’ “Expectations of Excellence: Curriculum Standards for Social Studies” also identifies core skills of social studies disciplines. These skills will infuse teaching and learning practices at Arts in Action. They are:

- **Acquiring Information**
  - reading skills
  - study skills
  - reference and information search skills
  - technical skills unique to electronic devices

- **Organizing and Using Information**
  - thinking skills
    1. classify information
    2. interpret information
    3. analyze information
    4. summarize information
    5. synthesize information
    6. evaluate information
  - decision-making
  - metacognition

- **Interpersonal Relationships and Social Participation**
  - personal skills
  - group interaction skills
  - social and political participation skills

Arts in Action’s curriculum will use History/Social Science (HSS) textbooks strategically to fill in gaps with reading and supplemental activities. Arts in Action uses the History-Social Studies, California edition textbook from Houghton Mifflin. Teachers also reference the California History-Social Science Course Models published by the California Department of Education and posted at [www.history.ctaponline.org/center/](http://www.history.ctaponline.org/center/) in grades K-4. These modules align with the California content standards, include assessments and reflect the Charter School’s instructional approaches in social studies.

**Literacy.** Social Studies is the basis for English Language Development integration. Teaching ELD through through the content areas is now an accepted and preferred method of teaching a secondary language. One, it provides students with context and meaning, and two, it teaches academic vocabulary. California Content Standards in HSS will be the primary generator of topics in unit planning; however, the Guided Language Acquisition Design (GLAD) model, will
guide how the unit is delivered—teachers aim to plan differentiated strategies in order to integrate instruction in English and grade-level content in a heterogeneous, mainstream classroom. Project GLAD is a K-12 instructional model consisting of 35 well-articulated strategies. It is particularly designed for teachers who have a significant number of ELLs in their mainstream classrooms. The GLAD unit design gives teachers specific guidelines for building social studies units that are language rich and that provide EL students with appropriate language scaffolds necessary for accessing social studies content.

Literacy integration in social studies also includes close reading of informational and primary texts, read-alouds of historical fiction and non-fiction, writing fictional first person narratives based on a particular time period being studied, writing informational summaries, and writing persuasive essays advocating for a particular point of view in a historical debate.

**Technology.** The websites listed below, most of which were cited by leading educational journal Phi Delta Kappan, provide social studies teachers with a wealth of information. The sites are often interactive and have primary source documents, news from around the world, educational games on historical events and much more (Buchholtz and Matthew Helming, 2005). They will provide an excellent source of material for planning authentic (relevant) and challenging (rigorous) standards-based units, and they can be accessed by students to learn more about our world:

- [http://www.socialstudiesforkids.com](http://www.socialstudiesforkids.com) - This website is rich in content and has discussions of historical events, links to other websites for particular topics, glossaries, maps, coverage of current events, and Internet games.
- [http://www.eyewitnessstohistory.com/index.html](http://www.eyewitnessstohistory.com/index.html) - This interactive site lets users examine history through the eyes of those who lived it and integrates primary source documents and multimedia components into classrooms.
- [http://www.authentichistory.com](http://www.authentichistory.com) - A collection of artifacts on American societal values from the antebellum period through 9/11 – photos, audio files, and written works.
- [http://www.historyforkids.org](http://www.historyforkids.org) - An online reference for elementary and middle levels with project and activity suggestions for teachers and parents on Europe, Asia, and Africa before 1500.
- [http://www.newseum.org](http://www.newseum.org) - Access to more than 400 newspapers from 44 countries, also interactive quizzes for all educational levels and interviews with photographers.
- [http://www.digitalhistory.uh.edu/default.htm](http://www.digitalhistory.uh.edu/default.htm) - An online museum for teachers and students featuring active learning projects, multimedia components, virtual exhibitions, and resource guides for the study of American history; it includes an online textbook.
- [http://americanhistory.si.edu](http://americanhistory.si.edu) - Designed by the Smithsonian National Museum of American History, this site allows users to visit the museum’s collections and study American history. It has an interactive timeline, games, classroom activities, and teacher guides.
- [http://search.eb.com/women](http://search.eb.com/women) - A multimedia encyclopedia for the study of women in American history, including online study guides and classroom activities.
- [http://hlab.tielab.org/index.php](http://hlab.tielab.org/index.php) - The TIELab History Lab is a website that features a simple template for creating lessons and activities around primary sources. The site has links to collections of primary and secondary sources and ideas on how historians analyze documents.
Science (Core Class)
The science program at Arts in Action will provide an integrated, developmental, inquiry-based curriculum based on Next Generation Science Standards (Next Gen). The program will not only effectively teach students Next Gen content but also develop their social and literacy skills as well. Major organizing principles of science instruction include the following:

- A thematic “big idea” approach to guide instruction;
- Incorporation of the nature of science into teaching and learning practices; and
- Inquiry-based teaching methodology throughout the program.

Big Ideas. The overarching “big ideas” referred to in the California State Science Framework as well as national science education reform documents (AAAS Project 2061, National Science Education Standards), include:

- Patterns of change
- Energy
- Scale and structure
- Systems and interactions
- Evolution
- Stability

These “big ideas” act as anchor points for developing and making connections between concepts. Without this tool, science content can appear to be fragmented and dissociated from the students’ lived experiences.

Disciplinary Skills: The Nature of Science. In the research literature, incorporating the “nature of science” into teaching includes developing an understanding of the scientific worldview, scientific methods of inquiry, and the nature of the scientific enterprise. More specifically, the processes of science that are inherent in the nature of science and must be included in an effective science program include:

- **Classifying**: arranging or distributing objects, events, or information representing objects or events in classes according to some method or system
- **Communicating**: giving oral and written explanations or graphic representations of observations
- **Comparing and contrasting**: identifying similarities and differences between or among objects, events, data, systems, etc.
- **Creating models**: displaying information, using multi-sensory representations
- **Gathering and organizing data**: collecting information about objects and events that illustrate a specific situation
- **Generalizing**: drawing general conclusions from particulars
- **Identifying variables**: recognizing the characteristics of objects or factors in events that are constant or change under different conditions
- **Inferring**: drawing a conclusion based on prior experiences
- **Interpreting data**: analyzing data that have been obtained and organized by determining apparent patterns or relationships in the data
- **Making decisions**: identifying alternatives and choosing a course of action from among the alternatives after basing the judgment for the selection on justifiable reasons
- **Manipulating materials**: handling or treating materials and equipment safely, skillfully, and effectively

The inclusion of these science process skills into Arts in Action’s science program explicitly addresses the “Investigation and Experimentation” content standards that are required content at each grade level.

**FOSS (Full Option Science Series) Next Generation textbooks and kits.** This core curriculum, supplemented by FOSS kit activities and teacher-created thematic units, puts Next Gen into practice by integrating all three dimensions: the Disciplinary Core Ideas, the Science and Engineering Practices, and the Crosscutting Concepts, within enduring experiences that lead to deeper understanding of the natural and designed world. **FOSS Next Generation** is designed to help students, over years, develop more sophisticated ways to think about the core ideas of science. Modules are connected and build upon one another within and across each strand, progressively moving students toward the big ideas of science. This curriculum not only provides content knowledge of science concepts appropriate for each grade level, but also allows for active student participation in generating, organizing, analyzing, and communicating data in a variety of ways. The curriculum also takes into account the special needs of English Learners and other student needs. The materials integrate reading, writing, and mathematics into the science curriculum, and provide a variety of assessment tools to accurately measure student learning. Below is a table that indicates the units available for each grade level.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PHYSICAL SCIENCE</th>
<th>EARTH SCIENCE</th>
<th>LIFE SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Mixtures and Solutions</td>
<td>Earth and Sun</td>
<td>Living Systems</td>
</tr>
<tr>
<td>4</td>
<td>Energy</td>
<td>Soils, Rocks, and Landforms</td>
<td>Environments</td>
</tr>
<tr>
<td>3</td>
<td>Motion and Matter</td>
<td>Water and Climate</td>
<td>Structures of Life</td>
</tr>
<tr>
<td>2</td>
<td>Solids and Liquids</td>
<td>Pebbles, Sand and Silt</td>
<td>Insects and Plants</td>
</tr>
<tr>
<td>GRADE</td>
<td>PHYSICAL SCIENCE</td>
<td>EARTH SCIENCE</td>
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<tr>
<td>1</td>
<td>Sound and Light</td>
<td>Air and Weather</td>
<td>Plants and Animals</td>
</tr>
<tr>
<td>K</td>
<td>Materials and Motion</td>
<td>Trees and Weather</td>
<td>Animals Two by Two</td>
</tr>
</tbody>
</table>

**Literacy.** *FOSS Next Generation* integrates robust literacy and reading strategies to support the Common Core ELA for all students. Similar to social studies, science will serve as the medium in which students will be provided with instruction in English Language Development. The hands-on activities in the FOSS curriculum lend themselves well to developing language skills. For example in the "Pebbles" kit, students can actually touch and sort a variety of rocks and learn vocabulary such as color names and words like rough, smooth, hard, big, and small. They can use the vocabulary words in meaningful ways when they write in their observation journal, "The quartz rock is rough and white." The science curriculum combined with language development, reinforces learning. Students learn vocabulary in context, such as when EL students learn a list of color vocabulary words or adjectives.

**Technology.** *FOSS Next Generation* offers options to integrate technology to deliver learning experiences. In addition, the following list of science websites are examples used by both teachers and students to supplement the FOSS curriculum. These websites are student friendly, they include a lot of pictures, graphics and animation, and they provide students with another way to access the science concepts being taught by the teacher.

- **Chem4Kids!** The text and graphics explain the basic concepts of chemistry, with segments on matter, states of matter, solids, liquids, and gases are available, along w/an online quiz for each section. [http://www.chem4kids.com/index.html](http://www.chem4kids.com/index.html)
- **Earthquakes for Kids:** From the US Geological Survey (USGS), students can find information on the latest quakes, see animations, view earthquake pictures, and much more. [http://earthquake.usgs.gov/learn/kids/](http://earthquake.usgs.gov/learn/kids/)
- **Wild Weather Adventure!!** This educational game, found under the “Earth” tab, has students pilot a blimp around the world while answering a number of science questions, in easy/medium/hard levels. [http://spaceplace.nasa.gov/wild-weather-adventure/en/](http://spaceplace.nasa.gov/wild-weather-adventure/en/) Other topics include (from top menu): Space, Sun, Earth, Solar System, People & Technology, plus a link for Parents & Educators.
- **The Field Museum’s Online Exhibits:** Students can study soil, see the world’s largest & most complete T Rex, explore a number of archeology finds, and much more. [http://archive.fieldmuseum.org/exhibits/online_exhib.htm](http://archive.fieldmuseum.org/exhibits/online_exhib.htm)
- **Integrate Science and Literacy:** You’ll find a variety of stories here which integrate literature with a variety of science units. [http://beyondpenguins.ehe.osu.edu/department/science-and-literacy/feature-story](http://beyondpenguins.ehe.osu.edu/department/science-and-literacy/feature-story)

- **Just for Kids:** From the Univ. of IL extension service, this site offers a set of animated, interactive options covering a wide range of science topics, including plants, gardens, insects, a woods walk, and many more. Teacher’s guides are available via a link on the top of each page. [http://urbanext.illinois.edu/kids/index.html](http://urbanext.illinois.edu/kids/index.html)

- **Magic School Bus:** Materials on animals, space, the human body, and much more are explored through games and guided tours. [http://scholastic.com/magicschoolbus/](http://scholastic.com/magicschoolbus/)

**Arts (Non-Core Class)**

Arts in Action’s vision is to provide quality arts learning for every child through a balanced, comprehensive, sequential arts program. In a balanced, comprehensive arts program, the arts are studied as discrete disciplines related to each other and, when appropriate, to other subject areas in the curriculum. Basic guiding principles of the Arts in Action’s Arts Curriculum are that:

- The arts are, in and of themselves, an indispensable part of a complete education; and
- Arts education increases students’ overall learning potential and complements learning in other disciplines

Arts in Action will incorporate California Visual & Performing Arts (VAPA) Standards, which defines the four arts components as visual arts, theatre, music and dance and will use the VAPA Framework to guide planning, delivering, and assessing a comprehensive arts education program for all students. The Framework provides connections between the arts and other core subjects to create an integrated curriculum. The Charter School’s arts curriculum will address all five strands outlined in the Framework:

- artistic perception
- creative expression
- historical and cultural context
- aesthetic valuing
- connections, relationships and applications

**Program Overview.** The arts curriculum provides students with artistic avenues for creative self-expression and to channel emotions into creative forms, with the objective of instilling in students a lifelong interest in the arts as well as tolerance and respect for diversity. Activities further students’ understanding of artistic elements and principles of visual design. By engaging in arts activities that are integrated with core academic subjects, such as language arts and social studies students will enhance their content area knowledge, apply critical thinking skills and develop artistic skill and style. Based on the constraint of available funding and physical space, Arts in Action has implemented music and art instruction in the regular school day, taught by credentialed teachers who experts in their craft. However, it is Arts in Action goal in the future to provide substantial experiences in all of the artistic domains. Arts in Action realizes that a well-rounded arts program will take time to develop, and plans to scale up arts over the duration of the charter. Currently, students have music and visual art instruction on a regular basis, and we are well on our way in building a high caliber arts program that demonstrates to students how they can excel in performing or fine arts and how they can use arts as a tool to change their lives.
In addition to partnering with City Hearts and incorporating art into subject areas, Arts in Action will explore the following organizations to support the development of an inclusive arts program: Gateway to Educational Materials, sponsored by the National Endowment for the Arts; ArtsEdge from the John F. Kennedy Center for Performing Arts, and Curriki from Sun Micro Systems. The school also hopes to work with the California Arts Council to provide an artist in residence program.

Music. Arts in Action Community Charter School provides music education and fosters a love of music for all students. Our curriculum is built on multiple music approaches (Kodaly, Orff Schulwerk, and Dalcroze Eurythmics) and incorporates the National Standards for Music Education. Through active singing, listening, speaking, moving, creating, and analyzing, students will gain a true music education experience. We believe in developing our students to be a complete musician.

Our development begins at an early stage—kindergarten. The skills developed begin with simple tasks and as knowledge grows, skills are developed in a sequential manner. We start with the voice (a natural instrument everyone possesses) and then proceed with instrumental training. Piano, orff instruments, and the recorder are among other instruments students learn. Skills learned are sight singing, ear training, dictation, and developing memory. These skills are developed using folk songs and games from the American culture. Our goal is to develop the students’ music skills enough that by the end of fifth grade, students would be able to pass a music fundamentals college course.

Students that show interest and have an understanding of the music skills, have an opportunity to take part in an additional advanced music class. This class focuses more on the development of the musician as a performer. This special class focuses on additional instruments like guitar, violin, and piano. This class is comprised of no more than 10 students, carefully selected for their enthusiasm and talent. The class meets Mondays, Wednesdays, and Fridays after school.

Visual Arts. The Arts in Action Community Charter School visual arts curriculum is designed to give students a well-rounded standard based arts education while encouraging each student’s creativity and self-expression. AIA art lessons incorporate contemporary arts, art history, literacy, critique a work of art using art terms and hands on experience with a variety of art materials and techniques. We value process based-experience versus emphasizing products. We want to foster confidence for students to try new methods and develop their skills as artists in a non-threatening manner. Grades are based on participation, effort, creativity, craftsmanship, use and care of materials, understanding and application of art concepts and lesson objectives, growth and behavior.

Art instruction at AIA is multi-media based in that students experience different types of paints—acrylics, watercolors, tempera; they use different drawing instruments—pencils, color pencils, charcoal, pastels, sharpies; they use different types of paper for collages; and they create 3D art through the use of clay and recycled materials. Students learn about master artists throughout history and artistic movements, --impressionist, cubism, expressionist, abstract, pop art.
Students currently receive art instruction once per week and in addition, students who demonstrate particular talent in the visual arts are placed into the Art Intensive Program. This class is comprised of no more than 10 students, carefully selected for their enthusiasm and talent. The class meets Mondays, Wednesdays, and Fridays as part of an extended school day block.

Dance. At Arts in Action, dance activities will instill in students an appreciation for dance through direct kinesthetic experiences of different dance forms. According to the VAPA Framework, exposing students to a variety of dance experiences affords them opportunities to construct personal and cultural understandings and insights, develop dance skills and knowledge, as well as reinforce academic concepts. As an example, a visual improvisation involving simple shape elements can help expand vocabulary for English learners who can connect the physical representation of a shape to the words associated with it. The program will provide an arena for students to excel and boost self-confidence while offering students with different learning styles a kinesthetic experience that can produce breakthroughs in the classroom.

Drama and Theater. Arts in Action’s drama and theater program will engage students’ mind, body, senses, and emotions to create personal connections to the curriculum. As an example, kindergarten through third graders will improvise, create characters, develop action, explore situations and experiences both like and different from their own, and reflect on their work through observation, discussion, and oral and written analysis. The drama and theater curriculum will complement the social-emotional curriculum to help teach and encourage cooperation, collaboration, empathy, self-expression and ultimately student’s independence. Students will develop social skills, physical coordination, and cognitive understanding of their environment. Drama and theater will be integrated with social studies instruction to deepen students’ understanding of historical events. Classroom teachers will teach drama standards as students develop skits and plays.

Implementation. Arts programming will be provided through a combination of instructors on the Charter School’s staff and community arts education programs. Specialist teachers are needed for some aspects of arts instruction, especially artistic perception, creative expression and aesthetic valuing. General education teachers, though, can effectively teach other aspects, especially historical and cultural context and connections, relationships and applications. At Arts in Action, arts instruction will frequently be paired with social studies to provide students multiple means to connect to diverse peoples’ cultural and historical experiences around the world. Wherever possible, arts specialist teachers will collaborate with general education teachers to create coherence and to develop their skills in extending arts education in the general education classroom.

Rationale for Emphasizing Arts Instruction. The positive impact of the arts on learning has been widely documented in scholarly research on arts education programs. Researchers agree that the arts have encouraged students to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002).

James Catterall, in his analysis of the Department of Education’s National Education Longitudinal Study (NELS) database of 25,000 students, found that students engaged in high
level of arts participation, specifically those from low-income backgrounds, outperformed students not highly engaged in arts in multiple academic areas. Similarly, Shirley Brice Heath (2002), in a longitudinal study of after-school programs including those focused on the arts, found that students involved in these programs performed better in school and in their personal lives than students not involved in the arts program. For example, students in the arts groups were more able to form relationships among different experiences, view problems from different perspectives to work towards a solution, construct and organize ideas and meaningful units and focus over lengthier periods of time. Both of these studies suggest that when arts education is delivered in the classroom or after-school, it can nurture the development of cognitive skills through dynamic paths that stimulate learning in many areas.

A three-year evaluation commissioned by the UCLA Graduate School of Education (Catterall, 1995) of over 1,000 participating students in four U.S. schools showed that on nationally normed tests, students participating in substantive school arts programs exceeded their non-participating counterparts in both vocabulary and comprehension.

A report published by the Arts Education Partnership and the President’s Committee on the Arts and Humanities provides empirical evidence of the primary and secondary academic benefits of the arts in schools (Fiske, 2002). Several studies within the report, whose purpose was to identify characteristics of effective arts learning programs, corroborate important findings: 1) Art reaches underrepresented students in multiple ways that are often missing from traditional academic settings; 2) Art acts as a conduit for changing classroom settings by breaking down figurative walls between classrooms and disciplines; 3) Art shifts the role of teachers to become facilitators of learning; and 4) Art offers new challenges and allows students to apply learning to real world situations. According to Richard Riley, Secretary of the Department of Education, “these studies demonstrate how involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement.”

Social Emotional Skills (Non-Core Class)
The Charter School seeks to prepare students to lead healthy, fulfilling lives as part of its core strategies to focus on the whole child and to provide a supportive learning environment. Further Arts in Action works to develop students’ social-emotional skills on a daily basis. Students learn to recognize in themselves and others a wide range of emotions and responses to emotions. They learn and practice ways to calm themselves and to choose productive responses. Students also learn to have empathy, to communicate effectively with others and to effectively resolve or manage conflict. The social emotional curriculum includes the following program components:

- Social-emotional skills curriculum, Promoting Alternative Thinking Strategies (PATHS)
- Daily Morning Meeting where students experience social problem solving structures, such as community circles, a peer mediation program, access to a school counseling, and student-led problem solving on school-wide issues
- School-wide AIA Creed taught during Morning Meeting time and reinforced by all school personnel
- Explicit connections between social-emotional curriculum and academic curriculum, to reinforce and deepen both areas of learning (e.g., as students analyze varied perspectives in fiction and in history, write with authentic voice)
- Parent education classes and counseling
**Research base.** The PATHS curriculum is selected because of its unparalleled documentation of effectiveness. To identify just a few of its research-based distinctions, it received the highest possible rating, “Model Program,” from the Substance Abuse and Mental Health Services Administration (SAMHSA) and is one of only 12 SAMHSA Model Programs that have documented Academic Achievement outcomes -- and is one of only two programs designed for children ages 5-12. It also received the highest possible rating, Model Program, from Blueprints Project for the Center for the Study and Prevention of Violence, University of Colorado and is the only violence-prevention curriculum for elementary-age children to achieve this rating.

**Physical and Health Education (Non-Core Class)**

The Arts in Action physical and health education curriculum promotes healthy lifestyles among students and their families through the development of positive physical and mental habits. Using the Physical Education Framework for California Public Schools, the physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and health and nutrition. The physical education program emphasizes individual motor skills, fitness and good sportsmanship.

Over the last decade a plethora of studies have found that physical activity promotes academic achievement. Physical activity activates important parts of the brain needed for learning, it promotes the growth of new brain cells, it lowers stress and improves mood, and it increases self-esteem (Institute of Medicine, 2013; Jensen, 2005). Increase in physical activity has been shown to have a positive relationship with academic performance. A report from the Center for Disease Control (2010) reviewed 43 research studies on the topic and they found that 50.5% of the findings demonstrated a positive association across “measures of academic achievement, academic behavior, cognitive skills and attitudes.” At Arts in Action students are taught the importance of physical activity on optimal brain function and academic achievement. We believe that it is essential to have the students understand the why of physical activity. Walking through the classrooms one might see a teacher telling a group of first grade students to “pump up their brains” by having students jump up and down for a minute before beginning the next lesson, or a fourth grade teacher telling students to take a “brain break” by standing up and stretching their muscles for 3 minutes.

For explicit physical education instruction, teachers use the SPARK physical education curriculum as a guide. SPARK has been honored as an Exemplary Program of the U.S. Department of Education; featured in the Surgeon General’s report as a “School-based solution to our nation’s healthcare crisis,” earned a Governor’s Commendation and identified as the Center for Disease Control as a national model for programs designed to increase physical activity and combat childhood obesity. The SPARK curriculum is aligned to the state standards and it incorporates non-competitive, physical activity that has the following goals: 1) all students are provided with many opportunities to learn, participate and practice skills, 2) students are involved in moderate to vigorous physical activity at least 50% of class time, 3) students enjoy physical activity, and 4) students are encouraged to participate in physical activity outside of P.E.
All students will practice maintaining proper health by developing responsible lifelong habits in and out of the classroom. The knowledge and skills covered may include: food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions.

The upper grade levels will also participate in a drug and alcohol awareness education program to reinforce healthy decision-making and a strong sense of self, values and goals. Arts in Action plans to involve the community in children’s well being through Spanish and English information sessions for parents on health issues such as nutrition and disease, participation in health seminars and other community activities.

**Innovative Curricular Components of the Educational Program**

**Intervention**
The Charter School’s interventions are woven throughout content area descriptions and services to students with varied learning needs.

**Arts Instruction**
Arts in Action students have three school structures by which they are exposed to the Visual and Performing arts: arts integration in core subjects, art and music electives, and field trip experiences. At current teachers receive beginning of the year professional development from school administration which allows them to explore the visual and performing arts standards. The AIA team is able to collaborate and plan, aligning units of study with classroom based art projects. As the school moves into its next five-year term, the administration plans to expand the professional development opportunities for lead and master teachers such as the Institute for Educators held at the Music Center.

Scholars enrolled at Arts in Action are also afforded the opportunity to participate in two music classes and an art class each week. These electives are taught by experts in the field and cover a breadth of genres, styles, and artists. A second grader may engage in an artist study analyzing various works of Henri Matisse and exploring with geometric and organic shapes. They are then guided to create their own work of art to emulate Matisse’s style. Upon completion of their piece, students complete a reflection sheet that asks them to reflect on their work drawing similarities between their piece and the artist. By the time a student enters fifth grade, they have spent years not only learning music theory but also critiquing various genres, developing their vocal range, and learning to play a variety of instruments. To celebrate the success of these classes, the school hosts a showcase each semester. An art gallery is set up in the hallways while each class demonstrates a musical performance. These events epitomize AIA’s goal to develop the whole child through creative expression. Some students also perform in our yearly Fall Shakespeare play, our Spring Musical, and/or in the Shakespeare challenge hosted by City Hearts. We believe that encouraging students to perform in front of a large audience boosts self-esteem, increases presentation skills, and encourages students to “come out of their shell.” It is common to see students become shy and withdrawn their first few times on the stage, but after a few years, students demonstrate great confidence and enthusiasm for performing. In the future, Arts in Action would like to incorporate more opportunities for students to perform, such as at competitions, and community events. Further, a scholar who demonstrates gifted ability is then
asked to audition for the high achiever program. This program allows for students to receive more intensive training to develop artistic or musical ability. These students may study painting, sculpture, guitar, or voice.

Students are also provided fieldtrips where they experience both amateur and professional performances. Due to the Charter School’s partnership with the Los Angeles County High School for the Arts (LACHSA) students are able to attend operas, dance performances, and symphonies. In addition, students visit local museums to connect the art to styles they have studied and their own lives. Lastly, the Charter School capitalizes on the extensive educational outreach programs offered by the Music Center. Each year 5th grade students participate in the Children’s Blue Ribbon festival where they experience professional acts at the Dorothy Chandler Pavilion.

Curricular and Instructional Materials. Arts in Action anticipates using the textbooks and other materials identified below, and will select supplemental instructional materials that are in line with its mission and vision, providing authentic (relevant), challenging (rigorous) and engaging learning experiences to support the California Common Core Standards. The development, selection, and use of appropriate curricular materials are paramount to student learning outcomes. Accordingly, Arts in Action will employ a variety of materials to ensure that students are receiving relevant, up-to-date, and comprehensive materials.

Selection of instructional materials will be based in part on results of grade level benchmark assessments, state mandated tests, alignment with common core standards, and disaggregated data from ongoing assessment tools.

Arts in Action currently uses the following instructional materials, though they are subject to change as the school learns more about materials available and their effectiveness with the student population:

- **Language Arts** – *Units of Study in Opinion/Argument, Information, and Narrative Writing: A Common Core Workshop Curriculum, Grades K-5*, Lucy Calkins and Colleagues, and other recommended reading lists; Achieve the Core.org, Common Core Standards Appendix B and C, Reading A to Z, Words Their Way, chapter books and other literature at each students’ just-right reading level.
- **Math** – *Early Bird Kindergarten Mathematics and Primary Mathematics*, common core edition, (a.k.a. Singapore Math), Math Sprints by Singapore Math, Achieve the Core.org, supplemented with application-oriented and interdisciplinary activities
- **History/ Social Science** – *History-Social Science: California Edition* by Houghton Mifflin, and ProjectGlad.com
- **Science** – *Full Option Science System (FOSS) California* by Lawrence Hall of Science, and ProjectGlad.com
- **English Language Development**—*Project Glad.com*, ELD Instructional units integrated with science and social studies.
- **Visual and Performing Arts** – Teacher-selected materials, art history resources from Art People; City Hearts teachers;
- **PE** – *SPARK P.E. Curriculum*
• Social-emotional development – Promoting Alternative Thinking Strategies (PATHS); teacher-selected materials

Instructional Methods and Strategies
Arts in Action will deliver the curriculum using the following instructional methods and strategies, along with numerous others described throughout Element 1. Many core instructional methods and strategies are derived from Arts in Action’s core Learning Principles of purposeful action, just-right challenge, student ownership of learning, and supportive learning environment:

Purposeful Action
• Instructional content, while grounded in California content standards, is presented in ways that often holds interest and/or personal meaning for learners, often growing out of learners’ interest and concerns.
• Instructional content is consistent with the school-wide goal of preparing students to take strategic action for a more just, humane and sustainable world.
• Connections between the classroom work, the surrounding communities, and the world beyond the community are clear.
• Students “learn by doing,” using hands-on activities, powerful projects and experiential learning and practicing the methods of each discipline as an adult expert would.
• Learners actively pose and solve problems, producing products and building understandings.
• Students often learn not just as students, but as people who take action to effect change in the world.
• Students perform authentic intellectual work, which involves original application of knowledge and skills, rather than just routine use of facts and procedures. It also entails disciplined inquiry into the details of a particular problem and results in a product or presentation that has meaning or value beyond success in school.
• Students’ work develops higher order thinking and skills and habits needed to thrive in the modern world.

Just-Right Challenge
• Learners work at a level of “gentle challenge.” Students’ work is not too hard or too easy; rather, students experience academic rigor in a way that helps them to learn more, not experience frustration.
• Instruction is differentiated to meet students’ varied learning levels and needs (students working above grade level, below grade level, English Learners, special needs).
• Flexible small group groupings are used to meet the needs of individual students
• Learning activities often build on prior knowledge, with new activities spiraling gracefully out of the old.
• Students are aware of clear learning outcomes they are working toward, including California Common Core Standards.
• Students progress toward learning outcomes is continually assessed through appropriately varied measures, learners receive frequent, immediate, specific feedback about their progress, and teachers adjust instruction according to students’ needs.

Student Ownership of Learning
• Learners are supported in their ability to solve problems and accept responsibility.
• Learners have many choices and opportunities to make decisions in their academic work.
• Learners actively help manage their learning environment.
• Teachers’ role is that of facilitator and collaborator, identifying learning outcomes, leading learners into new areas of understanding and competence, attending to learners’ needs, providing guidance and monitoring learners’ progress.
• Peer teaching, small group work and teamwork are consistent features of classroom activity
• Students frequently reflect on and revise their work, developing metacognition skills
• Imagination and creativity are encouraged: learners express and explore, observe and investigate, discover and create, and these experiences provide enjoyment and satisfaction and lead to deeper understanding and an internal thirst for knowledge.
• Learners are thoughtfully engaged in the learning process; staying on task comes naturally.

Supportive Learning Environment
• Learners feel respected and understood by adults and peers.
• Kindness is modeled and encouraged throughout the school.
• Learners have opportunities to make decisions in the democratic management of school life.
• The school culture, including, instruction is culturally relevant.
• All learners are expected to meet high standards.
• Learners receive supports needed to meet academic and behavioral expectations, including supplemental academic instruction and support, targeted social-emotional skill development, counseling, referrals to community partners and more.
• Learners learn to collaborate effectively, often in cooperative learning groups.
• Parents are supported to become active partners in students’ learning.
• Teachers are supported to become expert practitioners of the Charter School’s methods.
• The school taps community resources to round out needed student supports and create a comprehensive program.
• All community members, especially teachers to students, have a problem-solving attitude.

With the California Common Core Standards as the foundation, Arts in Action will develop a curriculum that provides all students an authentic (relevant), challenging (rigorous) and engaging learning experience that is differentiated to meet each student’s needs (attainable). Each summer the school will chart its curriculum map for the year by plotting out and prioritizing the California Common Core Standards and school-specific content standards. They will create “big ideas” and essential questions that align with specific standards, forming the basis of the units. Teachers will then determine the assessments that will best allow students to demonstrate mastery of the desired skills and knowledge. Then, to develop deep understanding, they will create a sequence of engaging activities, direct instruction and projects that hold interest, personal meaning or social significance, providing a high sense of relevance for students. Learning activities will be designed to allow for student choice and decision-making as they move through the standards-based curriculum (relevance). To ensure that each student
experiences a gentle challenge (rigor), the planning process will address differentiation to meet students’ varied learning needs, and teachers will continually monitor student learning to ensure that instructional goals and activities meet each students’ just-right level of challenge (attainable). Professional development will increase teachers’ ability to implement these activities skillfully.

**Big Ideas.** Larger conceptual themes (“big ideas”) will tie content together within each grade level as well as across grades to ensure a seamless, cohesive and developmentally appropriate program. These “big ideas” ensure that there is a focus on essential understandings. Big ideas also act as anchor points for developing and making connections between concepts. Without this tool, academic content can appear to be fragmented and dissociated from students’ lived experiences.

**Explicit Skills Instruction.** Arts in Action’s curriculum will prioritize the systematic development of key skills of reading, writing, math, history, science and the arts using research-based instructional strategies. Teachers will break down skills into manageable chunks. As appropriate, instruction will often be organized as a workshop, where class meetings open with a whole-group mini-lesson. Mini-lessons are followed by time for individuals to practice new skills or concepts. Skills practice may occur in isolation or through authentic application. The lesson format will provide for differentiation because students will have different skill levels. Students who need additional support will have supplemental instruction aligned with core classroom instruction. Children will apply these skills to applications, including projects. Teachers will circulate among their students to help each child, reinforce what they have taught, and introduce new skills and concepts in context.

**Disciplinary Habits of Mind.** Another primary path for ensuring high student achievement is by weaving content area process skills together with content. Students practice the process skills particular academic discipline as adult practitioners of the disciplinary world. This creates a more powerful mode of understanding content and developers higher order thinking skills. Students are not just students, but authors, historians, and scientists. In the science research literature, this is referred to as teaching the nature of science and includes developing an understanding of the scientific worldview, scientific methods of inquiry, and the nature of the scientific enterprise.

In addition students are also taught habits of mind necessary to success in any field of study or occupation. We strive to ensure that students develop these habits of mind as early as possible. At Arts in Action students are referred to as Scholars, and they are taught to Think and Act like a Scholar from the first day they enter our school. A poster with the Think and Act like a Scholar habits of mind are posted in every classroom and teachers refer to it often during instruction. In addition, students receive recognitions for acting like scholars on a monthly basis. We believe that this reinforces students’ self-concept as academic achievers and bolsters their achievement.

**Inquiry-based instruction.** Inquiry-based instruction is based upon the principle that students learn best when they are actively engaged in seeking out information to answer a question in which they have an interest. In this way, they are discovering and building connections between concepts as they develop the science process skills that are the foundation of productive, creative thought. At the same time, teachers will need to add to their own background knowledge in order
to support student learning, and thus develop their own skills as well. Teachers and students in an inquiry-based classroom will demonstrate the following behaviors:

**Students:**
- view themselves as active participants in the process of learning;
- accept an “invitation to learn” and readily engage in the exploration process;
- plan and carry out investigations;
- communicate using a variety of methods;
- propose explanations and solutions and build a store of concepts;
- raise questions;
- use observations; and
- critique their science practices.

**Teachers:**
- model behaviors and skills;
- support content learning;
- use multiple means of assessment; and
- act as facilitators.

**Higher Order Thinking.** Teachers will develop higher-order thinking skills through the use of questioning techniques and through other learning activities that apply skills and knowledge in authentic contexts. Taking children’s ideas seriously and honoring each child’s learning style will be a core value at Arts in Action.

A meta-analysis of 18 experiments concluded that the predominant use of higher-level questions - those that require students to go beyond simple recall and engage in more sophisticated thinking - during instruction yielded positive gains on tests of factual recall and application of thinking skills (Redfield and Rousseau, 1981). In a separate study (Andre, 1979), researchers investigated the effects of having students respond to higher-order questions that were inserted every few paragraphs in a text; they concluded that such a procedure facilitates better textbook learning than do fact question inserts. Pressley and colleagues (1992) showed that asking students for explanatory responses to higher-level questions prior to instruction activates prior knowledge and focuses attention, resulting in better learning. Despite the demonstrated effectiveness of higher cognitive-level questioning, research has demonstrated that traditional classroom practice has rarely utilized it. In a review of the research on teacher questioning, Gall (1984) discovered that only about 20 percent of classroom questions required more than simple factual recall. Similarly, Goodlad (1984) reported that only about one percent of classroom discussion invited students to give their own opinions and reasoning. Arts in Action will make explicit teaching of higher order thinking skills a priority. This aligns with the shift to Common Core State Standards, which emphasize reasoning, application of skills in novel contexts, and other higher level thinking skills.

**Literacy Across the Curriculum.** Arts in Action will emphasize literacy across the curriculum. Children will be engaged in authentic literacy experiences with math, science and history by reading fiction and nonfiction, including content-rich informational reading. This aligns with the 50-50 balance between informational and literary reading called for in the Common Core State
Standards, with reading selected to support students’ systematic development of knowledge about the world. Literacy across the curriculum at Arts in Action also calls for students to read with care so that they grasp and use information, arguments, ideas and details in text. While students may write from experience and opinion for some genres and through some phases of their development as writers, Arts in Action will help students develop their use of evidence in argumentative and informative writing.

To prepare students to comprehend nonfiction reading, teachers will make explicit to students the structural features specific to each content area. They will also prepare students with Academic English, that is, the vocabulary needed to participate fully in content area discussion and reading. Academic English is important for all learners, but is especially critical for English Learners and academically low-achieving students. Possession of academic vocabulary is critical to comprehension of increasingly complex texts, a cornerstone of the Common Core State Standards in English Language Arts. Across the content areas, teachers will develop vocabulary through is “repeated exposure to … word[s] in a variety of rich contexts.” This includes knowing how a word sounds, how it is written, and how it is used as a part of speech, as well as being familiar with its multiple meanings and its derivation. This also includes a research-based technique called “anchored vocabulary instruction,” in which teachers relate new words to students’ background knowledge, engage students in analyzing word meanings, involve them in active analysis of the words, and call students’ attention to the words’ component letters and sounds (Juel and Deffes, 2004).

Further, students will read widely: “Wide reading is the best crucible for building vocabulary, especially if the books are well-chosen and of interest to students (Blachowicz and Fisher).” Activities will be modified to meet the needs of English Learners and students reading above or below grade level, to the greatest extent feasible, to provide reading materials at students’ “just right” reading level. This instruction will be extended for English Learners and academically low-achieving students through supplemental instruction. Instructional aides and tutors will provide additional assistance to support students.

**Developmental Approach.** Students at Arts in Action will progress through skill-based California content standards along a continuum of learning, according to their level of skill development. Within heterogeneous classes, students will at times be grouped by skill needs so that they work at their actual level of need. Knowledge-based standards will be taught every year by linking to guiding questions organized around common core concepts. Arts in Action will track student mastery of grade level standards to ensure that the curriculum addresses all students’ needs.

When students and teachers “loop” together for multiple years they do not have to spend all that time re-establishing relationships and developing norms and routines, and they can devote much more time to the business of learning. Almost effortlessly, the classroom culture gets passed on from one year to the next by the returning students. Teachers can come to know their students and families well, and can organize their teaching to take advantage of student strengths and experiences and to address student needs. A principal in Japan, where teachers work for at least two years with the same students, put it well: “The first year you can look and listen; then in the second year the real learning can begin” (Sato, 1994, p. 12). Those students who are identified as underperforming will be tutored and provided with additional assistance in order to ensure their
progress towards mastery of the standards. Further, research shows that when teachers and students work together for longer periods of time, achievement levels go up (Gottfredson and Daiger, 1979).

**State Standards**

Backwards design ensures alignment to state content standards. Arts in Action favors the version of backwards design articulated by Grant Wiggins and Jay McTighe known as Understanding By Design. This process will frame standards-driven curriculum development, instructional design, assessment, and professional development. For curriculum development, Understanding By Design guides teachers through a three-step process: (1) internalization and prioritization of content standards, (2) differentiated assessment methods aligned to prioritized standards and identified learning targets, and (3) innovative, research-based instructional strategies clearly articulating student learning objectives.

The principles and practices of Understanding By Design reflect contemporary views of learning based on research in cognitive psychology and are validated by specific studies of factors influencing student achievement. The specific studies of factors influencing student achievement are the same as those cited above in the research base narrative of the “Description of the School” section of this charter petition and below in the Mathematics section, related to the analysis of methods of countries scoring high on the Third International Mathematics and Science Study (TIMSS). The basis for Understanding By Design in cognitive psychology is summarized in the book How People Learn: Brain, Mind, Experience, and School (Bransford, Brown, & Cocking, 2001), a recent publication of the National Research Council that summarizes the past 30 years of research in learning and cognition. Key findings relevant to Understanding by Design include the following:

- Views on effective learning have shifted from a focus on the benefits of diligent drill and practice to a focus on students’ understanding and application of knowledge. This is reflected throughout the Common Core State Standards.
- Learning must be guided by generalized principles in order to be widely applicable. Knowledge learned at the level of rote memory rarely transfers; transfer most likely occurs when the learner knows and understands underlying concepts and principles that can be applied to problems in new contexts. Learning with understanding is more likely to promote transfer than simply memorizing information from a text or a lecture. This approach supports the rigor of Common Core State Standards, which require deep authentic command of content.
- Experts first seek to develop an understanding of problems, and this often involves thinking in terms of core concepts or big ideas. Novices’ knowledge is much less likely to be organized around big ideas; novices are more likely to approach problems by searching for correct formulas and pat answers that fit their everyday intuitions.
- Research on expertise suggests that superficial coverage of many topics in the domain may be a poor way to help students develop the competencies that will prepare them for future learning and work. Curricula that emphasize breadth of knowledge may prevent effective organization of knowledge because there is not enough time to learn anything in depth. Curricula that are “a mile wide and an inch deep” run the risk of developing disconnected rather than connected knowledge.
Feedback is fundamental to learning, but feedback opportunities are often scarce in classrooms. Students may receive grades on tests and essays, but these are summative assessments that occur at the end of projects. What is needed are formative assessments, which provide students with opportunities to revise and improve the quality of their thinking and understanding.

Many assessments measure only propositional (factual) knowledge and never ask whether students know when, where, and why to use that knowledge. Given the goal of learning with understanding, assessments and feedback must focus on understanding, and not only on memory for procedures or facts.

Expert teachers know the structure of their disciplines and this provides them with cognitive roadmaps that guide the assignments they give students, the assessments they use to gauge student progress, and the questions they ask in the give and take of classroom life. The misconception is that teaching consists only of a set of general methods, that a good teacher can teach any subject, and that content knowledge alone is sufficient. (Brown and Cocking, 2001)

Arts in Action’s instructional methodologies and curriculum, including instructional materials, support implementation and ensure student mastery of the CA Common Core State Standards (CCSS), the Next Generation Science Standards, the English Language Development standards, and other state content standards.

The Singapore Math curriculum has been aligned to the Common Core State Standards develops conceptual understanding and thinking skills students need to apply mathematical skills to real world contexts. The curriculum also seeks to develop logical thinking, problem-solving capabilities, foster students’ ability to monitor their thinking, and increase the pupil’s sense of intellectual confidence in math. One of Singapore Math's key strengths is that it is set up to help teachers enact learning at a higher level of cognitive demand. Singapore Math's framework develops mathematical problem solving through the following phases--concrete, pictorial, abstract, and model-drawing. Much like the Common Core standards for mathematics attempts to do, Singapore Math textbooks cover fewer mathematical concepts each year, so that each concept is taught at greater depth than traditional math curriculums. This increases students' ability to obtain mastery of concepts taught.

Technology
The instructional program will provide and support student development of technology-related skills and student use of technology as follows:

- All students use computer-based learning programs including DreamBox Learning, Track My Progress, and Brain Pop
- Students are trained in safe and appropriate usage of the Internet
- Students conduct research on computers
- Students use educational websites as part of the core curriculum
- Students will increasingly utilize diverse computer applications such as blogs, video, editing software Powerpoint, and numerous other applications to create real-life application and to engage students learning; as a by-product, they learn to utilize diverse interfaces
The school will ensure that students will be prepared to take computer-based state standardized assessments by administering benchmark assessments with a similar interface and format three times a year at all grade levels, typically.

**Transitional Kindergarten**
Charter School shall comply with all applicable requirements regarding transitional kindergarten.

The first year of a two-year kindergarten program, transitional kindergarten uses an age- and developmentally appropriate modified kindergarten curriculum. The program blends social and emotional experience with academic learning, so that students not only learn essential pre-literacy, pre-math, and other cognitive skills, but also develop social and self-regulation skills needed to succeed in school and life. Arts in Action’s program aims to provide differentiated instruction to meet children where they are, acknowledging that children progress differently and arrive with different life experiences. The program also aims to foster warm, responsive relationships and support family involvement. Teachers utilize explicit, sequential instruction in social and emotional learning and academics to articulate with the core kindergarten program. The curriculum for transitional kindergarten flows with the core kindergarten program. The program is aligned to *California’s Preschool Learning Foundations*, and the teacher draws on the *Transitional Kindergarten Implementation Guide*.

Arts in Action has established criteria and a process for possible enrollment of kindergarten-eligible children in transitional kindergarten.

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

The school year will be 180 days long. Arts in Action will observe all federal holidays and will closely align winter break, spring break and other pupil-free days to the charter authorizing school district. Arts in Action’s tentative 2016-17 calendar is subject to revision.
2016-2017 School Event Calendar

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Sample Daily Schedules

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<tr>
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<td>8:00-8:25 Morning Meeting/Calendar – 25 MIN</td>
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<td>8:25- 8:40-Exercises 15 MIN</td>
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<td>8:40- 9:00 Shared Reading 20 MIN</td>
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Arts in Action Community Charter School 86
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MM – Morning Meeting (5 days/20 minutes each)
RW – Reading Workshop (5 days/40 minutes each)
IRA – Independent Read Aloud (5 days/10 minutes each)
WW – Writing Workshop (5 days/40 minutes each)
M&M – Music and Movement (4 days/5 minutes each)
WTW – Words Their Way (4 days/20 minutes each)
H/SW – Handwriting or Sight Words (3 days/15 minutes each)
S/SS – Science or Social Studies (3 days/30 minutes each)
Phonics – (5 days/10 minutes each)
Shared Reading – (4 days/10 minutes each)
Math – (5 days/1 hour each)
Centers – (5 days/vars)
ST – Story Time (3 days/5 minutes each)
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<td>11:20 Transition</td>
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<td>10:05-10:25 Science 20 MIN</td>
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### 3rd Grade Schedule

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**Total: 1,740 MIN A WEEK**
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<td>20 MIN</td>
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<td>20 MIN</td>
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</tr>
<tr>
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<td>Math</td>
<td>Music</td>
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<tr>
<td>Science</td>
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<td>Math</td>
<td>ELD</td>
<td>Math</td>
<td>ELD</td>
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<td>1:45 – 2:10</td>
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<td>1:45 – 2:15</td>
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<td>1:45 – 2:10</td>
</tr>
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<td>1:00 – 1:30</td>
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<td>1:00 – 1:40</td>
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<td>1:00 – 1:30</td>
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2,040 MIN PER WEEK
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>7:50 - 8:20 Morning Meeting 30 MIN</td>
<td>9:00 – 9:10 Morning Meeting 10 MIN</td>
<td>8:00 – 8:20 Morning Meeting 20 MIN</td>
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<tr>
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<td>8:20-9:00 Readers Workshop 20 MIN</td>
<td>9:10-9:40 Writer’s Workshop 30 MIN</td>
<td>8:20-9:00 Close Reading 40 MIN</td>
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<td>9:00-9:40 Writers Workshop 40 MIN</td>
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<td>9:40-10:00 ELD 20 MIN</td>
<td>9:00-9:40 Writer’s Workshop 40 MIN</td>
<td>9:00-9:40 Writer’s Workshop 40 MIN</td>
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<tr>
<td>9:40-10:00 ELD/Word Study 20 MIN</td>
<td>9:40-10:00 ELD/Word Study 20 MIN</td>
<td>10:00-10:20 RECESS</td>
<td>9:40-10:00 ELD 20 MIN</td>
<td>9:40-10:00 ELD 20 MIN</td>
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<tr>
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<td>10:00-10:20 RECESS</td>
<td>10:20-10:40 Read Aloud 20 MIN</td>
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<td>1:00-1:40 Lunch</td>
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<td>1:40-2:35 Social Studies 55 MIN</td>
<td>2:40-3:00 Novel Study 20 MIN</td>
<td>1:40-2:40 Social Studies 60 MIN</td>
<td>1:40-2:40 Social Studies 60 MIN</td>
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<tr>
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<td>Pack up, Dismissal</td>
<td>2:40-3:00 Novel Study 20 MIN</td>
<td>2:40-3:00 Novel Study 20 MIN</td>
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Instructional Days and Minutes Calculator

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<tr>
<th>Grades</th>
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<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
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<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
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<td>360</td>
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<td></td>
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<td>62340</td>
<td>8340</td>
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</tbody>
</table>

Professional Development

*Teacher Recruitment.* The cornerstone of any strong educational program is a high quality teaching staff. To best fulfill our non-traditional methodologies (arts-based, constructivist, social justice curriculum, social-emotional learning, etc.), teacher quality includes full buy-in to the culture and customs of the school. Arts in Actions seeks like-minded educators with experience and potential for growth by announcing positions on Ed Join, on the Teach for America alumni network, and through job fairs.

To identify the highest quality applicants, Arts in Action’s recruitment specialist vets resumes to find the closest matches. Candidates must first apply online and respond to series of questions dedicated to better understanding the educational philosophy of the applicants. The recruitment specialist has a rubric by which to evaluate the responses and pass qualified candidates along to the administrative team. For teachers, a demonstration lesson and in-person interview are scheduled so that the team can assess the teacher’s skill level as well as their fit with the program’s goals. Next, teacher candidates are scored against a rubric aligned to the Charter School’s needs and values. Those scoring in the top tier are offered an agreement of employment. As a member of the team, the teacher’s effectiveness is carefully monitored and supported through observations, coaching, and ongoing professional development.

*Professional Development.* To continually improve teacher practice and to keep our staff updated on evolving best practices in instruction, Arts in Action teachers receive professional development and ongoing support from our staff and attend workshops and conferences from outside providers. During the summer the leadership team analyzes achievement data, teacher observations, and stakeholder surveys. From this data the team is able to develop an annual professional development calendar that address the needs of the school.

The school year begins with two weeks of development for teachers new to the program. The first week is used to orient new teachers to Arts in Action’s program. They gain insight into the culture of the school including training on the PATHS curriculum, integration of social justice questions, positive behavior management, and integration of arts into the general education curriculum. In addition, experts in Reading and Writing Workshop, Singapore Math, and GLAD strategies deliver in-depth training to prepare teachers to implement these methods in their classrooms.
When the entire team returns for the second week of beginning of the year professional development, the initial focus is on team-building and understanding each other’s strengths, leadership styles, and backgrounds. This foundation allows for the difficult work to begin and the team works in grade level and department teams to plan cognitively engaging lessons aligned to the Charter School’s scope and sequences. Along the way, teachers receive guidance and support from the principal, assistant principal, the special education director, and the dean of students. This team mentality helps ensure that students at Arts in Action receive a well-rounded program. Teachers frequently comment on how supportive and collaborative the teaching team is.

Professional Learning Communities (PLCs) are part of the Arts in Action weekly routine. Each workshop is designed with a specific focus that allows for teachers to learn about a topic and work with their teams to discuss implementation in the classroom. To provide a balanced professional development plan the team incorporates a range of topics aligned to the following areas: cognitive engagement, positive behavior management, Special Education, differentiation, and school operations. The table below is an example of topics that would be covered over the course of the first semester of school. As for the second half of the year, the professional development calendar is created at the end of the first semester so that the leadership team can accurately survey the team and identify areas of growth for the program. The following is a sample calendar:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Category</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting to Know Your Students: CUM Review</td>
<td>Cognitive Engagement</td>
<td>Teachers</td>
</tr>
<tr>
<td>Understanding Ed Code</td>
<td>Positive Behavior Management</td>
<td>All Staff</td>
</tr>
<tr>
<td>Breaking Down Standards to Create Meaningful Objectives</td>
<td>Cognitive Engagement</td>
<td>Teachers</td>
</tr>
<tr>
<td>Differentiation 101</td>
<td>Special Education</td>
<td>Teachers</td>
</tr>
<tr>
<td>ELD Folders &amp; Tools</td>
<td>Differentiation</td>
<td>Teachers</td>
</tr>
<tr>
<td>Teach Like a Champion: Strong Voice</td>
<td>Positive Behavior Management</td>
<td>All Staff</td>
</tr>
<tr>
<td>Marzano’s High Yield Strategies</td>
<td>Cognitive Engagement</td>
<td>Teachers</td>
</tr>
<tr>
<td>Getting Ready for the DVR</td>
<td>Special Education</td>
<td>Teachers</td>
</tr>
<tr>
<td>Planning for High Achievers</td>
<td>Differentiation</td>
<td>Teachers</td>
</tr>
<tr>
<td>Chronic Behaviors: Classroom Tools &amp; Schoolwide Procedures</td>
<td>Positive Behavior Management</td>
<td>Teachers</td>
</tr>
<tr>
<td>Analyzing CELDT Data to Guide Instruction</td>
<td>Differentiation</td>
<td>Teachers</td>
</tr>
<tr>
<td>Developing Standards Based Assessments</td>
<td>Cognitive Engagement</td>
<td>Teachers</td>
</tr>
<tr>
<td>Taking Care of You</td>
<td>School Operations</td>
<td>All Staff</td>
</tr>
</tbody>
</table>

Beyond the weekly PLCs, full day professional development sessions are built into each trimester. While the primary focus of these days are dedicated to data analysis and re-teaching, the leadership team also strives to provide more in depth workshops related to effective instructional practices. Utilizing schoolwide benchmarks and other data, teachers engage in a
structured reflection on how their teaching practices have impacted student achievement. As department or grade level teams they brainstorm different ways to engage their learners as they re-teach the content.

The last method by which Arts in Action strives to employ the highest quality instructors, is through the teacher observation and evaluation system. Teachers are categorized into three tiers which denote their effectiveness according to the program expectations. New teachers and teachers new to the program are considered developing. The expectations for their duties and responsibilities are limited to the classroom and are observed informally four times per year and formally twice every year. While the standards of focus may shift from year to year. Arts in Action utilizes The Framework for Teaching, a research-based set of components of instruction grounded in a constructivist approach of learning and teaching from Charlotte Danielson. The next tier of teachers is considered to be lead teachers; they are recommended for this tier after two years with the organization if they have earned an average score of effective on the annual teacher observation and evaluation tool (see excerpt below).

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Observation Evidence</th>
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<tbody>
<tr>
<td>1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students</td>
<td>A) Designing and sequencing of learning experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B) Creating cognitively engaging learning experiences for students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicator</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A) Designing and sequencing of learning experiences</td>
<td>The design and selection of learning experiences are not aligned to learning objective and not sequenced to ensure independent mastery of</td>
<td>The design and selection of learning experiences are aligned to learning objective but are not sequenced / paced to maximize</td>
<td>The design and selection of learning experiences are sequenced / paced to enable students to demonstrate independent mastery of learning</td>
<td>The design and selection of learning experiences are sequenced / paced to enable students to demonstrate independent mastery of learning</td>
</tr>
</tbody>
</table>
### B) Creating cognitively engaging learning experiences for students

| Learning | Instructional plans do not provide cognitively engaging learning experiences to support students in achieving mastery of the stated learning objectives. | Instructional plans include cognitively engaging learning experiences but the plans include insufficient time and supports for students to achieve mastery of stated learning objective. | Instructional plans provide students opportunities for sustained attention to a cognitively challenging learning experience. The plans include sufficient time and supports for students to achieve mastery of learning objective through cognitively engaging learning experiences. | Instructional plans provide cognitively engaging learning experiences that ensure students construct knowledge to achieve or exceed mastery of the stated learning objective. |

Lead teachers have displayed a track record of success and therefore can use their level of expertise to grow the program. Lead teachers serve on a committee that will serve as the voice of the teaching staff on a variety of school related topics. As a group, participants choose an area of focus for each trimester and develop a targeted project to improve upon an existing element of the program. Lead teachers are given more autonomy in terms of how they manage their classrooms and have fewer informal observations each year.

A teacher who has made significant academic achievement gains, has a track record with the
school over a minimum number of years, and maintains an effective score on the teacher observation and evaluation tool can be recommended for the third tier, Distinguished. It is from the pool of distinguished teachers that Arts in Action select mentor teachers to be paired with teachers within their first two years of teaching. This partnership is not tied to the mentees evaluation and the observation and feedback cycles serve only to improve their instructional skills.

Meeting the Needs of All Students

English Learners
Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

Arts in Action Community Charter School commits to the success of all students, including English Learners. Our vision is to ensure that our English learners have meaningful access to rigorous instruction, materials, and academic choices. We strive to create equity for English learners while maintaining their cultural and linguistic identity and developing an understanding of the cultural diversity of our community. Currently, eighty-five percent of the student
population enrolled at Arts in Action Charter School consists of students from homes where the primary language is not English. Therefore, we have developed an educational program that addresses the needs of these learners and entails that students receive ELD support throughout the school day.

Our educational program meets the needs of our students by providing opportunities for student integration through research-based language supports, continuous professional development for staff, and parent involvement. Students identified as English Learners through initial assessment receive at least 45 minutes of English Language Development every day primarily but not exclusively through social studies and science instruction. When feasible, English learners are grouped by ELD level and receive targeted instruction by the teacher. Arts in Action Charter School provides English learners full access to the curriculum so that they understand content being taught. Research-based strategies (Rubenstein-Avila, 2006) utilized to provide full access include:

- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Developmental spelling program—Words their Way
- Frequent use of graphic organizers, such as Mind Maps
- Explicit language experiences instruction through hands-on science learning (FOSS)
- SDAIE (Specially Designed Academic Instruction in English)
- Accountable Talk framework—teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed

The ability for the school to support students in acquiring academic English in a timely manner requires that all teachers at Arts in Action have the training and capacity to implement the design described above. With this purpose in mind, our teachers receive training in Guided Language Acquisition Design (Project GLAD). Project GLAD has been used by school districts across California for many years and it has a high reputation for effectively training teachers to incorporate SDAIE and ELD strategies into their general curriculum, as well as promoting high expectations for English Learners. They describe themselves as:

[Project Glad] provides an organizational structure for an integrated, balanced literacy approach. The integration, of listening, speaking, reading, and writing into all content areas and the interrelating of science, social studies, and literature with each other, underscores research that language is acquired most effectively when the emphasis is on meaning and the message. Language, any language, should be acquired while studying something of interest or real life use.

Services to English learners begin with initial identification. When a child matriculates at Arts in Action, we have parents complete a home language survey to determine whether English is the student’s native language. All students whose parents designate a home language other than
English (as indicated on their home language survey), and who have not been previously tested are given the California English Language Development Test (CELDT) during the testing window (currently July 1 to October 31) to determine their English language proficiency level. Typically, the initial language identification occurs in kinder or first grade when a student first enters school. The results of the CELDT determine if the student is Initial Fluent English Proficient (IFEP) or an English Learner (EL). The CELDT provides scores for the skill areas of Listening, Speaking, Reading, and Writing as well as an Overall English Language score. A student with an initial overall score below the Early Advanced Level is typically identified as an English Learner (EL).

English learners who score at reasonable fluency in English are placed in an English Language Mainstream program. In this educational program, authorized teachers using state-adopted textbooks and supplementary materials teach them ELD lessons and other core subjects. Instruction is based on ELD and grade-level content standards. Academic support in the student’s native language may be used as appropriate. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

The current educational program used to support our English Learners has been updated to reflect the state adopted new generation standards for English Language Development. These new standards are aligned to common core standards for ELA/Literacy. The sponsors of the CCSS Initiative specify that these new standards are intended to apply to all students, including English learners:

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English Learners. However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

In recognition of the need for instructional support needed by ELs in developing proficiency in English language and literacy as they engage in learning academic subject matter, California Assembly Bill 124 was enacted by the Governor. The SSPI recommended revised ELD Standards to the SBE in September 2012 (California Department of Education, 2013).

Full implementation of the CA ELD Standards will occur over the next several years and consists of three phases:

- The **Awareness Phase** focuses on introducing the CA ELD Standards to stakeholders, planning systems of implementation, and establishing collaborations among stakeholders.
- The **Transition Phase** concentrates on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders.
- The **Implementation Phase** expands on the new professional learning support systems, full alignment of curriculum, instruction, and assessments, and effective integration of these elements across the field.
### Implementation Timeline

<table>
<thead>
<tr>
<th>Phase</th>
<th>Actions</th>
<th>Time Frame</th>
</tr>
</thead>
</table>
| Awareness | ▪ Introducing standards to teachers through professional development sessions  
                        ▪ Conduct parent workshops to assist parents with familiarity with new standards  
                        ▪ Forming an instructional committee to analyze standards and creating recommendations for integration into curriculum | August 2014-June 2015 |
| Transition| ▪ Have teachers complete a needs assessment  
                        ▪ Receive input from ELAC committee  
                        ▪ Create a library of instructional resources  
                        ▪ Continued professional development  
                        ▪ Modeled lessons for teachers  
                        ▪ Begin integration of standards into lessons  
                        ▪ The instructional committee will develop and adopt assessment tools to measure performance of standards and students’ understanding | August 2015-June 2016 |
| Implementation | ▪ Implementing standards into daily lessons  
                        ▪ Utilize standard aligned curriculum  
                        ▪ Administer new generation standards-based assessments  
                        ▪ Report student progress to parents  
                        ▪ Have parents provide feedback about ELD implementation through ELAC committee, surveys, and parent workshops | August 2016-June 2017 |

Within the educational program, there are structured supports and interventions to ensure that English learners gain proficiency in English. These supports and interventions consist of targeted small group instruction and after-school tutoring.

- **Targeted Small Group ELD**—English Learners who are identified as in need of intensive intervention will participate in small group ELD instruction (no more than 10 students) during the regular scheduled ELD time. Specific ELD goals will be set for these students through a School Success Team Meeting (SST), and the assigned teacher will teach ELD to target these goals.

- **Tutoring**—to best support ELL students in need of intensive intervention, ELA teachers or aides will provide them with one-on-one and/or very small group tutoring that specifically addresses their identified needs and targets their SST ELD goals. The tutoring sessions will occur 2 to 3 times a week, based on severity of need. Teachers will create a tutoring plan that delineates how the students’ ELD goals are addressed and when they will be assessed. Evidence of student’s progress in tutoring will be shared with the ELD teacher, and presented at the following SST meeting for review.
Annually, Arts in Action Charter School reviews the and evaluates the English language program to guarantee that students are provided with the highest quality instruction and that instructors use the best practices in the field. Our annual evaluation consists of receiving formal feedback from administration, teachers, and the English Language Advisory Committee (ELAC). The evaluations reviews curriculum support, student data, instructional practices, and program funding.

The goal of our educational program is to provide services to English learners that will lead to their reclassification as fluent in English. Therefore, Arts in Action has adopted a reclassification process to enable students initially identified as English Learners to exit the program and participate without further language assistance as Fluent English Proficient students.

English learners shall be reclassified as Reclassified Fluent English Proficient (R-FEP) when they have acquired the academic English language skills necessary to receive instruction and achieve academic progress at a level equivalent to students of the same age or grade whose primary language is English.

The reclassification criteria include multiple measures to ensure proficiency in the English language and participation equal to that of average native speakers in the Charter School’s regular instructional program. The reclassification criteria are aligned to the state legal requirements and validate each student’s readiness to exit the specialized English Learner programs by demonstrating achievement and mastery of grade-appropriate standards.

The following criteria will be used to determine eligibility for reclassification:

1. **English Academic Achievement** – A score of Basic or better on the internal assessment for English-Language Arts or Basic on CMA.
2. **For students in 1st – 2nd grade, Benchmark Data – Benchmark Quadrant (Basic).**
3. **Overall English Language Proficiency (CELDT Score)** – A student must score Fluent (Level 4-5) overall on the California English Language Development Test (CELDT).
4. **English Listening and Speaking Proficiency (CELDT)** – A student must have reached fluency (Level high 3, 4-5) on the Listening and Speaking portion of the California English Language Development test (CELDT).
5. **English Reading and Writing** – A student must have reached fluency (Level high 3, 4-5) on the Reading and Writing portions of the California English Language Development Test (CELDT).
6. **Curriculum Mastery** – A grade of “3” or better in English core curriculum in English Language Arts.
7. **Parental Consultation**

If an English Learner does not meet the CELDT criteria for reclassification, the parents receive an Annual Notice of English Progress that provides the parents with their son or daughter’s CELDT scores and compares those scores to the reclassification criteria followed by AIA.
If an English Learner does meet the CELDT criteria for reclassification, then that student’s primary teacher must complete and submit a Reclassification Request Form. The Reclassification Team, comprised of teachers, administrators, and parents will meet to discuss individual student’s data and determine if he or she meets all of the criteria outlined above for reclassification. The student’s parents are invited and highly encouraged to attend the meeting. If they are unable to attend the meeting, then alternate forms of soliciting feedback are obtained, such as a phone call or note home. Communication with parents is noted on the second page of the Reclassification Request Form.

If the Reclassification Team designates a student as having met all of the criteria for reclassification to Fluent English Proficient then the student’s reclassification is noted in their blue EL folder and CUM, and their parents are notified via the Parental Notification of Reclassification form.

English learners face the dual challenge of learning a new language and learning in that new language. Therefore, Arts in Action implements a comprehensive approach that includes monitoring of academic progress, as well as monitoring the English Learner’s acquisition of language development. When appropriately implemented, our comprehensive progress monitoring approach will yield the following positive results:

- Teachers have accurate data about ELs’ progress and needs
- Teachers plan differentiated lessons based on individual needs
- Teachers vary instructional techniques based on individual needs
- The data provides a common reference point for all teachers

The following types of assessments will be used to monitor EL’s progress:

<table>
<thead>
<tr>
<th>Developmental Benchmarks</th>
<th>• Spelling</th>
<th>• Words their Way</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Reading</td>
<td>• Fountas and Pinnel Benchmark Assessment System</td>
</tr>
<tr>
<td></td>
<td>• ELD</td>
<td>• CELDT</td>
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<tr>
<td></td>
<td>• Math</td>
<td>• Singapore Math Benchmarks</td>
</tr>
<tr>
<td>Portfolio</td>
<td>• ELD</td>
<td>• ELD portfolios—by grade and level</td>
</tr>
<tr>
<td></td>
<td>• Reading</td>
<td>• Reading Developmental Continuum</td>
</tr>
<tr>
<td></td>
<td>• Writing</td>
<td>• Writing Developmental Continuum</td>
</tr>
<tr>
<td>Performance-Based</td>
<td>• Math</td>
<td>• Teacher created assessments that are given to students during and at the end of units of study. Assessments include clearly defined criteria and rubrics.</td>
</tr>
<tr>
<td></td>
<td>• Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Science and Social Studies</td>
<td></td>
</tr>
<tr>
<td>Standards-Based</td>
<td>• Language Arts</td>
<td>• Track My Progress (Interim Internal Assessment)</td>
</tr>
<tr>
<td></td>
<td>• Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Science (5th Grade)</td>
<td></td>
</tr>
</tbody>
</table>

The data is administered and collected and uploaded into Arts in Action’s data analysis program, Data Director. The program allows staff to view progress across time and create various types of charts to more effectively analyze the plethora of data. Each quarter a group of teachers and the Principal meet to analyze and make decisions based on the data. Reclassified students are looked
at carefully to ensure that their progress does not slip as they lose the additional support of the English Learner program. The team completes the Monitoring Reclassification Form for each reclassified student for a two-year period. The form is kept in the students’ EL folder in their CUM. If a reclassified student demonstrates academic regression and SST will be conducted and further evaluation and/or assistance will be provided for the student. In addition to looking at individual student growth for the purposes of intervention, the data will also advise the team as to whether or not the school is on track to meet its strategic goals for the year. If the data demonstrates that the goals will not be met, then the team will create a plan of action on how to address the areas of need.

Through the use of progress-monitoring assessments as described above, ELs progress will be carefully analyzed for growth. Any student who tests below grade level in the Fountas and Pinnell *Benchmark Assessment System* and/or demonstrates difficulty in classroom performance due to lack of English literacy, will be placed in one the following two RTI tiers:

**Long Term English Learners (LTEL)**
Long Term English Learners are monitored regularly by the school's English Learner Support team. Long Term English learners are monitored on a monthly basis to evaluate their progress in vocabulary development, writing structures, and academic core content (Math, Language Arts, Science). The team collects the data using internal benchmarks, instructional support progress reports, and the EL progress monitoring matrix folder. The information gathered determines the intensive supports assigned to each LTEL student.
Arts in Action Community Charter School provides various supports for Long Term English Learners based on their academic needs.

- Technology-based English Language support providing during instructional day workshop time
- Small group targeted academic support during the instructional day
- English Language Arts Committee (ELAC) sponsored parent workshops to support and reinforcement of learning within the home

Ongoing professional development and coaching support for our fourth and fifth grade teachers that have LTELs to better support the learning experience.

Gifted and Talented Students and Students Achieving Above Grade Level
Arts in Action Community Charter School aims to service the needs of gifted and high achieving students by ensuring they have opportunities to excel academically, socially, and emotionally. AIA identifies students in need of academic challenges through an analysis of cumulative records, classroom observations, and assessment performance. Whether a student has been previously identified as gifted/high achieving prior to enrolling or shows academic aptitude while in the program, AIA ensure that these students receive a challenging academic program. Students that perform at the higher tiers of academic performance often find challenge in participating in work at their appropriate level of proximal development (Romey, 2006). Therefore, we have developed a high achievement program (HAP) that services our academically advanced and talented students at the highest levels of proximal development through:

- Curriculum compacting
- Flexible grouping
- Program acceleration
- Creative development

The HAP program utilizes a two-tier approach to service the needs and provide enrichment supports for the gifted and high achieving students. Tier one consists of classroom instruction that focuses on differentiation through:

- Accelerated or advanced content
- More complex understandings of generalizations, principles, theories, and the structure of the content area
- Abstract concepts and thought processes or skills
- Level and type or resources used to obtain information, acquire skills, and develop products
- Appropriation of longer/shorter time span for learning
- Generating new information and/or products
- Transfer of learning to new/different disciplines, situations
- Development of personal growth and sophistication in attitudes, appreciations, feelings, intuition
- Independence of thought and study

Tier two consists of our enrichment component that focuses on in-depth learning. These students are given the opportunity to participate in project-based learning under the advisement of
faculty advisor. Project based learning provides students with opportunities to gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Students will be able to utilize 21st century competences, in-depth inquiry, and evaluative methods to construct products and develop content expertise.

The high achievement program strives to address the needs of various advanced learners. The program has developed four pathway options for student enrichment:

- **Option 1: Academic (Grades 2-5):** Students that meet the academic criteria will receive differentiated instruction based on their abilities, interests, and strengths.
- **Option 2: Visual and Performing Arts (Grades 2-5):** Students that meet the academic criteria and exhibit a talent in music, art, theatre, or dance will receive rigorous enrichment in talent development.
- **Option 3: Ingenuity (Grades 3-5):** Students that meet the academic criteria will receive differentiated instruction based on their abilities, interests, and strengths. Students in this category exhibit a strong interest in investigation and researching specific topics. Students will participate in a project-based enrichment afterschool.
- **Option 4: Leadership (Grades 4-5):** Students that meet the academic criteria and exhibit leadership ability will participate in community and/or school service. Students will develop a portfolio that showcases initiative, organizing, communication skills, and service to others.

The focus on varying dimensions of abilities provides educators with an opportunity to recommend and identify students using a broader spectrum of criteria (VanTassel-Baska, Johnson, & Avery 2002; Renzulli & Reis, 1997). Currently, students found eligible for the high achievement program were identified through the following criteria listed below:

1. Recommendation from teacher based on academic performance (minimum of 3 in core academic areas on report card, test achievement indicators of proficient or advanced)
2. Teacher checklist of behavioral characteristics of high achievers indicating a need for differentiated instruction
3. Parent checklist of behavioral characteristics of high achievers indicating a need for differentiated instruction
4. Submit a student-generated nomination project that highlights the academic ability and talent of the candidate. (Students will be required to present their project to a selection panel).
5. Student presented project to selection panel, participated in an interview, and received a score of exemplar on the student presentation rubric.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Actions</th>
<th>Services</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>Teachers are provided with professional development on high to differentiate for high achievers and gifted students Conduct parent workshops to assist parents with familiarity with new program Forming a program committee to creating recommendations for integration into</td>
<td>High achievers are identified and receive in-class and afterschool enrichments</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>
Building Capacity

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Gifted students and high achievers are identified and receive in-class and extended day enrichments</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will receive training on the identification process for gifted students and servicing gifted students</td>
<td>Gifted students and high achievers are identified and receive in-class and extended day enrichments</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Instructional team will receive training on gifted rating scales</td>
<td>Gifted students and high achievers are identified and receive in-class and extended day enrichments</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Acquire testing services for Naglieri Nonverbal Ability Test NNAT</td>
<td>Gifted students and high achievers are identified and receive in-class and extended day enrichments</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Provide instructional resources for servicing gifted students</td>
<td>Gifted students and high achievers are identified and receive in-class and extended day enrichments</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Provide coaching and modeling for teachers on differentiating instruction for advanced learners</td>
<td>Gifted students and high achievers are identified and receive in-class and extended day enrichments</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Families attend parent information and support meetings</td>
<td>Gifted students and high achievers are identified and receive in-class and extended day enrichments</td>
<td>2016-2017</td>
</tr>
</tbody>
</table>

Implementation

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Gifted students and high achievers are properly identified, receiving appropriate services, and are consistently receiving progress-monitoring</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full implementation of the identification and monitoring process for high achievers and gifted students</td>
<td>Gifted students and high achievers are properly identified, receiving appropriate services, and are consistently receiving progress-monitoring</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Teachers are providing instructional services for advanced learners with fidelity</td>
<td>Gifted students and high achievers are properly identified, receiving appropriate services, and are consistently receiving progress-monitoring</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Program evaluation occurs</td>
<td>Gifted students and high achievers are properly identified, receiving appropriate services, and are consistently receiving progress-monitoring</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Parents are an integral part of the decision-making and feedback process</td>
<td>Gifted students and high achievers are properly identified, receiving appropriate services, and are consistently receiving progress-monitoring</td>
<td>2017-2018</td>
</tr>
</tbody>
</table>

Arts in Action Charter School intends on expanding its identification process through the inclusion of a gifted rating scale, and Naglieri Nonverbal test (NNAT) to formally recognize gifted students.

*Implementation Timeline.* Student participants in the high achievement and gifted program will receive their core instruction from the authorized classroom teacher. The lead instructor or an assistant teacher may facilitate differentiated instruction within the class setting. Instructional facilitators are required to embed high level questioning, accountable talk, open-ended responses, and nonconventional perspectives into lessons. Conjointly, afterschool facilitators utilize the abovementioned strategies along with project-based learning strategies (cooperative groups, inquiry, and evidenced-based research).

To ensure students’ advancement and growth, the education program team will monitor students’ progress using performance task assessments that are valid and reliable, fair, and based on current theory and research. The assessments will encompass multiple and objective criteria that challenge the student to use critical thinking skills, mind mapping, and higher tiers of Bloom’s taxonomy. These assessments will be measured using a CAASPP rubric and the responses and results will be placed in an orange folder and kept in the students’ record files.
Students Achieving Below Grade Level
Arts in Action follows the Response to Intervention model where intervention services are provided to students that are systematic and data-driven.

The level or intensity of the intervention is based upon the specific academic or behavioral needs of the student. Student progress is monitored during all points in the system in order to provide information on the response of the student to the intervention implemented. The ultimate goal is to assist the student in succeeding within the regular education setting with the standard curriculum. If a disability is suspected, data gathered during the progressively more intensive intervention process can be used as a part of the evaluation information required to qualify a student for an individualized education plan (IEP).

**Tier 1** provides primary intervention in the form of general or universal screening and standards based instruction to all students. Universal screenings in core areas are administered at least 3 times per year to help identify students that may be “at-risk”. Interventions at this level are oriented towards whole-group and small-flexible groups within the regular classroom. These procedures assist teachers in bringing large percentages of students (80% or higher) to acceptable levels of proficiency.

**Tier 2** is designed to provide secondary intervention through early identification and assistance for a small percentage (10-15%) of students who are performing below benchmarks in academics and/or behavior. Students in need of interventions are assigned to an RtI Team (Response to Intervention Team) which reviews the data the classroom teacher has brought to the team. Interventions for these students either are provided as targeted individual interventions or through a specialized school program that includes small group instruction. Tier 2 interventions are provided in addition to the standards-based instruction that continues to be taught in the regular classroom.

**Tier 3** serves a very small percentage of students (5-10%) who demonstrate a need for an individualized program, alternative educational placement, or intensive remediation (retention or repeating a course due to grade failure). Tier 3 of the model involves intensive instructional interventions to increase an individual student’s rate of learning. Tier 3 interventions require progress monitoring at least once per week. Individual diagnostic assessments, including cognitive assessments, may be conducted to determine specific patterns of skills that the individual student has and does not have. Tier 3 may include longer term interventions. Tier 3 interventions are provided in addition to the standards-based instruction continuing to be taught in the regular classroom as well as any Tier 2 interventions. Resources for intervention instruction will consist of guided lessons provided by the Florida Research Center for Reading Instruction and the Kentucky Center for Mathematics.

There are various types of interventions occurring at Arts in Action: small group instruction in and outside the classroom during the school day, after-school intervention groups, and summer school. Most of these interventions are led by Assistant Teachers who assess students and provide targeted instruction. The students are identified through our school-wide assessment system described in the table below. The AIA Intervention program uses 80/15/5 percent achievement bands to help teachers classify students and provide targeted instruction. The data is
used to group students for small group instruction, create action plans for students who are not meeting expected standards, and to select students for the after-school intervention program.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Focus</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track My Progress</td>
<td>Common Core Standards based; adaptive</td>
<td>Math, Reading and Language</td>
</tr>
<tr>
<td>Fountas and Pinnell Benchmark Assessment System-Reading Inventories</td>
<td>Independent Reading Levels</td>
<td>Reading</td>
</tr>
<tr>
<td>Singapore Math Benchmarks</td>
<td>Common Core Aligned</td>
<td>Math (1st-5th grade)</td>
</tr>
<tr>
<td>CELDT</td>
<td>Language Proficiency</td>
<td>ELD</td>
</tr>
<tr>
<td>Subject-base Assessments &amp; Portfolios</td>
<td>Common Core Standards, CA Standards</td>
<td>ELA, Math, Science and Social Studies</td>
</tr>
</tbody>
</table>

Results of the above assessments are shared with teachers during Pupil Free Professional Development days and teachers use the data to inform their instruction. In particular, English Learners and students reclassified within two years are monitored in each of the assessments tools outlined above. Teachers are required to use the School Monitoring Form to compile the various types of data and to plan for needed language support based upon data analysis.

The results from these assessments are also shared and discussed with the Charter School’s specialists—the ELD results with the intervention specialist and the Sped results with the Inclusion Specialist. The specialists use this data to monitor the effectiveness of their programs and to create goals for improvement. Monitoring of sub-group achievement is an important component of the overall performance monitoring of the school; thus, the results are shared with the Executive Director and the Board of Directors.

A seasoned intervention specialist leads the intervention program at Arts in Action. Additional Assistant Teachers support teachers in the classroom and teach in our after school and summer school intervention program. Assistant Teacher are high quality instructional aides who are either newly credentialed teachers or they are student teachers in local teacher preparation programs. We believe that investing in university-trained assistants is essential to successful implementation of the program.

**Socio-Economically Disadvantaged/Low Income Students**

Arts in Action Community Charter School strives to meet the needs of all students. We recognize the impact that socio-economic conditions can have on students’ learning experience. Nearly all of our students are socioeconomically disadvantaged or low income based on information obtained from the National School Lunch Program (NSLP). We ensure that students:

- have access to a nutritionally rich breakfast, lunch, and supper through our school meal program;
- are supplied with uniform essentials; and
receive instructional scaffolds, interventions, and enrichments to optimize each student’s learning experience.

Also, teachers and other staff members make a concerted effort to identify students who may be experiencing particular challenges.

The school monitors the academic and emotional needs of this particular subgroup through data analysis and relationships with their homeroom teacher. The vast majority of students enrolled in the AIA program qualify for NSLP, thus once a trimester each teacher engages in a detailed analysis of their students’ progress. The administration organizes the classroom and benchmark data of students, provides data analysis templates and reflection tools, and guides teachers to think deeply about what factors within the classroom and those external to the program affect the academic achievement of the cohort. Students from socio-economically disadvantaged backgrounds have a myriad of obstacles during their educational career. Teachers are provided support in creating engaging, rigorous learning activities that promote the academic achievement of all students. Teachers categorize learning targets between those students have mastered, those which require whole group re-teaching, and those which can be tackled via small group instruction.

**Students with Disabilities**


*Special Education Program.* Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

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

**Modified Consent Decree Requirements.** All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**
  
  All Students enrolled as of December 1 of each school year
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
● **Dropout (Including Charter Schools)**

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

● **Monthly SESAC and Suspension data (Including Charter Schools)**

● **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

**Students in Other Subgroups**

**Foster Youth**

Arts in Action identifies foster youth through the enrollment process. The school has a Counselor to support any students who may be experiencing challenges that affect their well-being and/or their academic performance. We also teach SEL skills using PATHS to better prepare students to handle social-emotional challenges. The Dean/Counselor implements positive behavior supports and also provides counseling and other supports to students individually. As with every other subgroup, data for foster youth is disaggregated as part of the data analysis cycle. Teachers compare the academic progress of the students not only looking at growth, but their achievement relative to their peers. As factors are identified that may affect performance and growth, the teacher in collaboration with administration devises specialized plans for instruction. This may involve an array of interventions and services including but not limited to a Student Success Team (SST) meeting, classroom accommodations, and referral for counseling services.

**Standard English Learners**

Arts in Action will identify standard English learners through assessment results and teacher observation. These students receive literacy services and supports described earlier in the petition based on their individual needs. The Charter School’s core literacy approaches lend themselves to personalization. Student progress will be monitored throughout the year according to benchmark assessment results and teacher observation.

**A Typical School Day**

Many Arts in Action scholars begin their day on campus at 7:00 when our Playground Supervisor opens up the playground and students are offered the opportunity to partake in the breakfast program (they may also choose to wait until recess). At 7:45 the principal opens the main entrance and welcomes families into the building. It is common to see parents escort their child to class and spend some time conversing with the other families. If there is United Parent
Council meeting, families congregate in the Parent Center to work on fundraising and other event planning initiatives. Back in the classrooms, from about 7:50-8:00, teachers offer an activity that settles students into the academic day and shift their focus towards schoolwork.

The instructional day begins precisely at 8:00 with the Arts in Action ritual of the holding a Morning Meeting. This first twenty minutes of class is used to implement the PATHS curriculum. Students may hear a short anecdote that emphasizes a socio-emotional skill on which they are working. Then, in pairs they may share a similar experience they have had or complete a guided activity with their teacher to build a toolkit of strategies. Not only does this type of learning encourage the growth mindset, but it also provides an opportunity for teachers to build meaningful relationships with their students as unique individuals. If there has been a rift in the classroom community, the dean may also use this time to host a community circle to discuss important issues.

While the order in which content is taught across grade levels, all students Kindergarten through 5th grade receive core instruction in language arts, mathematics, science, and history. In addition, students receive instruction in arts and music throughout the week. ELA instruction begins with a mini lesson. The connection is the first essential piece of the lesson which helps the students contextualize the strategies they are about to practice by linking them to their lives. To focus the learning there is also a specific teaching point modeled by the instructor. Students are then given an opportunity to try the strategy on their own. The closure of the lesson is a summary of the skill learned and a discussion on how this skill can be applied to future reading experiences. At this point students are ready for a break and proceed to the playground for recess.

The playground supervisor and lunch aides ensure that students eat breakfast and are able to have a few minutes to run around and expel the energy typical of a young child. When the whistle blows students line up and on this day the music teacher picks up them up for their twice weekly music lesson. The music room is filled with different tools by which students learn about rhythms, syncopations, and melodies. Students take a seat on the carpet and are passed a piece of sheet music as they are learning about the different values of notes and will soon begin singing the song using the Kodály method. The teacher uses the whiteboard to reviews how to count each type of note before dismissing students to work in stations. One group continues practicing the Kodály method while another group moves onto the keyboard station. The last group works with the teacher to warm up their vocal chords before working on a new song. A little while later students are picked up by their teacher and head back to the classroom to finish language arts instruction.

With all students settled back onto the carpet the teacher reads aloud a chapter from Alice’s Adventures in Wonderland. This read aloud enables students to fine tune their listening skills and for all learners to be exposed to complex texts. Adept to the routine, students follow the read aloud with literacy stations. One group reads independently continuing to work on their “just right” book. The teacher pulls a small group of students to do a guided reading lesson with her most struggling readers. The assistant teacher works with a more advanced reading group to do a close reading from the next section of Alice’s Adventures in Wonderland. Before lunch students are picked up by their math and science teacher. They begin with fluency drills as a
core of the Singapore math program is a strong foundation in numeracy and understanding how numbers are related to one another. Part-whole thinking is essential in students mastering more advanced mathematical concepts. Students are continuing to work on place value today and so they work in teams to use place value disks with their chart to manipulate numbers.

Lunch time comes and students again move outside to the playground. After a well-balanced meal students are given an option to engage in organized play in one of the play areas or continue to relax at the lunch tables. Some students chose to read a book while others trace print outs of their favorite cartoon characters. Forty minutes later the math and science teacher returns to pick up the students. Back in the classroom students are excited to begin an exploration activity from the FOSS science kit related to better understanding the metric system. They have previously been exploring metric system and mass, today they will use different size containers to explore concepts of volume and capacity. The teacher explains the directions but is careful not define or explain volume letting students make hypothesis on their own.

At 2:50 instruction comes to a close and students gather one last time on the carpet. Here they have an opportunity to share something exciting they learned that day. Homework packets are distributed and teacher makes the final announcements for the day. Parents eagerly await at the door and the afterschool program leaders begin to pick up students for the afterschool electives.
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES and
ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the Charter School’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

**Measurable Goals of the Educational Program**
Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 52051.5, 52052)

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

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

**Measurable Goals of the Educational Program**
The Charter School’s annual goals and performance targets, for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d) as identified in Element 1 of this petition are incorporated herein by reference.

**Measureable Pupil Outcomes: Summative Assessment Performance Targets**
Measuring student performance and growth throughout the year is a vital step in ensuring that classroom instruction is rigorous and leads to academic success for all students. Students at Arts in Action take a variety of assessments throughout the school year so that the team may analyze, reflect, and reteach. Arts in Action’s administrative staff, typically the Assistant Principal, analyzes data reports and produces tables and graphs to represent trends schoolwide and by subgroup. Administrators facilitate review and analysis at meetings of instructional staff as well as at meetings of the Board of Directors as new data becomes available throughout the year.
Common Core Benchmark Assessments. At the beginning of the year students take a computer-based assessment, currently Track My Progress, that is aligned to the California Common Core State Standards. This baseline serves as a diagnostic to better understand the skills with which students are entering the grade level. Teachers analyze these results to tailor their instruction to the needs of the cohort. This data is also used to create intervention groups for the first trimester.

State standardized testing begins in Grade 3. To measure progress toward Common Core State Standards in Grades K-5, Arts in Action uses Track My Progress to provide reliable data about the student population. The online assessments also provide students with valuable experiences in taking assessments using this format.

There are two additional schoolwide benchmarks that are scheduled throughout the year, one each trimester. While there are two different types of CAASPP interim assessments available to schools, Arts in Action has selected to administer the Interim Assessment Block (IAB) which has a narrower focus than the comprehensive assessments. This tool provides teachers data specific to each standard, rather than claims, better enabling teachers to modify daily instruction to build upon students’ strengths and develop areas of need. These released assessments are only available grades third through fifth, therefore students in kindergarten through second continue to take Track My Progress benchmark assessments.

Benchmark Writing Assessments. Arts in Action also administers standards-aligned writing assessments from WriteScore. Students complete written assessments for each of the writing genres laid out in the Common Core standards: narrative, opinion, and expository. These essays are then hand scored by trained and experienced educators employed by the WriteScore company. Teachers have access to a web-based portal that not only houses their students’ data but also has suggested resources for re-teaching and extended learning opportunities.

Benchmark Reading Assessments. In reading, within the first month of school each student is administered a Fountas & Pinnell Benchmark assessment to identify their independent and instructional reading levels. During the daily language arts block students will read texts at their independent level and receive instruction at a more advanced level to push their progress. Each trimester then includes another administration of the Fountas & Pinnell benchmark.

Teacher-created and Publisher Assessments. Arts in Action uses teacher-created and publisher assessments, including diagnostic assessments and ongoing progress checks as an ongoing part of instruction. Teachers use these assessments to adjust and refine instruction according to students’ individual needs on an ongoing basis. These assessments will also be used to identify students needing intervention and to ensure that all reasonable steps are taken to promote each student’s grade level academic performance.

Writing Portfolios. Writing portfolios provide students opportunities for revision of work as they integrate teacher feedback provided on a school-wide writing rubric. These portfolios shall include both essays written over an extended time frame and those publisher assessments written over a shorter time frame.

Performance assessments. For many skills not best captured in other assessment formats,
performance assessments capture conceptual understanding and other abilities by requiring students to use knowledge and apply skills in authentic contexts. So, for example, rather than answering a multiple choice question about photosynthesis, students might conduct a laboratory experiment with actual plants and demonstrate their understanding through the lab report or an oral explanation of the phenomenon they observed, just as a scientist would. Students demonstrate understanding through research projects and other projects, reading out loud, science experiments, application of mathematical skills, demonstration of social-emotional and behavioral outcomes, dance and music recitals and art displays. Performance assessments are evaluated through school-developed rubrics for desired outcomes. Exhibits of student work and student performances and presentations are another measure of student outcomes.

**Teacher observation.** Teacher observation is a valuable tool because it does not take time away from instruction, it is highly personalized, and it taps teachers’ knowledge of how curriculum and students interact. Teacher observation can be informal judgments of student progress and more formal structured observations. Teacher narratives happen on a daily basis and will be communicated at benchmark intervals, in combination with other sources of information about student progress, in narratives on progress reports.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Frequency</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards-Aligned Benchmark Assessments</td>
<td>To monitor students’ progress toward Common Core State Standards.</td>
<td>Once per trimester</td>
<td>Continuous growth</td>
</tr>
<tr>
<td>• Track My Progress</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• IABs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fountas &amp; Pinnell</td>
<td>To monitor students’ reading proficiency</td>
<td>Once per trimester</td>
<td>70% of students will grow ≥ reading level</td>
</tr>
<tr>
<td>Writing Benchmarks</td>
<td>To evaluate students’ writing proficiency</td>
<td>Once per trimester</td>
<td>50% of students will demonstrate proficiency on each of the writing genres</td>
</tr>
<tr>
<td>Other Formative Assessments</td>
<td>To analyze students’ skill and standard mastery</td>
<td>Ongoing</td>
<td>80% of students will demonstrate ≥ 70% mastery</td>
</tr>
<tr>
<td>• Teacher created exit tickets, projects, unit exams, and performance tasks.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Data Analysis and Reporting**
Arts in Action’s mission states that all children can learn at high levels and can be held to the same high standards regardless of their academic level when they enter the school. In order to ensure that all students reach these goals, teachers and administration must be able to accurately measure how well students are mastering core skills, content and standards. To do this, a baseline measure of student achievement is established and is then continuously monitored. This allows teachers to gauge content mastery levels and modify teaching to meet the needs of all
students. The school not only looks at growth within a school year, but enables the instructional team to see academic growth longitudinally from year to year per cohort and per individual student.

Assessment data helps the administration and teachers strategically direct resources and prioritize areas of need. Collaboratively the principal and the teaching team drive the data analysis process to incorporate various perspectives of multiple stakeholders. Areas of needs are identified by analyzing student achievement data in the aggregate and by disaggregating data by grade level, by English language proficiency, by disability status, and (to a lesser extent since other subgroups comprise nearly the entire student body) other applicable subgroups. The instructional team reviews reports of student achievement and together, administration and the teaching staff establish priorities and develop actionable steps. Re-teach plans detail the steps needed to address priorities, including, if needed, any additional staffing and resources. This process happens annually, when state assessment data comes in, and once a trimester, as benchmark assessment data becomes available.

**Types of Data Used**

There are two major types of formalized assessments at Arts in Action: (1) teacher-created, which measure the extent to which students understand and master standards-based lessons presented by the teacher; and (2) external assessments that measure proficiency in the California Common Core Standards.

**Teacher Created Assessments**

*Homework.* The most common student performance measure utilized on campus is the daily homework assigned to students. Homework is given daily in each core class to ensure students have ample practice at key skills. Homework is regularly reviewed and becomes an essential tool in making immediate decisions about how to remediate. For example, if an entire class performs poorly on a homework assignment the teacher realizes his/her lesson missed the objective target; he/she will need to re-teach the content. If a majority of the students successfully complete the homework, the teacher may choose to select only a small group for review. In this way, daily assessments drive instruction.

*Unit Assessments.* In addition to homework, teachers will typically have at least one summative assessment (test or performance task) per unit taught. These occur more frequently than benchmarks and may take place monthly depending on the length of the unit. Unlike homework, unit assessments provide a broader perspective on a range of standards and skills. These assessments typically correlate with specific subject objectives. This type of data depicts a student’s independent ability and progress towards achieving grade level expectations. In English Language Arts these unit assessments take the form of an essay. Prompts and rubrics are prepared before the school year and though the genres are consistent across grade levels, the expectations for quality and complexity of writing increase with each year.

*Projects.* To find success in college and careers beyond, students must understand how to apply the knowledge and skills learned to solve problems and think critically. Each year the school chooses a social justice theme that becomes embedded into instruction across the subjects. Students are presented with a current event and must research and offer a solution as how to
remedy the situation. This type of data enables the school to evaluate the extent to which students engage in higher order thinking.

**External Assessments**

*Benchmark Exams - CAASPP IAB and Track My Progress.* At the closing of each trimester benchmarks are administered for each grade level and subject. Question types on these assessments are similar to the computer adaptive portion of the CAASPP. These standards-aligned tests ensure accountability to the scope and sequences as well as the Common Core standards. Teachers analyze the data, review the assessments with the students, and re-teach content that has not been adequately covered. Further, these external assessments predict how students will perform on the state exam enabling schools to make decisions prior to its administration, such as restructuring intervention groups.

*Fountas & Pinnell.* Data from the Fountas & Pinnell assessments enables teachers to make critical decisions in the classroom about how to group students for the most effective instruction. Depending on the task, whether students will complete independently or in collaboration with their teacher, scholars are grouped by reading ability so that resources and materials are challenging and appropriate to their needs. Though a teacher may conference with students frequently throughout language arts instruction this assessment is administered once a trimester. Students and families are informed of their reading level so that the connection between school and home is bridged and learning continues outside of the campus.

*ELA Performance Tasks.* To better align the Charter School’s practice to the state’s expectations, Arts in Action has begun to assess student writing via an external company that creates prompts and scores the students writing. Much like the CAASPP performance task, students read texts related to a topic (fiction and informational text), respond to a few short answer questions, and complete an essay in which they are asked to incorporate information from the resources provided. While the teachers work with students on their writing in class this assessment provides objective data as to how students are progressing in their writing. When teachers receive student scores, they are able to identify both strengths and gaps in their instruction to adjust accordingly.

**Reporting of Data.** After the data has been analyzed by the instructional team, the principal will provide the Board of Directors and, upon request, the Los Angeles Unified School District Board of Education, with a detailed report on student achievement that forms the basis of the annual school improvement process. The report will include aggregated and disaggregated results of CAASPP, school-level assessments, and other student data. Additionally, these results will be synthesized and shared with families to highlight the program’s strengths as well as areas in which the school seeks improvement. Arts in Action also uploads all data requested by the California Department of Education (CDE) to complete a School Accountability Report Card (SARC).

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

**Grading Policy**

Students at Arts in Action do not receive letter grades but instead receive feedback utilizing a 4-
point rubric for each desired outcome for the grade level. These outcomes refer to the necessary skills, behaviors, and understandings to master grade level subject content. Each teacher maintains a gradebook in which homework, assessments, projects, and other student work is input on a regular basis. These scores are aligned to grade level expectations and are averaged for the purpose of the report cards.

**Progress Reporting**
Arts in Action communicates with parents about student progress on an ongoing basis as parents interact with teachers, counselors and administrators informally and by request, and using web-based technology (we do not rely on technology as it is not a consistently reliable means of communication with our population). Additionally, Arts in Action will hold parent-student teacher conferences in conjunction with the release of trimester report cards at least three times a year. The school will send annual reports to stakeholders and general academic updates will be included in the monthly family newsletter. Arts in Action has policies to promote effective communication between parents, teachers, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention.

**Promotion/Retention Policy**
The Promotion and Retention Policy is intended to clearly articulate the board of director’s intention to foster achievement, reduce the incidence of social promotion and to foster standards for student excellence. A student may promote to the next consecutive grade level insomuch as they meet proficiency expectations for the grade level. Throughout the year each student’s progress is monitored and a plan is developed if the child is need of intervention.

**At Risk of Retention—End of First and Second Trimester**
An analysis of student work is completed at the end of each trimester. At this time teachers and administration review a child’s portfolio of work which may include state test scores, internal school benchmarks, classroom assessments, and other classroom work samples. Students who achieve a “2” (Approaching Standard) or “1” (Does not meet standard) across multiple disciplines are considered “at risk of retention”, as reflected in the report card. Students who are identified as at-risk for retention will be recommended for an intervention program and an individual plan will be designed during an SST meeting. Follow-up SST meetings will be scheduled to monitor the progress of the student and to adjust the type and level of intervention if needed.

**Retention Recommended—End of Third Trimester**
Students who have participated in intensive intervention but have not demonstrated significant growth may be recommended for retention. The following criteria will be evaluated to determine a child’s promotion to the next grade: state test scores, internal school benchmarks, classroom assessments, and other classroom work samples and observations. Parents of students who have been recommended for retention, the student’s teacher/s, and administration will attend a retention review meeting where the student’s progress is discussed. The team will make recommendations to best support student development and growth and plan will be finalized and agreed upon.
ELEMENT 4 - GOVERNANCE STRUCTURE

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

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

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

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

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

Legal and Policy Compliance
Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

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

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

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

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

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

**Responding to Inquiries**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**Notification of the District**

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

Student Records
Upon receiving a records request from a receiving school/school district, Charter School shall
transfer a copy of the student’s complete cumulative record within ten (10) school days in
accordance with Education Code section 49068. Charter School shall comply with the
requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of
student special education records. In the event Charter School closes, Charter School shall
comply with the student records transfer provisions in Element 16. Charter School shall comply
with the requirements of Education Code section 49060 et seq., regarding rights to access student
records and transfer of records for youth in foster care.

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

Board of Directors
Arts in Action was founded by a public nonprofit benefit corporation, Schools in Action which
was incorporated on July 10, 2007. The Board of Directors will not include any contracted staff
member of Arts in Action Community Charter School.

The Board will maintain no less than three and no more than nineteen voting positions at any
time. To determine a need to add additional Board members, the following process will be used.
If any Arts in Action Board office or the parent representative seat remains unfilled, a need for
additional Board members will automatically exist. In addition, the Board will review the
following considerations at least once a year: (1) the Board responsibilities are not filled to a
highly satisfactory degree, (2) the Board composition includes a range of expertise that helps
optimize board functioning, and (3) there are fewer than five members, including the parent
representative. Board members are elected for a term of two years and may renew their term or
remain in office until a successor member has been designated.

Board Member Selection
Candidates for each seat on the incoming Board will be nominated by any board director and will
be filled by a quorum vote of current directors, except for the parent representative. Criteria will
include fulfillment of qualifications, listed below, the amount of time or other resources the
board candidate anticipates contributing, and extent to which the candidate helps to broaden
and/or deepen the Board’s range of expertise. The parent representative will be the Chair of the
United Parent Council, to be elected by a vote of the parents of the charter school’s current year
students. Each fall, the parents will elect the Chair of the United Parent Council, who will hold
the seat until the next election.
To ensure ethical and fiscally sound decision-making, the Board will ensure full compliance with all conflict of interest provisions in the bylaws and in the board-adopted Conflict of Interest Policy and Conflict of Interest Code.

**Board Director Responsibilities**

Responsibilities of a board director on behalf of Arts in Action Community Charter School:

- Attend regular meetings, which are each approximately two hours in duration and typically occur every four weeks. Be accessible for personal contact in between board meetings.
- Provide leadership to board committees that are established, as appropriate.
- Commit time to developing financial resources for the Charter School. This includes supporting other fund development activities of the Charter School in a manner appropriate for board directors.
- Responsibly review and act upon committee recommendations brought to the board for action.
- Prepare in advance for decision-making and policy formation at board meetings; take responsibility for self-education on the major issues before the board.
- Participate in the board self-evaluation process.
- Participate in the board development and planning retreat.
- In general, utilize personal and professional skills, relationships and knowledge for the advancement of the school.

Schools in Action Board of Directors should have a firm belief in the philosophy on which the Arts in Action Community Charter School is based and must be committed to advancing the mission. Directors shall be fully committed to the charter school concept. The purpose of the Board of Directors is to direct, not manage, the school. Board members must be able to manage, carry out the AIA vision, foster relationships with staff and the school community, and oversee the budget.

In order to continuously improve school oversight, the Board of Directors will monitor and reflect on their individual and collective performance through periodic self-evaluation. The criteria of this evaluation will link to student outcomes, financial solvency, internal and external relations, and other relevant areas. Board members will attend board training to understand and comply with the Brown Act.

**Qualifications of a Board Member**

- Agree with the mission and vision of the school to empower students to create a more just humane and sustainable world
- Understand the curriculum used at AIA
- Be in agreement with the educational philosophy, discipline policy and administrative structure of our school
- Show support and encouragement for achievement of the school’s mission and vision.
- Demonstrate a high value for professionalism and the success of the school
- Demonstrate that the motivation for serving on the board is to promote the educational success of students.
• Have time to participate actively on the board, attend all meetings, and contribute to the school.

Behavioral Expectations
Expectations include a professional demeanor at all board meetings. Issues being discussed shall not be personalized and directed toward any other board member, staff member, parent or anyone else. Confidentiality is required with respect to board business that is transacted in closed session.

Board members shall respect and listen to ideas being presented by other board members.

Board members fulfilling their responsibilities to their fullest potential shall be encouraged by each of the directors.

Board members shall exemplify integrity, honesty and respect. A dedication and commitment to the vision of AIA and the charter school movement shall be top priority for any board member. Any board member finding him- or herself involved in an irresolvable conflict shall put the vision of the school first and step down from the board.

Board members missing more than two consecutive board meetings without notice to at least two other board members and/or the Executive Director may be relieved of their board involvement immediately.

Role of the Board
The Schools in Action Board has legal and fiduciary responsibility for Arts in Action, and as such, is responsible for providing fiscal accountability by annually approving and monitoring the budget. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring and developing the School’s general policies such as health and safety, use, and maintenance of facilities, fundraising, and ensuring that school resources are managed effectively. This duty will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the Executive Director. The Executive Director will be evaluated by the Board on:

• Maintaining a fiscally sound charter school including a balanced budget.
• Developing and realizing strategic growth goals.
• Maintaining compliance with all federal, state and district requirements.
• Providing school leadership with mentorship, oversight and training.

The Board will not allow Board members to be paid employees or independent contractors of the corporation (or relatives of any such person).

Arts in Action and its governing board, Schools in Action, and all committees will also comply with the Brown Act, including for teleconferences, and will operate in accordance with the charter petition, its Bylaws and Articles of Incorporation which were established by the Board of Directors. The principal office of Schools in Action will be within LAUSD boundaries. By default, the Board will meet at Arts in Action office, or, if there is more than one school
governed by the Schools in Action Board, meetings will rotate between school sites. Board meetings may be held anywhere within the boundaries of LAUSD. No board actions will occur without a duly noticed meeting.

Pursuant to the Brown Act, meeting notices and agendas will be posted 72 hours in advance of meetings in a location open to the public 24 hours a day so that the public is made aware and able to plan their attendance if they are interested. The Secretary records a draft of the meeting minutes, the board approves the minutes, and the minutes are made public. Meeting notices with meeting agendas will be posted on the Arts in Action school site outside the school’s front entrance located at 1241 S. Soto Street Los Angeles, CA 90023 to ensure appropriate public visibility. Any person who files a written request with the school’s office manager at least one week in advance of the meeting shall be mailed a notice. The Board will meet at least eight times a year. Board meetings will be held with sufficient frequency to ensure a level of oversight appropriate to the school’s successful and sustainable functioning.

**School Organization**

The chart below outlines Arts in Action’s organizational structure and the reporting structure for leadership and staff.
<table>
<thead>
<tr>
<th>Special Education Aides</th>
<th>Instructional Aides</th>
<th>Office Personnel</th>
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Staff Involvement in Governance
Staff will provide important input and feedback on about the school both informally and formally. Informal input and feedback will occur more fully and meaningfully as the Charter School’s leadership succeed in maintaining and increasing a trustful, collaborative environment. Informal methods include the following:
- Participating in staff meetings
- Using open channels of communication to express questions, ideas, and concerns (Arts in Action encourages a problem-solving approach to airing concerns)

Formal methods include the following:
- Responding to annual stakeholder survey questions
- Participating in an annual town hall meetings meeting
- Providing input on the Local Control Accountability Plan through surveys and discussion at staff meetings
- Participation on the English Learner Advisory Committee

Parental Involvement in Governance
Parents will provide important input and feedback on about the school both informally and formally. Informal methods include the following:
- Attending regular open-ended meetings with the Principal, where parents are welcome to discuss questions and ideas (Arts in Action encourages a problem-solving approach to airing concerns)
- Attending parent meetings throughout the year, where parents are welcome to discuss questions, ideas, and concerns (Arts in Action encourages a problem-solving approach to airing concerns)
- Attending parent education programs and communicating with staff at those events
- Serving as volunteers and communicating with staff related to service
- Assisting in planning family nights and other school events, contributing to newsletters, and attending community events on behalf of the school
- Meeting with teachers as questions and concerns arise and attending student parent conferences.

Formal methods include the following:
- Selecting a parent representative to serve on the Board of Directors
- Serving on the United Parent Council
- Participating in parent votes, through parent meetings or mail-in / hand-in ballots
- Responding to annual stakeholder survey questions
- Participating at townhall meetings
- Providing input on the Local Control Accountability Plan through townhall meetings and through stakeholder surveys
- Participation on the English Learner Advisory Committee
All formal methods will be actively promoted and facilitated by Arts in Action staff (until and except where parents choose to step up and run the channels for democratic participation themselves, which shall be encouraged). School-wide parent meetings will be held at least four times a year. Concerns not resolved to parents’ satisfaction will be pursued through additional meetings between the executive director or administrative designee and the parents. If concerns are still not resolved, concerned parents may direct their concerns to the Board of Directors, where both the executive director or administrative designee and the parent(s) may present information.

**Parent Coordinator**
To help facilitate parent involvement, Arts in Action employs a parent coordinator. The parent coordinator will train and provide support to volunteers; conduct outreach to prospective families and register new students; act as a liaison between parents and staff; facilitate parents’ inclusion in democratic decision making and school governance, work with delegated staff to produce a regular newsletter to families. The coordinator will also collaborate with outside agencies to provide additional services and support to students and families. This parent will work with the Principal to ensure that the school best represents the interests of the community.

**United Parent Council**
The United Parent Council (UPC) will provide an ongoing opportunity for two-way communication and democratic decision-making between parent constituents and the school, including formal processes for parents to initiate desired activities, plan events or provide formal input to the Charter School’s leadership. While parent volunteer hours are strongly encouraged, the Charter School does not mandate that a family complete a predetermined amount of time each year. The UPC serves as a meaningful way for parents to engage with our school community and affect change and development in the AIA program. The UPC parent facilitate meetings facilitation so that it is truly parent run. Arts in Action staff will provide logistical support to ensure that communication about UPC meetings and processes reach all parents in a timely fashion. The scope of issues to be addressed by the United Parent Council shall include but not be limited to the following issues:

- Student academic performance
- Curriculum and instruction
- Supplemental programs
- Student uniforms, food, transportation and other operations pertinent to parents
- School events
- Parent education
- Parent volunteering in the school
- Fundraising

Though all parents are invited and encouraged to attend UPC meetings, council elected roles (president, vice president, etc.) will provide greater accountability, consistency, and follow through. Each fall an initial meeting is held to determine interested UPC participants. In the weeks following parents campaign and the campaigns culminate when each family receives a ballot to vote for each position. The UPC will include the following elected members: a Chair, a Vice-Chair a Secretary, and a Treasurer plus the Parent Coordinator (ex-officio). The United Parent Council will have the following duties:

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• The Chair will be the default representative in dealings with the Charter School’s leadership, though the Chair may designate another UPC member on any issue.
• The Secretary will record notes from meetings, working with the school staff to post and distribute electronically the notes and for any support needed to ensure the accuracy of meeting notes.
• The Treasurer will report on fund revenues and expenditures, will deliver to the designated school staff for safe-keeping any funds gathered and will work with school staff to ensure proper handling of funds. Funds will be derived from parent-initiated fundraising, which will be monitored for fiduciary purposes by the Charter School’s main office.
• The Parent Coordinator will serve as neutral liaison between parents and school staff, and may request the attendance of school staff at meetings to facilitate information-sharing and productive communication.

The UPC will be convened no less than four times a year, and the agenda will include discussion and request for input about the Charter School’s continuous program implementation and improvement process. The United Parent Council may develop and vote on proposals to move forward to the administration. The UPC will initially send proposals to the principal for consideration. This is not a gatekeeper function but rather serves to expedite a response and enhance collaboration between the administration and the UPC. Should the principal deny the proposal the UPC may send the proposal to the Board of Directors (or, the principal shall indicate if the Board of Directors is the appropriate audience for initial consideration, should the proposal fall under the scope of duties assigned to the Board, not the principal). The principal or the Board of Directors may respond by approving, denying, requesting additional information, or convening additional meetings of interested parties (which may include staff, students, parents and other relevant stakeholders) to discuss proposal elements in an effort to achieve mutual understanding and possibly a workable action plan. The Chair of the UPC (or his or her designee) shall report to the Board of Directors at each meeting.

Staff Committees
Staff committees will assist the principal in carrying out administrative decision-making. All teachers shall be members of at least one committee. Staff committees may include Education Program, Personnel, School Culture and others as the principal deems appropriate. Each committee will have at least one teacher and a total of at least two staff members, with no particular upper limit on membership. The Principal will be a member of the Personnel Committee and may be a member of other or all committees. The Principal will take requests from each teacher (required of the teacher) and from any other staff members (optional to the staff members, unless written into the job description for the position) as to the committees they wish to join and their preferred meeting times. The Principal will determine and announce the committee composition and meeting schedule. Their responsibilities are as follows.

(1) The Education Program Committee advises the Principal on issues pertaining to student achievement, including curriculum, instruction, assessment, instructional staffing and supplemental educational services.

(2) The Personnel Committee consists of 3 members and advises the Principal on desired changes in staff positions at the school, on hiring decisions (when conducting teacher interviews, will typically include up to two parent representatives to be selected by the
UPC), on supporting staff to achieve greater job satisfaction and higher levels of performance, and on evaluating and terminating employees. The Personnel Committee will not discuss any issues in which employee confidentiality is demanded by law, by prudent judgment or by the employee himself/herself. This unusually high level of staff participation in personnel decisions has been key to achieving staff cohesion and avoiding staff-management disputes in many schools. The Schools In Action Board hires the Principal. The Personnel Committee participates in interviews for all other positions.

3) The School Culture Committee advises the Principal on issues related to creating a school environment that helps students, especially, but also staff and parents to achieve their full potential in their roles at the school, such as effective communication, conflict management, community education (especially on health and human development). The School Culture Committee also advises the Principal on school events and other traditions that build community and typically organizes the work necessary to realize these events and traditions.

4) Staff committees will bring proposals to staff meetings for consideration by the whole group. They allow teachers to invest time in area they are most interested and to hash out issues with more consideration than full staff meetings could afford. Staff committees are an important part of staff involvement in democratic decision-making at Arts in Action. The administration will give strong consideration to proposals generated by committees and vetted by the full staff.

**Business and Operations Management**

Arts in Action will be a direct-funded charter school. Although many operations are managed internally, Arts in Action has retained Charter Impact to provide business services and financial management as possible. These services include but are not limited to budget development, accounting and payroll oversight, assistance with attendance reporting, fiscal planning, reconciliation of monthly accounts, financial reporting, ongoing budget monitoring and operations compliance.
ELEMENT 5 - EMPLOYEE QUALIFICATIONS
“The qualifications to be met by individuals to be employed by the school.” (Ed. Code § 47605(b)(5)(E).)

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

ESEA/NCLB and Credentialing Requirements
Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications
1. Identify/list all school employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff.
2. For each position, provide a job description and describe the minimum and desirable qualifications.

Arts in Action Community Charter School will select a group of professionals that share the educational philosophy of the school and are committed to the education of all children.

Executive Director
- The heart of the Executive Director’s job is to guide the vision and mission of Schools in Action’s charter schools by liaising with the Board of Directors, directing SIA school leaders, and developing support for the school to ensure successful implementation of key components of the Schools mission and vision. This position reports directly to the Schools in Action board with whom the Executive Director must provide timely and accurate reports regarding the schools’ operational, business, and academic proceedings. Annually the board evaluates the Executive Directors effectiveness so as to maintain accountability for the school’s operation and governance.

Responsibilities:
Executive

- Developing and refining strategic goals, with the Board of Directors, toward achieving the Schools in Action mission and vision including identifying gaps between current implementation and desired performance, establishing clear benchmarks, and tracking and measuring progress.
- Recruiting, developing, managing and retaining a high quality, diverse senior leadership team, School Leaders, and CMO administrative staff who in turn recruit, develop, manage and retain high quality and diverse teams at each school site.
- Ensuring operational integrity of the schools (currently Arts in Action Community Charter and anticipating a 2016 opening of Arts in Action Community Middle School) including adequate compliance with all applicable laws, regulatory reporting, contractual obligations, donor restrictions, and ensuring successful charter renewals.
- Securing high quality and affordable facilities for all Schools in Action’s schools, through negotiating long-term leases, overseeing necessary construction and ensuring the appropriate permits are obtained.
- Leading the organization in the process of starting new charter schools, including developing charter petition documents and all start-up grants, obtaining stakeholder input throughout the process.
- Establishing a yearly fundraising campaign that seeks outside donors and philanthropic organizations to support Schools in Action’s mission.
- Cultivating relationships with foundations, corporations, non-profits and donors.

Business

- Overseeing the fiscal health of Schools in Action for effective operation and long-term sustainability, including managing the operational budget and developing adequate revenue sources through diverse funding streams (State, local, stakeholders, parents and philanthropic support).
- Negotiating and executing all outside instructional and non-instructional consultants, and service provider’s contracts.
- Procuring E-rate funding, including developing schools technology plans working with School Leaders, selecting all technology-related service providers, and monitoring E-rate discounts with servicers to maximize funding.
- Securing all necessary school site insurance—liability, officers and directors, workers compensation, property, etc.—and monitoring compliance with proper administration and incident reporting.
- Negotiating and contracting all employee benefit providers, such as health, vision and dental, 403B and 457, and POP and FSA, ensuring the highest cost/benefit options is available to employees and the organization.
- Managing all funds procured through state grants, including ASES and PCSGP, ensuring that all fiscal reporting requirements are maintained accurately and all compliance reports are completed in a timely manner.
- Interfacing with “Back Office” Support Provider and SIA Board Treasurer on a consistent basis to ensure the Board has all of the information necessary to maintain its fiduciary duty.

Academics
• Providing educational program leadership to all School Leaders with specific responsibility for planning, development, implementation, assessment and improvement of academic and non-academic components of Charter School’s educational program across existing and future schools.
• Assisting School Leaders in monitoring and evaluating effectiveness of instructional programs as well as identifying and acquiring appropriate resources and training to ensure that curricula are student-focused and aligned with the Charter School’s mission, core values, academic standards, and strategic goals.
• Assisting School Leaders in designing effective academic intervention programs and evaluating the effectiveness of the chosen interventions on student achievement.
• Spearheading Schools in Action’s teacher performance evaluation system striving to incorporate value-added student performance indicators as part of the retention and promotion of classroom teachers.

**Qualifications**
- Education and Experience Bachelor’s degree (Master’s degree or higher preferred).
- Valid California Administrative Credential (preferred).
- Minimum of three years K-8 teaching experience.
- Experience working with inquiry based educational programs.
- Experience coaching and developing staff.
- Experience working with a culturally and linguistically diverse student body.
- Knowledge of: Local, state and federal laws applying to public schools and specific to charter schools.

**Principal**
The principal will be responsible for promoting the Charter School’s mission and vision through all aspects of the Charter School’s operations.

**Responsibilities**
- Creating and maintaining a supportive school climate that helps students and staff feel safe and reach their full potential
- Facilitation of teacher collaboration to develop rigorous, relevant, attainable standards-based curriculum that engages students’ interest and has personal meaning for them
- Support teachers in instruction to implement the Charter School’s vision and realize the Charter School’s mission
- Development of supplemental academic and personal supports to enable all students to learn
- Tracking and analysis of student performance data, using assessment results to inform instruction
- Stewardship of the Charter School’s operations, finances and facilities planning
- Facilitation of democratic decision making involving all stakeholders
- Reporting on school performance to the Executive Director, governing board, the charter authorizer and funders
- Hiring, support, evaluation and termination of all staff, working with staff supervisors
- Facilitate and collaborate as a member of the leadership team
Qualifications:

- 10 years combined managerial, administrative and teaching experience.
- Strong managerial track record, superior interpersonal skills (communication, problem solving, conflict resolution), experience in school leadership roles, dedication to the Charter School’s mission, a thorough understanding of how to implement the Charter School’s instructional approach, and a strong love for all children.
- Five years teaching experience, fluency in Spanish and English, preferred
- Demonstrated ability to differentiate instruction for all students’

**Assistant Principal/Literacy Specialist**

The roles and responsibilities of the Literacy Specialist may be under the purview of the Assistant Principal. The Literacy Coordinator will play a critical role in ensuring that all students become proficient readers, particularly those who are designated low-achieving by identifying necessary resources to create a literacy environment conducive to effective instruction.

Responsibilities

- Facilitate classroom instruction based on current reading/study/thinking research related to Balanced Literacy.
- Demonstrate (model) reading/learning and process writing strategies in classrooms.
- Co-teach, co-plan lessons with teachers to assist them in the delivery of reading and writing strategies.
- Lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student literacy needs as related to the curriculum and to instruction.
- Conduct regular meetings with classroom teachers to examine student work and monitor progress in order to support teacher reflection and action.
- Provide in-service training and follow-up coaching to assist classroom teachers in the use of Balanced Literacy in their classrooms.
- Provide staff development for teachers, volunteers, parents, instructional aides, administrators, and other appropriate personnel as needed
- Participate in team reviews concerning academic progress of at-risk students who are not responding to interventions (both ELA and Math).
- Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction and intervention (both ELA and Math).
- Create and lead the implementation of a school-wide intervention plan.
- Monitor intervention instruction provided by Assistant Teachers.
- Oversee AIA’s English Learner Masterplan.
- Collaborate as part of the leadership team

Qualifications

- Five years teaching experience **required**.
- Experience in the development and delivery of professional development **required**.
- Minimum two years coaching or mentoring experience **required**.
Hold a valid Commission on Teacher Credentialing Certificate  
Master's degree with a concentration in Reading Education preferred.  
Training and experience in GLAD strategies preferred.  

Dean/Counselor  
The Dean/Counselor will lead the implementation of Arts in Action’s Positive Behavior Support Plan, which includes planning with and supporting teachers in the classroom, monitoring identified students’ progress and providing services for students who demonstrate behavioral needs. The Dean/Counselor will provide a full range of school counseling services to students grades K-5, including screening and assessments, individual and group counseling, school-wide intervention and prevention and work with or refer to outside agencies as appropriate.

Responsibilities Include:  
- Provide advocacy, child welfare, and counseling services to students, especially students with IEPs that have Designated Instructional Service (DIS) counseling goals and needs.  
- Work closely with RSP, school psychologist and case manager in the continued evaluation of current DIS counseling students and the identification and referral of students for IEP services.  
- Assess, identify and provide group and individual interventions to students with emotional, social, and behavioral concerns within the general education population.  
- Promotes student skill acquisition by teaching age-appropriate and functional replacement behaviors to students  
- Possess knowledge of a variety of forms of intervention and prevention models for both individual and group settings.  
- Provide crisis counseling and referrals for students (DCFS, PET team, etc.) as needed.  
- Perform consultations with classroom teachers and be a resource for school site personnel on mental health, social/emotional and behavioral issues that may affect classroom performance.  
- Coordinate and manage student peer mediation program (identification of students, selection criterion, training, facilitation, etc.)  
- Serve as the behavioral coordinator for the SST team, responsible for reviewing referrals to SST, identifying intervention plans, evaluating and assessing progress of interventions, etc.  
- Maintain an organized system of case notes and records.  
- Participate in the development of school-wide initiatives and policies related to safety, violence prevention and positive peer culture  
- Collaborate with staff to develop quality and effective Behavior Support Plans, and monitor their implementation.  
- Collaborate as part of the leadership team  

Qualifications Include:  
- Pupil Personnel Services Credential Required.  
- Experience with elementary school-aged students required.
• Master’s in Social Work, School Psychology, or equivalent specialty preferred.
• Knowledge of district policies and procedures related to special education and DIS services preferred.
• Knowledge of and experience with RTI/SST programs and interventions, preferred.
• Articulate, professional demeanor, strong self-confidence, proactive.
• Self-starter, comfortable in an entrepreneurial start-up environment.
• Demonstrated ability to work in a fast-paced, high energy environment with a proven ability to meet and complete multiple deadlines and tasks.
• Spanish/English bilingual highly preferred.

Director of Special Education and Student Support Services
The purpose of the Director of Special Education and Student Support Services is to lead the identification, assessment and instructional supports for students with special needs.

Responsibilities
• Act as care coordinator for IEPs and 504s, ensuring timely completion of all annual and tri-annual evaluation meetings and paperwork
• Coordinate and hold all Student Support Team (SST) and Instructional Support Team (IST) meetings on campus
• Act as RSP teacher for students with RSP minutes
• Facilitate between service providers including psychologist, counselor, speech therapist, occupational therapist
• Attend all pertinent district trainings
• Provide teachers with inclusion based support designing differentiated instruction and targeted behavioral support
• Leading professional development in the area of Special Education and compliance for the school
• Direct the Summer School intervention program
• Lead the Modified Consent Decree meetings
• Ensure our school is compliant with MCD and district criteria for special education and 504
• Provide support and resources for parents through meetings, trainings and disseminating information
• Participate in committees and campus events
• Collaborate as part of the leadership team

Qualifications
• Mild/Moderate Credential
• Minimum of 3 years teaching experience with students with special needs
• Master’s degree
• Experience working in schools and/or urban communities preferred
• Strong written, grammatical, presentation, and verbal communication skills
• Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
**Teacher**

Teachers will be selected by the Principal on an application and interview basis in consultation with parents, students and other staff members. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise and their ability to demonstrate classroom instructional capabilities. Teachers will be NCLB highly qualified.

**Responsibilities Include:**
- Help develop and provide a quality, enriched curriculum that is aligned with the California State Standards in all core content areas.
- Provide continual assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet the needs of the students.
- Provide an effective classroom environment that reflects and facilitates the academic program.
- Deliver socio-emotional curriculum to students.
- Provide peer assistance to fellow teachers.
- Continue to work on professional growth.
- Have, at a minimum, basic experience with educational technology.
- Actively strive for continuous and open communication with parents and community members.
- Maintain regular, punctual attendance.

**Qualifications Include:**
- Hold a valid Commission on Teacher Credentialing Certificate (in subject area);
- One to two years of prior teaching experience as a full-time teacher;
- Highly Qualified as defined by No Child Left Behind;
- Strong classroom management skills;
- Authorization to teach English Learners;
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet, digital media;
- Hold a Bachelor’s degree from a four year college or university; and
- In-depth understanding of and commitment to the Charter School’s vision and mission.

**Other Certificated Staff**

Arts in Action plans to contract with Kelly Educational Staffing or Teachers on Reserve for substitute teachers. Arts in Action will only contract with qualified substitute teachers who do meet the CA state requirements for substitute teachers. Arts in Action shall ensure that substitute teachers will undergo criminal background check before being utilized as substitutes.

**Classified Staff**

Classified and other personnel will be selected by the Principal on an application and interview basis in consultation with other classified staff and teachers. Selection will be based on the ability to perform the job duties for that position. Classified personnel will perform duties suitable for their job positions. Both Full-time and part-time classified staff will be hired on an as-needed basis. Full-time employees will be those working in excess of 36 hours per week.
**Parent Coordinator**

Parent Coordinator will be selected by the Principal and/or personnel committee on an application and interview basis in consultation with parents and other staff members. The role of Parent coordinator will promote positive means by which parents can engage with the school community and can serve to promote children’s development. Parent Coordinator will primarily be responsible to perform functions related to parent and community involvement in general, special and bilingual education.

**Responsibilities Include:**

- Build a comprehensive parent participation program which includes volunteering;
- Plan and facilitate parent workshops;
- Act as liaison between school, family and community;
- Facilitate parents’ inclusion in democratic decision making and school governance;
- Collaborate on refinement of student and parent handbook and school policies;
- Assist school in gathering and interpreting family data to plan, implement and evaluate the Charter School’s parent involvement program;
- Collaborate with school-based staff and parents to assist schools in planning a comprehensive program of family and school partnerships;
- Assist in the development, writing, and updating of proposals and grants to secure program funding;
- Plan and administer budget for school, family, and community partnership programs and events;
- Interface with the leadership team to support the system-wide implementation of parent participation program;
- Supervise and evaluate parent mentors and/or facilitators;
- Maintain accessible files;
- Perform other duties as assigned.

**Qualifications Include:**

- Strong skills and professionalism in working with children, including facilitation of problem solving, ability to uphold the Charter School’s guiding principles and support the Charter School’s mission.
- Preferred: Child development or teacher education coursework and formal work experience/demonstrated ability to work effectively with children, fluency in Spanish & English.

**Additional Qualifications:**

- Good communication, organizational, computer, and interpersonal skills;
- Demonstrated successful work with parents;
- Ability to work flexible hours required with some night and weekend hours.
- Ability to provide quality service to parents, students, teachers and administrators.

**Office Manager**

The main work function of the Office Manager is to provide complex administrative support to Principal, and oversee day-to-day office activities and compliance reporting.
Responsibilities Include:

- Prepare state and district compliance reports (SESAC, P1/2, CALPADS, NSLP, CELDT)
- Manage daily student attendance and maintenance of student attendance records
- Manage accurate reporting of daily lunch counts
- Maintain a wide variety of manual and electronic documents, files and records (Registration, Academics, Data, Health Forms, Master Calendar, etc.)
- Maintains record of personnel absences and keeps time sheets
- Supports Principal in processing new employees and keeping Personnel records
- Oversee accounts payable, billing and financial records in accordance with back office provider guidelines
- Process purchase orders
- Supervise the main office operations
- Monitor the processing of timesheets, requisitions, and reimbursements
- Maintain and record petty cash and incoming school funds
- Participate in school safety committee
- Maintain student data using SIS and data management system
- Perform secretarial duties and assists Principal as needed
- Interface with Charter School’s stakeholders in a respectful, professional, and collegial manner

Qualifications Include:

- Experience with financial management and budget oversight, preferably in a school setting;
- Thorough understanding of accounting transactions and ability to use Quick Books;
- Ability to manage financial transactions (public and private sources) and communicate with public agencies re: funding;
- Experience with vendor management and negotiations
- Willingness to work with other support staff to meet short deadlines;
- Organizational skills, interpersonal skills, and attention to detail; and
- Knowledge of charter schools and public school funding.
- Associate’s Degree required, Bachelor’s preferred.

Office Personnel
Office Personnel will be selected by the Principal on an application and interview basis in consultation with parents and other staff members. Selection will be based on the ability to perform the job duties for that position.

Responsibilities Include:

- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies, and vendor management
• Developing and implementing clerical and administrative procedures for daily school operations
• Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
• Bilingual translation and communication with parents and community

Qualifications Include:
• High school education; two years of college preferred.
• Good communication skills, orally and in writing.
• Clerical experience
• Knowledge of basic duties required for the position
• Ability to learn assigned tasks and to acquire new skills
• Ability to operate equipment related to job description in a safe manner
• Proficiency in computer skills
• Self-initiative in handling daily tasks and project management.
• Ability to administer First Aid as required
• Ability to recognize a problem and to seek an effective solution
• Spanish bilingual skills preferred

Playground Supervisor
Under general supervision, supervises students and maintains order on the playground/lunch area at designated hours of the school day; establishes protocols and procedures and ensures that all playground staff are supervising students effectively. This position is directly responsible to the Principal or administrative designee. Work hours are 9 am to 2 pm, Monday through Friday, 180 school days per year.

Responsibilities Include:
• Supervises recreation and playground activities; assures proper health, safety and student conduct.
• Checks restrooms and other areas to insure adherence to the school/playground rules.
• Maintains a safe and orderly atmosphere during the recess/lunch period; seats students and assures proper eating habits.
• Reports disturbances, accidents and any emergency immediately to the school office.
• Insures that all equipment and materials are properly used.
• Insures that areas are kept clean and orderly at all times.
• Learns the rules and regulations for playground procedures, potential hazards of the playground and accident and injury procedures including discipline procedures.
• Must work effectively with all school staff, and respond to inquiries and complaints in a positive and professional manner.
• Supervises playground staff; regularly holds staff meetings for program monitoring
• Develops daily structured programs.
• Must respond to situations and emergencies by taking control and prioritizing response acts.

Qualifications Include:
• Several years experience working with elementary students in a similar setting.
• Proven dependability and reliability.
• Ability to learn and properly enforce school policies, rules and procedures in a positive manner.
• Ability to communicate effectively with and influence students.
• Ability to serve as a role model and remain objective including a pleasant but firm personality.
• Knowledge of general concepts of child growth and development and child behavior characteristics.
• Knowledge of techniques used in controlling and motivating students.
• First Aid and CPR certification.
• Spanish/English bilingual highly preferred.

Instructional Aides
Instructional Aides will assist classroom teachers and the Inclusion Specialist for regular daily tasks as well as those assigned as needed.

Responsibilities Include:
• Assisting students with reading and mathematics (PRIMARY FUNCTION);
• Assisting with administration and scoring of in-house assessments and standardized tests;
• Serve as a substitute teacher as needed;
• Preparing classroom decorations and instructional materials;
• Supervising students when academic instruction is not in progress;
• Perform clerical tasks, including filing student records,
• Make copies of tests and other instructional paperwork;
• Check/grade tests and homework;
• Distribute classroom-related materials;
• Set up bulletin boards.

Qualifications Include:
• Strong skills and professionalism in working with children, including facilitation of problem solving, ability to uphold the Charter School’s guiding principles and support the Charter School’s mission.
• Preferred: Child development or teacher education coursework and formal work experience/demonstrated ability to work effectively with children
• CBEST
• Fluency in Spanish & English.
• Knowledge of and enthusiasm for the Charter School’s mission and instructional approach
• Demonstrated ability to maintain an effective classroom environment
• Preferred: California Multiple Subject Credential or current enrollment in a credentialing program.
• Strong skills in the Charter School’s instructional approaches and demonstrated ability to differentiate instruction to all students’ needs are preferred.
Personnel and Recruitment Specialist
The Personnel and Recruitment Specialist is a position designed to recruit students as well as high quality candidates for staff positions. This person has knowledge of the community to develop a recruitment plan that is responsive to the needs of the population to be served. This knowledge also enables the employee to review resumes and conduct initial phone interviews to identify potential hires that would best serve the needs of the students and families enrolled in the Arts in Action program. Further this person is highly organized and supervises the intake process of new students and new hires.

Personnel Responsibilities Include:
- Perform technical and specialized functions in support of the employment, credentialing and processing of certificated or classified employees.
- Process payroll for certificated and classified employees.
- Process, evaluate and maintain certificated or classified employee files and paperwork.
- Input and report various data related to employees; update assigned systems with new information as appropriate; prepare and generate reports, records, charts and matrixes utilizing assigned systems.
- Verify teachers, substitutes and other certificated employees have proper credentials recorded; monitor expiration date of credentials; notify certificated staff of credential expiration dates and maintain current information on credential requirements.
- Screen AIA job applicants and perform reference checks; initiate and coordinate new employment paperwork; perform credentialing activities as necessary for new applications, renewals and register existing permits or credentials; fingerprint employees and substitutes.
- Assist Executive Director and Principal in other employee management related tasks.
- Perform related duties as assigned.

Recruitment Responsibilities Include:
- Plan and execute an annual student recruitment plan aligned to AIA’s student enrollment goals.
- Mobilize a Student Recruitment team to assist with recruitment projects and initiatives.
- Collaborate with administrative team on the development of marketing material for prospective families and community outreach to provide clarity regarding AIA’s enrollment process.
- Refine enrollment procedures and track students through enrollment process.
- Develop schedule and coordinate monthly open house opportunities for prospective families.
- Host annual lottery for prospective families.
- Develop new student orientation curriculum in conjunction with administrative team.
- Foster relationships with early education organizations, attend their events to promote Arts in Action to prospective families.
- Build and maintain parent relationship database.
Qualifications Include:
- Previous work experience related to the field of human resources
- Previous work experience with school recruitment (desired)
- Knowledge of East Los Angeles communities
- Interpersonal skills to engaged stakeholders and ability to work as part of a team
- Highly-motivated and taking initiative for projects
- Professional in approach with others, accepts feedback, treats others with respect and consideration, accepts responsibility for own actions, follows through on commitments
- Exemplary writing, editing and verbal communication skills
- Strong Microsoft Office skills: Word, Excel, Powerpoint
- Strong Google Apps skills: Google Docs, Forms, Sheets, and Slides
- Fluent in spoken and written Spanish
- Highly organized; ability to manage multiple projects at once and meet deadlines

Inclusion Specialist

Responsibilities Include:
- Coordinate all special education services and compliance reporting for his/her student caseload;
- Identify, assess, develop IEPs for students with special education needs;
- Consult with Education Psychologist, Speech Therapist and other specialists;
- Collaborate with outside agencies to provide additional supports to students;
- Collaborate with students, parents and instructional staff to ensure that IEPs and Section 504 plans are implemented, including Behavior Support Plans (for learners with disabilities)
- Perform RSP duties in a full inclusion setting, collaborating and co-teaching with general education teachers and using ongoing assessment to adapt instruction to students’ needs;
- Maintain compliance with all aspects of IDEA
- Facilitate SST and IEP meetings
- Maintain strong relationships with students, parents and staff;
- Provide professional development on identifying/serving students with special education needs to instructional staff;
- Continually develop skills to realize the Charter School’s mission and vision;
- Participate actively in democratic decision-making (option to chair or sit on governance committee)
- Perform other duties as assigned

Qualifications Include:
- REQUIRED - Knowledge of and enthusiasm for the Charter School’s mission and instructional approach,
- Demonstrated ability to collaborate with teachers to support students with special education needs,
- Strong organization skills, attention to detail,
- Mild/Moderate Credential,
- 2+ years teaching experience in grades K-3,
- 2+ years special ed. experience.
- PREFERRED: Skill in the Charter School’s instructional approach, LAUSD special ed. experience.

**Arts Integration and Development Coordinator**

**Visual Art Curriculum Development Responsibilities Include:**
- Collaborate with principal in the development of a visual arts program and curriculum.
- Teach art classes in both the regular school day and after school program.
- Assist principal in hiring art teachers.
- Train new art teachers and oversee their curriculum for continuity.

**Financial Development Responsibilities Include:**
- Research relevant information from a variety of resources about individuals, corporate, foundation, and government funders who are or may become contributors to AIA.
- Prepare data and reports to be utilized by key staff members and Board members.
- Oversee the acknowledgement process and provides thoughtful follow up on major gifts.
- Maintain and utilize a system for collecting and managing donor and prospect information, as well as managing its use.
- Identify partnering opportunities to leverage existing grants and develop complementary grant proposals
- Manage the grant proposal development and submission process; ensuring that proposals, reports and other documents are well-written, strategic, and submitted on schedule.
- Manage departmental budget and reporting requirements.

**Qualifications**
- REQUIRED - Knowledge of and enthusiasm for the Charter School’s mission and instructional approach,
- Demonstrated ability to collaborate with teachers to support integration of the visual and performing arts into core instruction
- Strong organization skills, attention to detail,
- 2+ years experience working with students in grades K-5,
- Highly-motivated and taking initiative for school wide arts initiatives and projects
- Professional in approach with others, accepts feedback, treats others with respect and consideration, accepts responsibility for own actions, follows through on commitments
- Exemplary writing, editing and verbal communication skills
- Strong Microsoft Office skills: Word, Excel, Powerpoint
- Preferred: Fluent in spoken and written Spanish
- Highly organized; ability to manage multiple projects at once and meet deadlines
**ELEMENT 6 - HEALTH AND SAFETY OF PUPILS**

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

**Health, Safety and Emergency Plan**
Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

**Family Educational Rights and Privacy Act (FERPA)**
Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

**Criminal Background Clearances and Fingerprinting**
Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.
The Personnel and Recruitment Specialist will serve as the Charter School’s Custodian(s) of Records per California Department of Justice requirements.

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

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

**Safe Place to Learn Act**
Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

**Health and Wellness**
Arts in Action will support and promote the health and wellness of its students. Arts in Action will encourage healthy diet and exercise through physical activities at Charter School. The Charter School plans to provide parent education about lifestyle choices, including the links between nutrition, exercise and school-preparedness. Arts in Action provides healthy lunches and snacks for students.

**Prescription Medications**
Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times.

**Staff Responsibilities**
All employees are responsible for their own safety, as well as that of others in the workplace. Arts in Action will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will be expected to report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on school premises, the employee will be expected to bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal the problem.
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

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

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

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

Federal Program Compliance
As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Arts in Action will actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction. While the area immediately surrounding the school is imbalanced with a majority Latino population, Arts in Action will conduct the outreach methods below with an aim of attracting students of other racial and ethnic backgrounds.

AIA will conduct at least four open houses and school tours between January and May. AIA will conduct at least two orientation meetings prior to the opening of each school year to inform interested parents and students about the Charter School’s offerings and expectations.

Arts in Action now has a Recruitment Specialist whose duties include conducting outreach. Outreach meetings will be held in several locations of the East Los Angeles community in order to ensure all students in the area have an opportunity to attend the school. AIA will continue to conduct outreach to local organizations, such as neighborhood churches, preschools, community groups, park and recreation departments, playgrounds, and small businesses, each of which will be approached to gain informal feedback and interest in the Charter School’s mission. The school plans to recruit and hire a local parent who is representative of the community to spread the word to other families who cannot be reached through traditional channels. In addition, Arts in Action board members have contacted people (friends and colleagues) who are familiar with or who have working relationships with these groups.

The school will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that are easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will
be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic and interest groups represented in the district.

Materials will continue to be distributed in Spanish and English. Arts in Action maintains a website that allows parents and students to learn about the school. Arts in Action also maintains a presence on various lists of charter schools that prospective parents utilize, including those provided by the California Charter Schools Association and the Los Angeles Unified School District.

Arts in Action maintains an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation on the efforts the school made to achieve racial and ethnic balance.
ELEMENT 8 - ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

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

Homeless and Foster Youth
Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

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

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

Arts in Action will adhere to all state and federal laws regarding the minimum age of students. The school will implicitly recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities, as that as the predominant demographic in the community.

Procedures for Enrollment prior to the opening of school
Enrollment Criteria:
- Students entering kindergarten must be five years of age on or by September 1 of the year of enrollment.
- Public notice will be posted regarding the date and time of the public drawing after the deadline for submission of student names to the lottery. Procedures will be followed that
will be publicized in the community. Related materials will be made available to the LAUSD Charter Office.

**Public Random Drawing**

Should the amount of pupils that wish to attend Arts in Action exceed the capacity of the school during the recruitment period, a public random lottery will take place to determine the school enrollment in accordance with Education Code section 47605(d)(2)(B).

The following students will be exempt from the lottery: (1) Current students enrolled in the school, (2) siblings of children enrolled in the school, and (3) children of teachers employed at the school. Exempted students delineated in item (3) together will not to exceed 10% of the student population. Weighted preference in the lottery will be given to (1) pupils that reside within the LAUSD attendance area with a weight of 2x. All other categories of students will participate in the lottery with no weighted preference.

The rationale for these preferences are that students benefit from staying enrolled at the same school; families benefit (and thus students benefit) from keeping students together; staff benefit from having their children enrolled at the school and they also develop greater investment in the Charter School’s success; and the in-District preference increases the chances that local families will have access to the school and is also part of Education Code 47605(d)(2)(B).

Arts in Action will schedule the drawing to be held at a time convenient to parties interested in attending. Arts in Action will inform the public commencing in September of each school year that it is accepting applications for admission for the following year. The open lottery application period will last from early fall through the late winter of the following school year. Any family making application to Arts in Action will meet with and be oriented as to the Charter School’s admissions procedures and information about when the applications must be submitted in order to be included in the public lottery by the Recruitment and Personnel Specialist. Families must submit a new application for the lottery each year and a separate application for each child that is applying.

The public lottery will be held at the Charter School’s office within not less than a week after the last day that applications can be submitted to be included in the public lottery. The Executive Director or designee will oversee the lottery to ensure that it is conducted in compliance with this policy. At least one month prior to the date of the public random drawing, all families will be informed of the date, time and place of the drawing, of all open enrollment and lottery timeline procedures, rules, and timelines via mail, telephone and/or email and all interested students whose applications have been timely submitted, as described above, will be considered in the public random drawing.

During the lottery, a designated office staff will draw numbers that are affiliated with the names of interested students. Students with 2x weighted preference will have two numbers assigned to their names. Once all available spaces are filled, a waiting list for each grade will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur during the year. Students will be placed on the waitlist for each grade in the order that their names were drawn during the public lottery, regardless of their weighted preference.
during the course of the lottery or the waitlist administration, one student’s acceptance causes a sibling of that student to gain should status as a sibling, the student that has gained sibling status shall immediately be accorded preferential ranking due based on sibling status.

Should vacancies occur prior to or during the school year, the vacancies will be filled according to the waiting list. Families will be notified by phone and/or mail of school openings and must respond by the end of 10 business days to the Personnel and Recruitment Specialist in order to secure admission. Once students are accepted to Arts in Action, parents will be required to complete enrollment documents and will be strongly encouraged to attend an orientation prior to the first day of school.

To document the fair execution of lottery and waitlist procedures, the Executive Director will ensure that staff maintain copies of the random drawing output and of the waitlist, with a record of when students are removed from the waitlist because they enroll or for other reasons.

Notwithstanding the foregoing, Arts in Action may refine lottery policies and procedures in accordance with a written policy adopted by the governing authority of the school. A copy of the revised policy, designed to improve the Charter School’s lottery efforts, shall be provided to the District within 45 calendar days of approval by the Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented. If the District determines that the change in lottery procedures requires an amendment, Arts in Action will initiate the amendment process.
ELEMENT 9 - FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

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

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

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of Arts in Action Community Charter School to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls. The Arts in Action Board of Directors will issue a Request for Proposal every other year in December to select an independent auditor for a period of two years. The Board of Directors will select an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other criteria as specified in the RFP. Arts in Action will retain auditors to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. All auditors will report directly to the Arts in Action Board of Directors.

The Executive Director is responsible for (1) contracting with an accountant to conduct the required annual financial audit, (2) for working with the auditor to complete the audit, (3) for annually checking the State Controller’s list of approved auditors to conduct charter school audits, that the selected auditor is on the list, and (4) for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and
nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

The financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. These audits shall employ generally accepted accounting principles and the audit guide issued by the Controller of the State of California. To address and resolve any deficiencies, findings, material weaknesses, or audit exceptions, the Executive Director will review the issues with the Charter School’s governing board with the assistance of the Charter School’s contracted business service provider at the next scheduled board meeting following the audit, including proposed resolution. The Board shall ensure that satisfactory resolution is taken on an expeditious timeline. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of LAUSD. Arts in Action agrees to resolve outstanding issues from the audit prior to the completion of the auditor’s final report.

Arts in Action Community Charter School shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, Arts in Action Community Charter School will provide any financial information requested by LAUSD and make its books available to LAUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LAUSD in the format required by LAUSD and within timelines specified by LAUSD each year.

**Business Management Services**

Business management services will be performed by a qualified provider. At the time of writing, the school has retained Charter Impact. Arts in Action will have a designated on-site financial manager who works at the school every day in addition to a part-time bookkeeper.
- ELEMENT 10 - STUDENT DISCIPLINE
“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

General Provisions
Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities
Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

Notification of the District
Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data
Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans
Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents
in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**Readmission**
Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**Reinstatement**
Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Gun-Free Schools Act**
Charter School shall comply with the federal Gun-Free Schools Act.

**Discipline Policy**
Arts in Action will develop a comprehensive discipline policy with substantial ongoing input from parents, teachers and students as to how the school should create a safe and healthy school environment. School staff will review the discipline policy with students and parents prior to the first day of school. Upon enrolling in the school, both students and parents will acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy will include the students’ rights and responsibilities and the Charter School’s suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary, or capricious, and will follow the general principles of due process.

The Charter School’s code of conduct will follow the guidelines listed below:

- We make safe choices that will not hurt others or ourselves.
- We treat others with kindness, understanding and respect, the way we want to be treated.
- We come to school on time and prepared. At school we try our best and learn as much as we can.
- We respect other people’s feelings, opinions and differences.
- We respect the things that belong to our peers, ourselves and our school.
- We accept responsibility for our choices and actions.

When a student exhibits a behavior that interferes with the child’s learning or other children’s learning, it requires the teacher to redirect the student or to administer consequences to discipline the student and maintain a safe environment. If a teacher observes that a student needs a change of scenery or reflection time, she or he will refer a student to the office, the student will remain at
the office for a short “time out” period, and will require a parent signature on a note sent by the Principal.

Any student who engages in repeated violations of the comprehensive discipline policy will be required to attend a meeting with the school staff and the student’s parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. Prior to suspension, positive behavior supports include creating a positive school culture through the advisory component of the program. Examples include dialogues about problems before they arise and problem solving to help students find strategies that work for them.

Students who present an immediate threat to the health and/or safety of others or themselves may also be immediately suspended and later expelled by the Charter School’s governing board upon recommendation of the Principal. The policy of Arts in Action will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. Arts in Action intends to help each student solve the problem underlying the unacceptable behavior through multiple, varied interventions, giving them time to work. Arts in Action views all students as having a place in the school and deserving of strategic support to achieve behavioral norms, not just those who are able to follow the rules more easily.

Arts in Action operates under a school-wide Positive Behavior Support (PBS) plan.

AIA’s PBS plan provides a process for understanding and resolving the problem behavior of children. It offers an approach for developing a thoughtful understanding of why the child engages in problem behavior and strategies for preventing the occurrence of problem behavior while teaching the child new skills. AIA’s PBS offers a holistic approach that considers all factors that have impact on a child and the child’s behavior.

AIA’s PBS is different from traditional methods of discipline that relied heavily on blame, punishment, shame, and unquestionable authority. AIA’s PBS seeks to teach and support students with a variety of social-emotional skills, positive character traits and school-wide common area expectations. These tasks are not easy given the fact that we live in a world where anger, violence and retaliation are the foremost method of handling conflict. For AIA to be different and make a difference, all staff members must embody and practice the belief that the tenets of a PBS plan are the best way to live in and contribute to a peaceful world.

The core of AIA’s PBS plan involves inspiring, teaching, modeling and reinforcing healthy social-emotional skills. Consistent with our mission “to prepare students to lead healthy, fulfilling lives” and as part of our core strategies to “focus on the whole child” and to provide a “supportive learning environment,” AIA devotes time daily to the explicit teaching of those skills. Students learn to recognize in themselves and others a wide range of emotions and responses to emotions. They will learn and practice ways to calm themselves and to choose productive responses. Students also learn to have empathy, to communicate effectively with others and to effectively resolve or manage conflict.
AIA’s PBS additionally involves social problem solving structures, such as class meetings, talking circles, mediations, peer mentoring, restorative justice practices, student-led problem solving on school-wide issues, and access to a school counselor for individual, group and crisis counseling support.

AIA’s PBS notes the importance of being consistent and patient with student behavior, and allowing students multiple opportunities to learn from mistakes and self-correct. AIA’s PBS is holistic and whole child-centered and accordingly considers students’ family circumstances, academic history, self-esteem and self-concept. AIA’s PBS utilizes regular communication with parents via text message, email, phone, informal and formal conferences, and student success team meetings to ensure a strong home-school alliance built on trust and common goals.

AIA’s ultimate success lies in its connections with students and families. AIA understands the immense and immeasurable value of relationships in the school community required to build a safe, positive and successful learning community.

**AIA’s View of Student Suspension**

AIA views and understands the term discipline via its literal definition of, “instruction given, teaching, learning, knowledge.”

The policy of AIA will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. AIA intends to help each student solve the problem underlying the unacceptable behavior through multiple, varied interventions, giving them time to work. AIA views all students as having a place in the school and deserving of strategic support to achieve behavioral norms, not just those who are able to follow the rules more easily.

AIA implements and follows a comprehensive three-level discipline policy matrix to address all student misconducts, from low to high-level. Any student who engages in Level I and Level II misconducts of AIA’s discipline policy matrices will be provided with a wide array of positive behavior supports, counseling services and alternatives to suspension. Students who commit Level III (CA Educational Code) violations will be addressed in the same fashion, but may be recommended for suspension and/or expulsion depending on the category of offense committed and the discretion permitted to school officials by state law.

AIA’s one day in-school alternative would include academic tutoring, instruction related to student’s behavior such as social skills, and a clearly defined procedure to return to class. During a one day in-school alternative, a student is expected to continue academic and/ or other instruction while removed from his/ her classroom as well as will be expected to reflect and address the behavior that resulted in this course of action. AIA will utilize this approach as an alternative to in-school suspension and out-of-school suspension for students unless a student offense is found in a category of Educational Code that does not allow discretion, and an out-of-school suspension would need to be delivered in addition to positive behavioral supports and community linkages.
The following table indicates Arts in Action’s alternatives to suspension. Parent collaboration will occur prior to implementation with some of the alternative actions listed below.

<table>
<thead>
<tr>
<th>Positive Behavior Plan</th>
<th>Development of a plan that outlines replacement behavioral goals that are based on information gathered from a functional behavioral assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Monitoring</td>
<td>Close monitoring of student behavior using self-management checklists and/or data collections sheets.</td>
</tr>
<tr>
<td>Community Service</td>
<td>Task(s) with appropriate supervision outside of school hours. Might include teacher/staff assistance, facility beautification and/or work with community agencies.</td>
</tr>
<tr>
<td>Appropriate In-School Alternative</td>
<td>In-school alternative in which academic tutoring, instruction related to the student’s behavior such as social skills, and a clearly defined procedure to return to class as soon as the student is ready is provided. Student to continue academic and/or other instruction while removed from his/her classroom as well as will be expected to reflect and address the behavior that resulted in this course of action.</td>
</tr>
<tr>
<td>Counseling</td>
<td>Counseling may include small group or individual sessions. During the sessions, your child and a professional school counselor will work together to help him or her understand the problem, the present and future consequences, develop goals for change and a plan of action for change. A variety of activities will be used, e.g., writing, role-play, art, focused discussions and more.</td>
</tr>
<tr>
<td>Parent Supervision in School</td>
<td>Parent is invited to supervise student for a portion of the day up to an entire day.</td>
</tr>
<tr>
<td>Mini-Courses/Targeted Skills Building</td>
<td>Short units or single targeted skills building sessions on topics related to various types of inappropriate behavior.</td>
</tr>
<tr>
<td>Restitution</td>
<td>Student is assigned work which would repair or restore the physical environment, could include projects to clean or make the school more attractive.</td>
</tr>
<tr>
<td>Programming Alternatives</td>
<td>For some students it may be most effective for their learning to change their schedule, classes or program to avoid problem environments or situations, but yet permit continued access to the curriculum and school.</td>
</tr>
<tr>
<td>Loss of privileges</td>
<td>Restricted or limited playtime during recess or lunch, or both.</td>
</tr>
<tr>
<td>Written Apology</td>
<td>A letter written by the student who caused harm to the victim(s) of the inappropriate behavior.</td>
</tr>
<tr>
<td>Positive Time-out</td>
<td>An opportunity for student to experience an immediate consequence while gaining control of his/her emotions and reflecting on choices made.</td>
</tr>
<tr>
<td>Assignment to an Adult Mentor</td>
<td>An adult is assigned to monitor a student’s academic and/or behavioral progress and support engagement and motivation.</td>
</tr>
<tr>
<td>Referral to an Outside Agency</td>
<td>A referral is made to a community resource that is based on the needs of the student and his/her family.</td>
</tr>
<tr>
<td>Restorative Justice Circle</td>
<td>A group process which allows the victim(s) to have a voice and the person(s) who caused harm an opportunity to develop empathy.</td>
</tr>
<tr>
<td>Mediation</td>
<td>A process in which a third party (peer, teacher or staff) assists with handling a disagreement or conflict peacefully with all students involved.</td>
</tr>
<tr>
<td>Outside Agency Visit</td>
<td>Scheduling of a visit to an outside agency to provide student(s) with an opportunity to connect inappropriate behavior to a real life learning experience.</td>
</tr>
<tr>
<td>Conflict Review and Resolution</td>
<td>Student(s) reflect on what happened and how they conducted themselves, and discover how the problem could have been resolved.</td>
</tr>
</tbody>
</table>
Reasons for Suspension and Expulsion
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- while on school grounds
- while going to or coming from school
- during the lunch period, whether on or off the school campus
- during, going to, or coming from a school-sponsored activity.

A single suspension may not be issued for more than five consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than ten school days in any school year.

Enumerated Offenses
Discretionary Suspension and Expulsion Offenses: Students may be suspended or recommended for expulsion for any of the following acts when it is determined the student:

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
   (2) Willfully used force or violence upon the person of another, except self-defense.

b) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

c) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

d) Committed or attempted to commit robbery or extortion.

e) Caused or attempted to cause damage to school property, including electronic files and databases, or private property.

f) Stole or attempted to steal school property, including electronic files and databases, or private property.

g) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

h) Committed an obscene act or engaged in habitual profanity or vulgarity.

i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

j) Knowingly received stolen school property or private property.

k) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

l) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

s) Intentionally engaged in harassment, threats or intimidation directed at school personnel or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care,
skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

   iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

   u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

For a pupil subject to discipline under this section, The Director or the Director’s designee may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the student's specific misbehavior as specified in Section 48900.5.
Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student, unless the Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school; employee, with the Dean or designee’s concurrence;

b) Brandished a knife at another person;

c) Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code;

d) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900; or

e) Possessed an explosive.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

Notice to Parents/Guardians
The Principal has the authority to suspend students. At the time of suspension, the Dean/Counselor shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense(s) committed by the student. In addition, the notice will state the date and time the student may return to school. If the Principal wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay.

Suspension Conference
Suspension shall be preceded by a suspension conference conducted by the Principal, with the student and his/her parents. The conference may be omitted if the Principal determines that an
emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parent/guardian shall be notified of the suspension and school personnel will request a conference as soon as possible.

Length of Suspension
The length of suspension for students may not exceed a period of 5 days. If a student is recommended for a period of suspension exceeding 5 days, a second conference will be scheduled between the parent/guardian and a member of the leadership team to discuss the progress of the suspension. Any student who is suspended will receive daily class assignments and homework for the duration of the suspension. The maximum number of days of suspension for the year is 20.

Appeal of Suspension
Parents can appeal a suspension within 3 days to the Schools In Action Board of Directors by contacting any member of the Board. The Board selects a committee of 3 board members. Within 10 days of notice of appeal, the committee shall review school compiled incident forms and interview the family and child. They will then make a determination as to overturn the suspension or uphold the Charter School’s decision. The decision of the committee of the Board of Directors is final. If the committee of the board grants the appeal the suspension will not appear on the student’s record.

Recommendations for Expulsion
Students may be recommended for expulsion if the school Principal finds that at least one of the following findings may be substantiated:
1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedures

Dean/Counselor Conducts Thorough Investigation
- Identify participants and relevant witnesses
- Interview witnesses
- Obtain signed and dated witness statements in a timely manner
- Check if student has an IEP (If they do notify Director of Special Education)

Dean/Counselor Conducts Determines Temporary Suspension Status and Conferences with Student
- Inform the student how incident violated Arts in Action policy
- Explain the evidence against the student
- Allow student an opportunity to present his/her version and evidence in his/her defense
- Formally write up referral explaining violation and suspension determination
At-Home Suspension: At-home suspensions are only used if a student poses a clear and present danger to students, faculty or staff then an at-home suspension will be initiated.

- Contact parent/guardian by telephone to explain the student violation
- If the student has an IEP a manifestation determination meeting needs to be held within 3 days

Dean/Counselor Creates Formal Notice Of Suspension
- Provide independent study plan for suspension duration
- The parent/guardian is notified by phone and then in writing of the suspension and the date of return following the suspension
- The notice shall state the specific offense(s) committed by the student and the date and time when the student may return to school.
  - If school official wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such request without delay.
- Suspensions, pending a recommendation for expulsion, should not exceed twenty (20) school days.

Leadership Team Panel to Determine Expulsion Recommendation
- Convene a panel of the leadership team to discuss and review evidence compiled as part of the investigation.
- Determine appropriate consequence or make recommendation to expel.

Dean/Counselor Confirms Pre-Expulsion Conference
- Contact parent to set up a pre-expulsion conference date
- Upon recommendation of expulsion by the leadership team the pupil and the pupil’s guardian or representative is invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination is made by a designee of the leadership team upon either of the following determinations:
  - a) The pupil’s presence is disruptive to the education process;
  - or
  - b) The pupil poses a threat or danger to others
- Upon determination, the pupil’s suspension is extended pending the results of the expulsion hearing.
- Designee of the leadership team will contact Board of Directors to set up expulsion hearing and pre-hearing if Board deems additional information is needed from the leadership team.
  - Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

Written Notice of Expulsion Hearing
• Designee of leadership team will mail notice of expulsion hearing letter which includes:
  o The date, time, and place of the hearing.
  o A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based.
  o A copy of Arts in Action discipline policy that relates to the alleged violation.
  o The opportunity for the student or the student’s parent/guardian to appear in person at the hearing.
  o Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
  o The opportunity to employ and be represented by counsel or a non-attorney advisor;
  o The right to inspect and obtain copies of all documents to be used at the hearing;
  o The opportunity to confront and question all witnesses who testify at the hearing;
  o The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Expulsion Hearing
• Hearing is held within thirty (30) school days after the leadership team determines that the pupil has committed an expellable offense unless pupil, in writing, asks for a postponement.
• The committee is compromised of three (3) full governing board members.
• The hearing is held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.
• A record of the hearing is made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
• The board committee makes a final determination regarding the expulsion. The final decision by the board committee is made within ten (10) school days following the conclusion of the hearing. The committee’s decision may be appealed within 10 days to the full Governing Board that will meet to hear the appeal within 30 days.
• If the board committee decides not to recommend expulsion, the pupil is immediately returned to his/her educational program on a probation agreement to be presented by a designee of the leadership team and approved by the board committee.

Written Notice to Expel
• Designee of the leadership team sends Notice of Expulsion letter and the Findings of Fact documentation to the student’s home address.
  o Family is provided the signed expulsion order which includes re-admission and rehabilitation plan.
• Designees of the leadership team sends a copy of the written notice of the decision to expel to LAUSD (Expulsion Unit).

Interim Placement/Alternative Education Programs for Expelled Students
• Ensure appropriate interim placement students during and pending the completion of the student expulsion process. If the student receives or is eligible for special education, the
Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

Expulsion Packet
- Submit expulsion packet (expulsion order) to the Charter Schools Division of LAUSD).

Appeal of Expulsion
Expulsion of a student will be decided upon by the Board of Directors. An expulsion may be appealed within ten (10) working days to the Chairperson of the Board. The student will be considered suspended until a meeting is convened to hear the appeal (within 30 working days) at which time the parent(s) must attend to present their appeal. The appeal will be heard by the full Schools in Action Board of Directors in addition to a principal or leadership designee from another charter school. This expulsion appeals panel will convene a hearing to consider the original expulsion proceedings, evidence, the parent’s appeal and make a decision within 30 days of the appeal. The decision of the Administrative panel will be final.

Appeal Procedures
- If a notice of appeal to the school board of directors is received within the required five school business days following an Expulsion Recommendation, the expulsions appeal panel shall schedule and hold an informal conference to review the matter within thirty school business days after the date of receipt of such appeal notice. The purpose of the meeting shall be to meet and confer with the parties in order to decide upon the most appropriate means of disposing of the appeal as provided for in this section. At that time the student or the student's parent(s) or guardian(s) or legal counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the board deems reasonable. The panel shall agree to one of the following procedures prior to adjournment or recess:
  - Study the hearing record or other material submitted and render its decision within thirty school business days after the date of the informal conference, or
  - Schedule and hold a meeting to hear further arguments based on the record before the panel and render its decision within fifteen school business days after the date of the informal conference, or
  - Schedule and hold a meeting within thirty school business days after the date of the informal conference for the purpose of hearing the case de novo.
- In the event the panel elects to hear the appeal de novo, the following rights and procedures shall govern the proceedings:
  - The student and his or her parent(s) or guardian(s) shall have the right to:
    - Inspect in advance of the hearing any documentary and other physical evidence which the school intends to introduce at the hearing,
    - Question and confront witnesses, unless a school witness does not appear and the nonappearance of the witness is excused by the person(s) hearing the case based upon evidence of good reason for doing so submitted by the school district. The evidence submitted by the school must at a minimum establish either:
• That the district made a reasonable effort to produce the witness and is unable to do so; or,
• That it is not advisable for the student to appear due to a fear of retaliation against the student if he or she appears as a witness,
  ▪ Present his or her explanation of the alleged misconduct, and
  ▪ Make such relevant showings by way of witnesses and the introduction of documentary and other physical evidence as he or she desires,
    o The designee(s) of the school assigned to present the school’s case shall have the right to inspect in advance of the hearing any documentary and other physical evidence that the student and his or her parent(s) or guardian(s) intend to introduce at the hearing, and
    o Either a tape-recorded or verbatim record of the hearing shall be made.

When considering the admission of a student expelled from another district, the Schools in Action Board will obtaining the rehabilitation plan from the expelling district, determine admission. If the student is admitted, Arts In Action will provide supports and interventions to assist these students in successfully reinstating.

**Alternative Education Programs for Expelled Students**

The school will work cooperatively with the student’s district of residence, county, and/or private schools to assist with the educational placement of the expelled student. As permitted by law, Arts in Action will communicate any incident of violent and/or serious behavior to the district/school to which the student matriculates.
ELEMENT 11- EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

Arts in Action will participate in California State Teachers’ Retirement System (CalSTRS) for all eligible credentialed employees. Arts in Action does not choose to participate in the Public Employees Retirements System (CalPERS). The School will participate in Social Security for all non-certificated employees in accordance with Federal and State laws. The Executive Director will be responsible for ensuring that appropriate arrangements for that coverage have been made.
ELEMENT 12 - STUDENT ATTENDANCE

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L.).)

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Parents and students will be informed of their public school attendance alternatives via an Arts in Action prepared letter detailing resident schools within a 3 mile boundary of the school.

Parents dis-enroll students for a variety reasons. Typically they already know where they intend to place their child, because they are moving or for whatever reason. When parents dis-enroll their students, Arts in Action will provide them with a printout of their LAUSD resident school and, if parents request information on alternatives, suggest other area alternatives that our staff is aware of.
ELEMENT 13 - RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Executive Director
   Arts in Action Community Charter School
   1241 S. Soto Street
   Los Angeles, California 90023

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15 - COLLECTIVE BARGAINING

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16 - SCHOOL CLOSURE PROCEDURES

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

Revocation of the Charter

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure
Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification of the CDE shall also include:
   1. A description of the circumstances of the closure
   2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:
   1. Information on how to enroll or transfer the student to an appropriate school
   2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
   3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:
   1. The effective date of the closure of Charter School
   2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
   3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**Records Retention and Transfer**
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted
accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board, to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File its final withholding tax return (Treasury Form 165).
e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
ADDITIONAL PROVISIONS

Facilities

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.
In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**
  (i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  (ii) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have
the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and
access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**Insurance**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does
not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their
members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will
reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal
year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
REFERENCES


Calkins, Lucy et al. (2007). *Units of Study for Primary Writing*. Heinemann Press.


ADDENDUM
District Required Language for Independent Charter School
Petitions (New and Renewal) and Material Revisions

Assurances and Affirmations

Arts in Action Community Charter School (also referred to herein as “Arts in Action”, “AIA” and “Charter School”) shall:

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

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

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

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

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

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

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

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

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

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.
WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

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

Special Education Program
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

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

Modified Consent Decree Requirements
All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to
achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**

- **All Students enrolled as of December 1 of each school year**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities.
required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.
Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

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

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

**LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

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

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

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

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

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

**RESPONDING TO INQUIRIES**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**
Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

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

**Element 5 – Employee Qualifications**

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Element 6 – Health and Safety Procedures**
“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

**HEALTH, SAFETY AND EMERGENCY PLAN**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not
directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

**Element 7 – Means to Achieve Racial and Ethnic Balance**

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

**COURT-ORDERED INTEGRATION**

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

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

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

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**Element 8 – Admission Requirements**

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

**HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

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

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

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**Element 9 – Annual Financial Audits**

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

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

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to Charter School’s Calendar
- r. Statistical Report – monthly according to Charter School’s Calendar of Reports
  
  In addition:
  
  - P1, first week of January
  - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
- t. Other reports as requested by the District

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**Element 10 – Suspension and Expulsion Procedures**

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)
GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?

D. Was the misconduct a direct result of the Charter School’s failure to implement 504?
NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
  - Copy of parental notice of expulsion hearing
  - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
  - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
  - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
    C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
    D. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for
readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

**Element 11 – Employee Retirement Systems**

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in
Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

**Element 12 – Public School Attendance Alternatives**

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

**Element 13 – Rights of District Employees**

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

**Element 14 – Mandatory Dispute Resolution**

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

5) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written
Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Charter School
[See Element 14]

6) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of
the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.
Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**Closure Action**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

13. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the closure of Charter School

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students’ school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure
4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

9. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the
time of closure, shall occur within seven (7) calendar days of the effective date of closure.

10. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

11. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

12. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

13. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

14. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

15. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

16. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

1. **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:
4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

2. **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board
bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

h. Make final federal tax payments (employee taxes, etc.)

i. File its final withholding tax return (Treasury Form 165).
j. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter
petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs,
services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• Minimum Payments or Charges to be Paid to District Arising From the Facilities:

  (iii) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (iv) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (iii) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (iv) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

• Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities.
Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

10. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers,
directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of
Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)