CHAMPS

CHARTER HIGH SCHOOL
OF THE ARTS-MULTIMEDIA AND PERFORMING

Charter Renewal Petition
For a Five Year Term
(July 1, 2015 to June 30, 2020)

Submitted September 24, 2014 to:

Los Angeles Unified School District
Board of Education

Chris Bright, Executive Director
6842 Van Nuys Blvd.
Van Nuys, CA 91405
cbright@champscharter.org
(818) 884-4744
AFFIRMATIONS AND ASSURANCES .................................................................................................................. i

ELEMENT 1 – THE EDUCATIONAL PROGRAM ................................................................................................. 2

A. GENERAL INFORMATION .............................................................................................................................. 2
B. COMMUNITY NEED FOR CHARTER SCHOOL .................................................................................................. 3
   1. SCHOOL PERFORMANCE OVER THE LAST FOUR YEARS ........................................................................ 6
   2. SURROUNDING SCHOOLS ....................................................................................................................... 14
C. STUDENT POPULATION TO BE SERVED ........................................................................................................ 15
   1. TARGET POPULATION ........................................................................................................................... 15
   2. ENROLLMENT PLAN .................................................................................................................................. 16
D. GOALS AND PHILOSOPHY ........................................................................................................................... 17
   1. MISSION AND VISION ............................................................................................................................ 17
   3. AN “EDUCATED PERSON” IN THE 21ST CENTURY .............................................................................. 17
   2. HOW LEARNING BEST OCCURS ........................................................................................................... 19
   3. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND
      LIFELONG LEARNERS ............................................................................................................................ 20
   4. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II) ............................ 21
E. INSTRUCTIONAL DESIGN ............................................................................................................................. 34
   1. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL
      THEORIES AND RESEARCH ................................................................................................................ 34
   2. CURRICULUM AND INSTRUCTION .......................................................................................................... 36
   3. INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM ............................... 60
   4. INTERVENTION AND ENRICHMENT PROGRAMS .................................................................................. 61
   5. CURRICULAR AND INSTRUCTIONAL MATERIALS .................................................................................. 62
   6. COMPREHENSIVE COURSE LIST ........................................................................................................... 64
   7. INSTRUCTIONAL METHODS AND STRATEGIES .................................................................................... 66
   8. HOW THE SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT
      MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS .......................... 67
   9. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-
      RELATED SKILLS AND STUDENT USE OF TECHNOLOGY ................................................................... 67
   10. GRADUATION REQUIREMENTS (INCLUDING THE NUMBER/TYPE OF UNITS REQUIRED.) AND A-G
       REQUIREMENTS – HIGH SCHOOLS ONLY ............................................................................................... 69
   11. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION ............................ 70
   12. HOW CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH,
       ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS .......................... 70
F. ACADEMIC CALENDAR AND SCHEDULES ................................................................. 71
   1. ACADEMIC CALENDAR .............................................................................. 71
   2. SAMPLE DAILY SCHEDULES .................................................................. 73
   3. INSTRUCTIONAL DAYS AND MINUTES ................................................. 86
   4. EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379 ................................................................. 86

G. PROFESSIONAL DEVELOPMENT ...................................................................... 86
   1. TEACHER RECRUITMENT ....................................................................... 86
   2. PROFESSIONAL DEVELOPMENT ............................................................. 87

H. MEETING THE NEEDS OF ALL STUDENTS .................................................... 89
   1. ENGLISH LEARNERS .............................................................................. 89
   2. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL ................................................................. 95
   3. STUDENTS ACHIEVING BELOW GRADE LEVEL .................................... 95
   4. SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS ........................................................................................................... 96
   5. STUDENTS WITH DISABILITIES ............................................................. 96
   6. STUDENTS IN OTHER SUBGROUPS ....................................................... 98

I. A TYPICAL DAY ............................................................................................ 98

J. INDEPENDENT STUDY PROGRAM .................................................................. 99
   1. DESCRIPTION OF STUDENTS WHO ARE ELIGIBLE TO PARTICIPATE IN THE PROGRAM ................................................................. 99
   2. TYPE OF INDEPENDENT STUDY MODEL AND SCHEDULE ................. 100
   3. CREDIT/GRADUATION REQUIREMENTS ............................................. 101
   4. MONITORING THE IS PROGRAM AND IS STUDENT PROGRESS .......... 102
   5. ATTENDANCE AND ABSENCES ............................................................. 102
   6. TRANSCRIPTS ......................................................................................... 103

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED 104

   A. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM.......................... 104
   B. MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS ................................................................. 104
   C. MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT ................................................................. 104
   D. DATA ANALYSIS AND REPORTING ....................................................... 106
   E. GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION .... 107

ELEMENT 4 – GOVERNANCE ............................................................................. 109

   A. GOVERNANCE STRUCTURE ...................................................................... 111
1. ORGANIZATIONAL CHART ........................................................................................................... 111
2. MAJOR ROLES AND RESPONSIBILITIES .............................................................................. 113

B. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION .................................. 114
   1. COMPOSITION OF THE BOARD .......................................................................................... 114
   2. GOVERNANCE PROCEDURES AND OPERATIONS ......................................................... 115

C. STAKEHOLDER INVOLVEMENT ............................................................................................. 115

ELEMENT 5 – EMPLOYEE QUALIFICATIONS .............................................................................. 118

A. EMPLOYEE POSITIONS .......................................................................................................... 118

B. QUALIFICATIONS OF EMPLOYEES ..................................................................................... 119
   1. THE EXECUTIVE DIRECTOR .............................................................................................. 119

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES .............................................................. 133

A. CUSTODIAN(S) OF RECORDS ................................................................................................ 134

B. STUDENT HEALTH AND WELLNESS .................................................................................. 134

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE ...................................... 135

ELEMENT 8 – ADMISSION REQUIREMENTS ............................................................................ 138

A. ADMISSION REQUIREMENTS ................................................................................................ 138

B. STUDENT RECRUITMENT ...................................................................................................... 139

C. LOTTERY PROCEDURES ......................................................................................................... 139

ELEMENT 9 – ANNUAL FINANCIAL AUDITS .......................................................................... 141

A. ANNUAL AUDIT PROCEDURES .............................................................................................. 141

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES .............................................. 143

A. DISCIPLINE FOUNDATION POLICY ....................................................................................... 145

B. GROUNDS FOR SUSPENSION AND EXPULSION ............................................................... 147
   1. IN-SCHOOL SUSPENSION ..................................................................................................... 148

C. SUSPENSION PROCEDURES .................................................................................................. 148

D. EXPULSION PROCEDURES .................................................................................................... 150

E. POLICIES AND PROCEDURES REGARDING REHABILITATION, REINSTATEMENT, AND READMISSION .................................................................................................................. 151

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS ................................................................ 152

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES ........................................... 153
<table>
<thead>
<tr>
<th>ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES</th>
<th>154</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENT 14 – MANDATORY DISPUTE RESOLUTION</td>
<td>155</td>
</tr>
<tr>
<td>ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER</td>
<td>157</td>
</tr>
<tr>
<td>ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES</td>
<td>158</td>
</tr>
<tr>
<td>ADDITIONAL PROVISIONS</td>
<td>165</td>
</tr>
<tr>
<td>C. GENERAL INFORMATION</td>
<td>174</td>
</tr>
</tbody>
</table>
AFFIRMATIONS AND ASSURANCES

CHAMPS Charter High School (also referred to herein as “CHAMPS” 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 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 Ed. 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).


Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the 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 the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. 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 the 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 element or section. The charter includes 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 should 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).

A. GENERAL INFORMATION

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Chris Bright, Executive Director</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>6842 Van Nuys Blvd., Van Nuys, CA 91405</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>818-994-4744</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>6842 Van Nuys Blvd., Van Nuys, CA 91405</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>District 6</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>North</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>9-12</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>1,000</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>9-12</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School will be:</td>
<td>August 13, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>1000 (950 site-based, 50 Independent Study)</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency)</td>
<td></td>
</tr>
</tbody>
</table>
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: Traditional

The bell schedule for Charter School will be: 8:00 a.m. – 4:00 p.m.

The term of this charter shall be from: July 1, 2015 to June 30, 2020

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) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. Code section 47605(b)(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 Ed. 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).

B. COMMUNITY NEED FOR CHARTER SCHOOL

CHAMPS Charter High School for the Arts – Multi-media and Performing (“CHAMPS”) first opened in September 2005, serving 9th grade. CHAMPS’ growth has been extraordinary, from just 106 students in 2005-06, to 956 students eight years later. In 2010, CHAMPS was renewed for a second five-year charter term.

CHAMPS is organized into eight academies that provide students with extended periods and opportunities in a variety of subject areas: Broadcast Communications, Dance, Digital Arts and Design, Drama, Film, Liberal Arts, Music, and Robotics and Engineering. Each student is a member of a single
academy. In 2015, we will implement a new academy, Written Arts, a natural outgrowth of the success that our students have had in writing. These arts-infused programs are the cornerstone of our school's mission to empower students and inspire a love of learning.

In 2013, LAUSD approved a material revision to CHAMPS' Charter to include a small Independent Study program. This program provides a flexible instructional format for up to 50 students who are unable to attend site-based courses due to social, medical or professional needs. For the non-traditional student, the Independent Study Program provides an opportunity for a comprehensive high school education, offering core academics specially tailored for the individual. The same high academic standards and expectations of CHAMPS' site-based program apply in each Independent Study Course, with the ultimate goal of preparing each student for success beyond high school. (The Independent Study program is described in detail in Section J, below.)

CHAMPS is proud of the accomplishments of our students in recent years, and the awards and recognition our students and school have received:

- CHAMPS consistently has been awarded a silver medal by US News and World Report, with a current ranking in the top 337 of high schools in the state and 142 among all charter schools in the U.S., out of 19,411 eligible schools (USNWR, 2013). In order to be eligible for consideration, schools' overall performance as well as subgroup performance (black, Hispanic, low-income, etc.) must both exceed the statistically expected for average students in the state. Only 8.6% of the schools considered are given a silver medal.

- For the second year in a row, CHAMPS' literary journal, The Fish on the Door, was recognized as Superior by the National Council of Teachers of English, and last year, earned the additional distinction of being nominated for highest award.

- The Robotics Academy captured both the California State and the World Championship titles in VEX Robotics in 2014 (CHAMPS' team previously had won both titles in 2009). The Valley Economic Alliance recognized our World Champion Robotics team for achieving national recognition by awarding CHAMPS the “Excellence in Education” Award. This award is named for long-time Valley resident and legendary entertainer Steve Allen, who valued learning and spent much of his later years focused on speaking and writing about the importance of education. We also received a proclamation from the California State Assembly.

- A student film from our Film Academy won Best Drama out of over 150 entries at the LA Student Media Film Festival in 2013; another student was an Oratory qualifier for the National Forensics League in 2013; students were finalists for the 2014 GetLit Classic Slam poetry competition and the 2013 Drama Teachers Association of Southern California; and our jazz band received recognition in 2012 and 2013 from the International House of Blues Foundation.

- Our Radio Academy has its own internet based station, CHAMPS Arts Entertainment Radio (AER). CHAMPS has hosted the West Coast radio conference (2013), and this year our students have partnered with John Burroughs High School to broadcast their football games.

- In interscholastic athletics, CHAMPS compete as an associate member in the CIF LA section. Our boys’ basketball team is undefeated in two seasons, and they captured back-to-back League
Championship titles. This year, we enhanced our sports offerings by adding flag football as our 4th sports team, joining boys basketball, girls basketball, and cross country.

- CHAMPS has a chapter of the national organization, buildOn, which aims to tackle illiteracy worldwide. Our nationally affiliated chapter of buildOn exemplifies our Schoolwide Learning Outcome of “Social Responsibility.” What started as a simple task for community service has become a club that resonates strongly at CHAMPS. Our chapter raised $15,000 for creating a school and to sending students to aid in the construction of the school in Malawi, Africa.

- CHAMPS graduated its sixth senior class in June 2014 with a 95% graduation rate. CHAMPS alumni have won prestigious scholarships from Gates Millennium Scholars, Posse Scholars and QuestBridge Scholars. Students have also been awarded the Coca-Cola Scholarship, YoungArts Scholarship and the Warner Brothers Scholarship. CHAMPS graduates have been admitted to many of the nation’s top colleges and universities, including: Bard College, Bennington College, Boston University, Brown University, Bryn Mawr College, California Institute of the Arts, Clark University, Columbia University, Connecticut College, Cooper Union, Duke University, Emerson College, Grinnell College, Johns Hopkins University, Kenyon College, Macalester College, Mt. Holyoke College, New York University, Northwestern University, Occidental College, Pitzer College, Pomona College, Reed College, Rochester Institute of Technology, Sarah Lawrence College, Scripps College, Smith College, Stanford University, Trinity College, Tufts University, Tulane University, University of California (all nine campuses), University of Chicago, University of Pennsylvania, Vassar College, Worcester Polytechnic Institute, Yale University, the majority of California State University campuses, and many more. Notably, in 2013-2104, 85% of CHAMPS graduates who had an IEP went on to attend a four year university.

- In 2013, CHAMPS was given a three-year accreditation by the Western Association of Schools and Colleges (WASC). The WASC Visiting Committee identified the following key successes in its report:

  1. A strong campus wide commitment to learning through the arts.
  2. A dynamic and caring faculty and staff that is committed to providing extensive opportunities for instruction in Academies as well as core academic coursework.
  3. A school of performing, technology and media arts that inspires and provides avenues for expression for all students (Robotics, New Media, Internet Radio, Dance, Music, Drama, and Film).
  4. A positive environment where students feel safe, respected and valued.
  5. A passionate community of students, parents, teachers and administrative staff that believe wholeheartedly in the vision of CHAMPS.
  6. A rigorous curriculum taught by professionals in their fields to cultivate academic and artistic scholars.
  7. An exceedingly high rate of CHAMPS graduates attend either 4 year universities or 2 year colleges.
  8. Department chairs were created with a deep focus on relationship building amongst staff to cultivate a community of true collaboration.
  9. A strong commitment from the Board of Directors to invest the necessary time and resources toward the overall improvement and long term sustainability of the school.

“In summary, the school is poised for major successes in the future. CHAMPS commitment to its vision and the caring attention given to students by all staff will surely lead to an even more
rigorous educational program tied to the arts with continued high student achievement. Through the leadership to the faculty and staff there is a commitment to continually evolve and embrace self-examination as the process for a quality educational program for all students.” (WASC Visiting Committee Report, 2013).

1. SCHOOL PERFORMANCE OVER THE LAST FOUR YEARS

a. Academic Performance Data And Other Absolute And Comparative Performance Indicators

According to California law, a charter school “shall” meet at least one of five minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal. CHAMPS meets the first criteria, “rank in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years”; CHAMPS has consistently achieved a Statewide decile rank of “7” in each of the last three years (2011-2013). CHAMPS’ API growth target attainment in the aggregate over three years also arguably also meets the second criteria for renewal, “attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.” (Cal. Ed. Code 47607(b).) While CHAMPS lost 5 points on the API from 798 to 793 in 2013, over three years, a growth of 9 points in the aggregate from 784 to 793 is notable, and greatly exceeded the average API score of LAUSD’s 180+ high schools of 704. (http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrthAPIdst.aspx?cYear=&allcds=1964733&cChoice=2013GDst1.)

<table>
<thead>
<tr>
<th>Year</th>
<th># Students</th>
<th>API</th>
<th>Met Growth Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>106</td>
<td>697</td>
<td>n/a</td>
</tr>
<tr>
<td>2007</td>
<td>193</td>
<td>805</td>
<td>Yes</td>
</tr>
<tr>
<td>2008</td>
<td>275</td>
<td>783</td>
<td>No</td>
</tr>
<tr>
<td>2009</td>
<td>479</td>
<td>805</td>
<td>Yes</td>
</tr>
<tr>
<td>2010</td>
<td>487</td>
<td>823</td>
<td>Yes</td>
</tr>
<tr>
<td>2011</td>
<td>731</td>
<td>784</td>
<td>No</td>
</tr>
<tr>
<td>2012</td>
<td>878</td>
<td>798</td>
<td>Yes</td>
</tr>
<tr>
<td>2013</td>
<td>912</td>
<td>793</td>
<td>No</td>
</tr>
<tr>
<td>2014</td>
<td>956</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Cde.ca.gov/Dataquest (API and AYP reports).

In 2010-11, our sixth year of operations (and first year under this renewed charter term), CHAMPS experienced a significant increase in enrollment from 487 students to 731. Rapid growth led to a drop from our 2010 API of 823 to the 2011 score of 784. In 2012, we exceeded our 5 point growth target and grew 14 points to an API of 798. Our 2013 growth target was thus set at 2 points, to achieve the goal of 800, and we fell short by a few points, coming in at 793. (Source: http://www.cde.ca.gov/dataquest.) Yet overall, the nine point gain in three years is positive.
We are particularly proud of our record in closing the achievement gap between student subgroups. With an overall 2013 API score of 793, our Black/African American subgroup scored 93% of the overall total, Hispanic/Latino was 96% of the overall, two or more races was more than 100% of the total, socio-economically disadvantaged students were 97% of the total and special education students were 81% of the total.¹

Finally, CHAMPS certainly and convincingly meets another criteria for renewal, in that its “academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.” (Cal. Ed. Code 47607(b).)

CHAMPS is rated “ACHIEVING” on the District’s School Performance Framework for 2013-14 (as it was in 2012-13), the second highest of five possible categories. In comparison, the two closest tradition public high schools which our students would otherwise attend, Robert Fulton College Prep (grades 6-12) and Van Nuys Senior High are not faring as well:

- Fulton is rated “WATCH,” the second lowest of five categories, for both middle grades and high school grades;
- Van Nuys Senior High is rated “SERVICE AND SUPPORT,” the middle tier of five categories.

Fulton’s 2013 API score was 657, with a statewide ranking of 2, while Van Nuys’ API was 767, with a state ranking of 6.

CHAMPS has realized dramatic gains in 10th grade CAHSEE pass rates, with 92% of 10th graders passing math and 95% of 10th graders passing ELA in both 2012-13 and 2013-14. (cde.ca.gov/Dataquest (CAHSEE Combined).) This was an increase from 86% Math/93% ELA in 2011-12 and 86%/92% in 2010-11. Again, these scores, along with our graduation rates, compare favorably to the schools CHAMPS students would otherwise attend, as well as District averages:

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th>% students passed ELA (CAHSEE 2014)</th>
<th>% students passed Math (CAHSEE 2014)</th>
<th>% students graduated 2013 (2014 not yet available on CDE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulton College Preparatory (6-12)</td>
<td>70%</td>
<td>74%</td>
<td>86.1%</td>
</tr>
<tr>
<td>Van Nuys Senior High (9-12)</td>
<td>88%</td>
<td>89%</td>
<td>83.3%</td>
</tr>
<tr>
<td>CHAMPS (9-12)</td>
<td>95%</td>
<td>92%</td>
<td>86.4%</td>
</tr>
<tr>
<td>LAUSD</td>
<td>78%</td>
<td>80%</td>
<td>67.9%</td>
</tr>
</tbody>
</table>

Source: cde.ca.gov/datquest.

¹ CHAMPS has a small population of English Learners (approximately 2% of enrollment, with another 12% RFEP) that is not a statistically significant subgroup, as it is both less than 50 students and less than 15%. Cal. Education Code § 47607(a)(3)(B).
CHAMPS has developed a strong and enthusiastic college-going community of students, with approximately 70% of our graduates attending four-year private and public institutions, including some of the nation’s most competitive, top-tier colleges and universities, and nearly 30% attending community colleges. The college-readiness of CHAMPS students compared to District and State averages also is demonstrated in the fact that 60.4% of CHAMPS graduates in 2013 had completed UC “a-g” requirements compared to 36.9% for LAUSD and 39.4% for California. 

In 2012-13, 74.27% of CHAMPS’ seniors took the SAT, with almost half (48.8%) scoring ≥ 1500. Both CHAMPS SAT test participation and scoring dramatically outpaced LAUSD rates, which had just 50.63% of seniors taking the SAT in 2012-13, and only 24.43% of those ≥ 1,500. Statewide, 40.36% of seniors took the SAT, with 46.44% achieving 1,500 or higher. (cde.ca.gov/Dataquest (2012-13 SAT Report). In looking at the highest SAT scores of each student at CHAMPS, 42% of students scored 550 or higher in Critical Reading, 26% of students scored 550 or higher in Mathematics, and 40% of students scored 550 or higher in Writing. (cde.ca.gov/Dataquest (CAHSEE Combined).) About 19% of the senior class scored 550 or above on the Critical Reading, Mathematics, and Writing sections on the SAT (cde.ca.gov/Dataquest (CAHSEE Combined).)

Similarly, CHAMPS has steadily increased both the number of AP courses offered and the number of students taking AP tests over recent years, from 51 students taking a combined total of 53 AP tests in 2009-10, to 125 students taking a combined total of 178 AP tests in 2012-13. In 2012-13, 61.8% of these tests resulted in scores of “3” or higher. (cde.ca.gov/Dataquest (AP Reports).)

Moving forward, CHAMPS is implementing several targeted strategies to continue to increase these achievements:

- In 2014-15, all 11th grade students will take the new EAP English test to provide another metric of college readiness for the school, as well as students and their families.
- In 2014-15, all 10th graders will take the PSAT (CHAMPS is covering this expense for all students) and encouraged to also take the PLAN (pre-ACT) tests.
- Targeted tutoring and other interventions, as described in more detail below, are continuing to bolster students’ proficiency and academic achievement.

Finally, beyond graduation rates and college readiness/enrollment, students in all grades at CHAMPS have made steady gains in ELA and Math proficiency rates, with 2013 results of 63.1% of students tested proficiency in ELA and 22.8% in Math. These rates exceed LAUSD proficiency rates of 47.6% for ELA. CHAMPS did not exceed the District proficiency rate of 45.3% in Math (notably, LAUSD’s rates includes elementary and middle grade students, which typically have higher proficiency rates than high school grades). (See Section d., below, for a detailed discussion of significant changes in CHAMPS Math program designed to increase student success.) (star.cde.ca.gov)).

b. Success Of The Innovative Features Of The Educational Program

CHAMPS’ themed academies help students excel in their chosen field, developing self-confidence and motivation during their critical adolescent years. Through public performances, competitions and contest entries, and dozens of on-campus events, students are able to express themselves and receive recognition for their efforts and talents.

Core components supporting the CHAMPS philosophy and mission include:
Academy Structure  CHAMPS is organized into Academies that provide students with extended periods and expanded opportunities in a variety of subject areas. We offer small arts-infused academic classes including honors and Advanced Placement. Students select and enter one Academy upon admission, with the exception of the newly-created Written Arts Academy, which students may enter their sophomore year. Students at CHAMPS enter one of the following academies starting in 9th grade: Broadcast Communications, Dance, Digital Arts and Design, Drama, Film, Liberal Arts, Music, or Robotics and Engineering.

From School to Work Emphasis  Learning at CHAMPS has a real world professional focus on training students to develop knowledge and skills they will use in the “real world” well beyond high school, whether they plan to pursue a career in the performing arts, use technology to express their creativity, or create high quality digital content for print and web.

Collaborative/Cross Curricular Instruction  Teachers work closely with the performing arts and technology directors to provide instruction that effectively utilizes the technology available on campus and student interest in, music, visual arts, robotics, digital media, broadcast communications and theatre arts. Assignments and lectures often clearly capitalize on some aspect of the performing arts and the large number of students who sing, dance, and/or act.

Community Service  Students complete 25 hours of community service per year as a part of their graduation requirements. CHAMPS students volunteer at a number of community organizations including, but not limited to:

<table>
<thead>
<tr>
<th>Children’s Hospital</th>
<th>Braille Institute Youth Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encino-Tarzana Medical Center</td>
<td>California Environments Projects</td>
</tr>
<tr>
<td>Northridge Medical Center</td>
<td>Down Syndrome Association</td>
</tr>
<tr>
<td>Valley Presbyterian Hospital</td>
<td>Family Services of Los Angeles</td>
</tr>
<tr>
<td>West Hills Hospital</td>
<td>Grace Ville</td>
</tr>
<tr>
<td>Motion Picture and Television Hospital</td>
<td>Guide Dogs of America</td>
</tr>
<tr>
<td>Activities for Retarded Children (ARC)</td>
<td>Habitat for Humanity</td>
</tr>
<tr>
<td>Aids Project LA</td>
<td>Jewish Home for the Aging</td>
</tr>
<tr>
<td>American Cancer Association</td>
<td>Kheir Adult Day Health Care Center</td>
</tr>
<tr>
<td>American Heart Association</td>
<td>LA Works</td>
</tr>
<tr>
<td>American Lung Association</td>
<td>Loaves and Fishes Food</td>
</tr>
</tbody>
</table>

Students who fail to meet this requirement by the date of the graduation ceremony are permitted to participate in the ceremony, then may continue to turn in community service hours during the summer, at which point the diploma is issued.
Extended Day In order to offer students an array of high-quality instruction in their chosen academy, the CHAMPS school day is longer than most schools, running from 8:00 a.m. to 4:00 p.m. daily, with early release on Tuesdays at 2:24 for teacher professional development and collaborative planning time. While this schedule is demanding for both our students and faculty, the academic and personal success of our students is indicative of the benefits of the model.

College For All We provide parents, students, and teachers with the tools to enable CHAMPS seniors to effectively complete college applications, secure funding, and be successful in obtaining acceptance in a college or university. Teachers review data on college acceptance, student performance on SAT, PSAT, ACT and AP exams, and standardized tests (including CAASPP/SBAC) and then identify trends and areas indicating weakness. CHAMPS has graduated its sixth senior class in June 2014, and we are proud to report that our school has indeed already developed into a notably strong and enthusiastic college-going community of students with approximately 70% attending four-year private and public institutions throughout the nation of all types and sizes -- and nearly 30% of our grads attending community colleges. Students may even earn college credit while attending CHAMPS. CHAMPS entered into an Advanced College Enrollment (ACE) program with Los Angeles Valley Community College in 2014-2015. This allows students to take college courses on our campus (led by college faculty) and earn concurrent credit.

Community Outreach Our student and staff forge partnerships within and beyond the community in a variety of ways. For example, a partnership has been created with our local LAUSD elementary school, Hazeltine Elementary. Our students share their creativity by storytelling and children’s theatre to help inspire young artists. Our students have also monitored recess activities, and assisted teachers in the classroom. Our Theatre Academy students perform at various elementary schools throughout the Valley to inspire young artists. Our Jazz band regularly performs at community events. Likewise, we have formed ongoing relationships with local arts institutions: Roads Theatre, Valley Performing Arts Center, LACMA, and the Music Center.

Structure Support and Intervention CHAMPS has a Director of Student Support, four Special Education teachers, DIS counselor, School Psychologist, three guidance counselors, and two college counselors. Champs also has an EL coordinator who teaches an EL support class and has time built into her schedule to monitor student progress in their classrooms. In addition, all teachers are available to do lunchtime tutoring. CHAMPS has targeted tutoring for all students who are identified as at risk to not pass the CAHSEE. Special ed teachers also monitor and provide support in class for students with IEPs. The current ratio of students to counselors is 1:300. The success of the program can be seen through not only high graduation rates, but continuance to college.

c. Success Of The School’s Educational Program In Meeting The Specific Needs Of Its Student Population

CHAMPS has long enjoyed a very diverse student community, with 2013-14 enrollment:
52% White
7% Black
28% Hispanic
11% Two or More Races
2% Asian/Filipino/Pacific Islander

42% of our students in 2013-14 qualified for Free or Reduced-Price Lunch (FRPL); 9% were students who qualified for Special Education; and 2.7% were English Learners (many different languages) with another 23% RFEF. The percentage of students who are native speakers of English has decreased over the past four years from 91% to 77%. Compared to four years ago, CHAMPS, with a more diverse population today, serves a larger student population that has been classified as IFEP (22%) and reclassified to RFEF (23.1%).

As detailed extensively in Sections 1.a. and 1.b. above, CHAMPS has met students’ needs successfully across a variety of measures, notably including the fact that our subgroup performance has demonstrated tremendous success in closing the achievement gap. While CHAMPS serves a small number of English Learners, in 2012-13, we reclassified 31% of these students (compared to the District average of 14%). In addition, CHAMPS’ Average Daily Attendance (ADA) of 95% has contributed to our overall success, as has our low suspension and expulsion rates.

d. Areas Of Challenge The School Has Experienced And How They Will Be Improved In The New Charter Term

Credit Card Misuse
CHAMPS faced a significant challenge in the 2013-14 school year when an employee made significant unauthorized charges on a school credit card, which ultimately led to LAUSD issuing a Notice of Intent to Revoke on May 8, 2014 regarding misuse of funds and the school’s then-Executive Director and Board Chief Financial Officer’s handling of the matter. Candidly, mistakes were made, and valuable lessons were learned. We are grateful that the District worked with CHAMPS to remedy the situation and put in place new policies and procedures to ensure that these types of mistakes will not happen again. CHAMPS’ insurance covered the financial losses to the school ($27,000). At a May 6, 2014 special meeting of the CHAMPS Board of Directors (shortly before the Notice of Intent to Revoke was officially issued), the Executive Director and the Board’s Chief Financial Officer both resigned, effective immediately. On May 9, 2014, CHAMPS entered into a Memorandum of Understanding with LAUSD’s Charter Schools Division, and the Notice of Intent to Revoke was withdrawn.

In the ensuing days, CHAMPS’ Board adopted several policies, including Department of Justice Background Check for all Employees prior to Employment, Credit Card Policy and Approving and Authorizing Other Actions Related Thereto, and Policy on Reporting Theft of Funds or Property, the latter requiring that any Board member who learns of a potentially criminal act at or involving the school will immediately bring that information to the entire Board of Directors. CHAMPS also adopted an updated Fiscal Policies and Procedures Manual (attached to this petition at Tab 4), an updated Employee Misconduct Policy, and an updated Organizational Chart (including in Element 4) and delineation of Board and lead staff responsibilities (Elements 4 and 5). CHAMPS has identified an employee responsible for the financial operations of the school, the HR/Office Manager. CHAMPS communicated all of these required changes to policies and procedures both with CSD staff (providing
copies of all new policies) and with school stakeholders via its Board meeting on May 19, 2014. CHAMPS further reaffirmed its agreement to notify the CSD “in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt by CHAMPS.” (MOU, p. 3.)

While CHAMPS sincerely regrets the mistakes that were made, we are confident that our new Executive Director, Chris Bright, joined by Principal Linda Pierce (whose first year with CHAMPS was the 2013-14 school year), have the experience and expertise to lead CHAMPS forward with a more formalized operational structure and a collaborative effort to strengthen our high-performing high school. Dr. Bright has been a teacher, administrator, and Head of School for the past 25 years. He began his teaching career as an art and music teacher and spent many years teaching English and history at The American School in London, and New Canaan Country School in Connecticut. He spent the past six years at Casady School in Oklahoma City, OK as Head of School. Mr. Bright earned his B.A. in Art History from Trinity University in San Antonio, his M.A. in Philosophy of Education from the University of London, Institute of Education, and completed his PhD. (ABD) in Philosophy of Education at the University of London, Institute of Education.

Linda Pierce also has extensive experience in education with ten years of secondary teaching experience and six years of administrative experience. She spent the last six years in the Las Virgenes Unified School District, in Calabasas, California, where she served as an English teacher at Agoura High School and Assistant Principal at Calabasas High School. Mrs. Pierce has a Master of Arts in Educational Administration with Distinction from California State University, Northridge and a Bachelor of Science degree in Speech Communications from Illinois State University.

Math Proficiency:
On the academic side, like many high schools, CHAMPS has struggled to help all students achieve proficiency in math. In 2013, 22.8% of CHAMPS students scored proficient or advanced in math on the CSTs, compared to 63.1% in ELA. We know we can do better in Math.

The Math department underwent a significant revamping in 2013-2014 with a change in department chair leadership. The UCLA Mathematics Diagnostic and Testing Project was implemented as an assessment tool at the beginning of the year to determine math level placement. Since students completed the testing on laptops, the norm-referenced data was available immediately for appropriate student placements into math courses. The new department chairs took advantage of the faculty’s weekly Professional Learning Community (PLC) time to engage in data analysis, creation of benchmark exams, and student interventions. Teachers were sent to Common Core training and, as needed, Advanced Placement training. Our pass rate in 2013-2014 AP Calculus was 93%. In 2014, the math department met all AYP subgroup criteria for the CAHSEE exam. (http://data1.cde.ca.gov/dataquest/Acnt2014/2014APRSchAYPReport.aspx?allcds=19647330108878&df=2.) The purchase of Common Core aligned math textbooks coupled with department inservices on giving task performance assessments has helped prepare CHAMPS students and faculty to meet the challenge of the new Common Core curriculum.

Moving forward, all departments will work together to create pacing guides and ensure that the pacing guides are aligned vertically and horizontally. All teachers will be able to create thematic units of instruction that can scaffold within a department and create cross-curricular opportunity within grade-level teams. Student achievement data and differences in pacing guides within the same department
indicate the need for collaboration in using backwards mapping to create pacing guides within all departments and at each grade level.

**Attendance/Chronic Tardiness**
While our overall ADA has consistently exceeded 95%, we would like to see an average ADA of 97%. We believe strongly in the correlation between consistent and timely attendance and student performance and commitment to their education. Students with lower attendance and chronic tardiness have indeed been far more likely to receive grades of D or F at CHAMPS. A higher ADA will also impact our financial bottom line.

The number of students coming to school tardy has remained high the past two years; the 2012-13 truancy rate was 36.80%. (Per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant.") While this is lower than LAUSD’s truancy rate of 46.53%, we would like to see it lowered by a significant margin. A high volume of tardy students disrupts academic learning environment and contributes to low student achievement. We are working to reduce the number of students coming to school tardy and throughout the day to under 5% each month. Using a new Student Information System, Q SIS, we will better be able to track student attendance and identify chronically absent and chronically tardy students. Students who have six unexcused absences will meet with the Student Attendance Review Team (SART) (comprised of one our Assistant Principals, the Director of Attendance, Intervention Coordinator, and the Director of Student Services) to understand any underlying causes of absenteeism and jointly develop a plan for improvement. Students with more than 10 unexcused absences will potentially lose credits; these students will be given additional supports as determined by the SART. The SART has ongoing meetings with students, parents, and/or guardians who have ongoing issues with attendance, we coordinate communications to families, strategize approaches to solve issues as a team in ongoing and regular meetings, and we coordinate services within school and within the community.

**Suspension/Student Discipline**
CHAMPS’ suspension and expulsion rates are fairly consistent with District rates and lower than state rates, with 3.7% suspensions (35 students) and zero expulsions.

In direct alignment with the District’s new policies on student behavior and implementation of a Restorative Justice model, we believe suspension and expulsion should be used as a last resort in dealing with problematic behavior. CHAMPS has put into place a Positive Behavior Support and Intervention program school-wide. Semester ESLRs awards, monthly recognition for good citizenship, attendance, and positive behavior logs are sent to parents/guardians. Teachers new to CHAMPS are introduced to our Positive Behavior Support and Intervention program during professional development prior to the start to the school year. As we continue to employ proven strategies in managing disruptive behaviors and fostering positive behaviors, we hope to lower our suspension rates. (See also, Element 10.)

**Technology Integration**
In response to a schoolwide review as a part of the WASC accreditation process in 2012-13, along with the need to ensure our students are ready to complete online standardized testing, CHAMPS has made a
concerted effort to leverage technology in the classrooms. Through recent investments to bolster technology available, CHAMPS now has:

- SMART board or PolyVision Board, LCD projector, and at least one computer in every classroom.
- Three mobile laptop carts with 40 laptops in each cart. Teachers integrate subject specific content creation into his/her lessons on a regular basis. Laptops are also used for testing purposes.
- Internet access in all classrooms, and Wi-Fi access for faculty use in the Phoenix building.
- A drop in computer lab with 6 Macs and a laser printer. Students use this lab primarily for research, word processing, and printing of assignments.
- Two designated lab classrooms in the Media Arts academy. Labs include twenty-five iMacs in each lab, a color printer, 20 digital video cameras, 20 digital still cameras, two professional video cameras, with dollies, a video mixer, sound board, microphones, headphones, green screen, teleprompter, physical production studio with backgrounds and powerful lights. Software includes the Adobe Design Premium CS5, Apple's Final Cut Studio. Students use these labs for school projects and artistic expression.
- The Robotics academy has its own lab of VEX Robotics parts. Students learn how to build and program the computers.

CHAMPS future technology goals include:

- installing a school-wide network server with firewall
- upgrading data services
- upgrading and increasing computer labs and student access to those labs
- retiring older and obsolete computers and replacing with more current technology
- updating software systems through a networked environment
- offering online curriculum for credit recovery (e.g., APEX).

In 2014, a technology consulting firm was hired to help us enhance our technology infrastructure, including upgrading the school’s wifi systems, migrating to new email and document storage systems, and revamping the technology plan. A technician on staff now oversees the school’s technology needs. These efforts have led to tremendous gains in efficiency in a short period of time.

Teachers have received extensive training on how to use the SMART Boards/PolyVision Boards advantageously, and they share best practices with one another during Tuesday PLCs. Teachers also have received training on how to administer the new California Assessment of Student Profess and Performance (CAASPP) assessment system, in addition to creating their own benchmark exams in DataDirector. Over the past two years, teacher professional development has focused heavily on the use of data to inform instruction, including personalized and targeted differentiation and interventions for students in need. As we continue to expand and upgrade our tech-based operational and instructional resources, we will ensure that all staff have appropriate training and support in leveraging these tools.

2. **SURROUNDING SCHOOLS**

As noted above, CHAMPS is located in Van Nuys, which is served by two large traditional high schools, Fulton College Prep and Van Nuys Senior High. No other charter high schools exist in our immediate area.
### SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

**Address:** 6842 Van Nuys Boulevard, Van Nuys, CA 91405

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2012-13</th>
<th>% Students Eligible for Free or Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Black</th>
<th>% Latino</th>
<th>% Asian/White</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>School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Fulton College Preparatory (6-12)</td>
<td>1,949</td>
<td>73%</td>
<td>15%</td>
<td>26%</td>
<td>3%</td>
<td>90%</td>
<td>5% A 2% W</td>
<td>657</td>
<td>Yes</td>
<td>No</td>
<td>648</td>
<td>2</td>
<td>2</td>
<td>Watch</td>
</tr>
<tr>
<td>Van Nuys Senior High (9-12)</td>
<td>2,776</td>
<td>100%</td>
<td>11%</td>
<td>16%</td>
<td>5%</td>
<td>62%</td>
<td>14% A 11% W</td>
<td>767</td>
<td>Yes</td>
<td>No</td>
<td>758</td>
<td>6</td>
<td>7</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHAMPS (9-12)</td>
<td>912</td>
<td>40%</td>
<td>9%</td>
<td>1%</td>
<td>9%</td>
<td>27%</td>
<td>1% A 53% W</td>
<td>793</td>
<td>No</td>
<td>No</td>
<td>n/a</td>
<td>7</td>
<td>3</td>
<td>Achieving</td>
</tr>
</tbody>
</table>


### C. STUDENT POPULATION TO BE SERVED

#### 1. TARGET POPULATION

CHAMPS serves up to 1,000 students in grades 9-12, targeting those who have an expressed interest in the arts and/or technology as it is applied to the arts. Our site-based program includes approximately 950 students, with up to 50 students in grades 9-12 in Independent Study. In 2013-14, CHAMPS enrollment was 956 students: 52% White, 28% Latino, 7% African American and 2% Asian; 42% qualified for Free or Reduced Price Lunch and 3% were English Learners (many different languages), with another 23% Recently Redesignated Fluent-Proficient. (Ed-Data and DataQuest).
CHAMPS students come from 43 different zip codes. Approximately 25% of the students live in the CHAMPS attendance area. CHAMPS functions as a primary feeder high school for the award winning performing arts program, Millikan Middle School, located in Sherman Oaks.

2. **Enrollment Plan**

CHAMPS is authorized to serve up to 1,000 students in grades 9-12, with 950 students in a site-based program (approximately 237 per grade) and up to 50 students in an Independent Study program. We do not anticipate any changes in our enrollment plan at this time.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Site-Based</td>
<td>950</td>
<td>950</td>
<td>950</td>
<td>950</td>
<td>950</td>
</tr>
<tr>
<td>Independent Study</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
</tbody>
</table>
**D. GOALS AND PHILOSOPHY**

1. **MISSION AND VISION**

The mission of CHAMPS Charter High School of the Arts – Multimedia and Performing is to engage students in a rigorous education that empowers them to reach their highest potential and inspires a love of learning. All CHAMPS students will be CHAMPions of academic excellence, and exceed proficiency in the areas of English Literature, History, Math, Science, Foreign Language, and Performing Arts/Technology.

Our vision is to create champions of social responsibility. We aim to cultivate energized citizens prepared to lead their communities by example toward a peaceful and healthy environment. Through a culture based on high expectations and rigor, CHAMPS students will be creative thinkers able to evaluate, organize, and produce solutions in a complex technological and artistic world with practical and theoretical foundations. Our vision is for all students to be champions of lifelong learning, where students possess the critical thinking strategies necessary to adapt to a rapidly evolving world. Based on the belief that infusing the arts into an engaging, coherent, relevant and rigorous curriculum provides students the important academic, social and technical skills and attitudes necessary to achieve in the 21st century, our program will focus on heightening a sense of civic responsibility while training well-rounded students equipped to excel in the creative industry that thrives in Southern California.

**Expected Schoolwide Learning Results (ESLRs):**

Every student who graduates from Charter High School of the Arts – Multimedia and Performing will be...

1. Champion of Academic Excellence: Proficient or above in the areas of English Literature, History, Mathematics, Science, Foreign Language and Performing Arts/Technology;

2. Champion of Social Responsibility: Energized citizens prepared to lead their communities by example toward a peaceful and healthy environment;

3. Champion of Self-Expression: Creative thinkers able to evaluate, organize, and produce solutions in a complex technological and artistic world with practical and theoretical foundations; and

4. Champion of Life Long Learning: Skilled in critical thinking strategies necessary to adapt to a rapidly evolving world.

...Through the Arts.

CHAMPS is a place where students strive for personal academic excellence while becoming life-long learners.

3. **AN “EDUCATED PERSON” IN THE 21ST CENTURY**

“Education, in turn is the process of learning to create ourselves, and it is what the arts, both as a process and as the result of that process, promote. Work in the arts is not only a way of creating
performances and products: it is a way of creating our lives by expanding our consciousness, shaping our dispositions, satisfying our quest for meaning, establishing contact with others, and sharing a culture.”


We believe that cultivating an educated person in the 21st century requires not only a rich standards-based, college-preparatory curriculum, but also opportunities to develop the “super skills” for 21st century success: communication, collaboration, critical thinking, and creativity (Partnership for 21st Century Skills). 21st century learners at CHAMPS experience learning in and through the arts and technology. As the acclaimed journalist and author Thomas Friedman discussed in The World is Flat, a relevant education for today’s global economy instills curiosity, a love of learning, discernment, creativity, and interdisciplinary thinking. The report Champions of Change: The Impact of the Arts on Learning echoes this viewpoint. Learning through the arts develops "habits of mind" that are accompanied by an array of personal dispositions such as risk-taking, task persistence, ownership of learning, and positive perceptions of academic accomplishment in school.3

In order to be truly successful for both students and our nation’s future, CHAMPS believes it is imperative that our students learn how to learn, along with teamwork and collaboration skills, technology proficiency, and problem solving skills necessary to thrive in an increasingly complex world. CHAMPS envisions an educated person in the 21st Century to possess:

• The ability to decode, construct meaning from, and communicate through the signs, symbols and artifacts of society;
• The cultural empathy and knowledge necessary to respect multiple points of view when examining ethics and philosophy, history, societal and cultural mores and values, artistic conventions, and methods of scientific inquiry;
• The ability to effectively communicate ideas using written and oral English language conventions; and
• The social and emotional skills to be an effective leader and an effective team member capable of collaboration that can effect change within and contribute meaningfully to a complex global world.

Research indicates that learning occurs best in a context that values fairness, equity, justice, honor, civility, and service to others, coupled with the personalization that can be achieved through the implementation of small learning communities.4 In an effort to counter the anonymity that students experience in a large school setting, we believe we must develop and implement the small learning community model. We believe that the small learning community at CHAMPS fosters community affiliation, personalization, and security that lead to academic achievement and social-emotional health.

4 Taking Center Stage, California Department of Education, 2001, p.122
2. **HOW LEARNING BEST OCCURS**

We believe that:

**Learning occurs best when students have opportunities to experience real-life applications of their learning and understand the relevance of what they learn.** When students engage in interdisciplinary, project-based learning as active and engaged participants, we believe they develop the Habits of Mind\(^5\) necessary for success. We believe that learning occurs when students are encouraged to explore the world around them and are encouraged to take risks. “Real-life” learning experiences enable students to capitalize on their natural curiosity and creativity, and as a result develop self-motivation and an intrinsic love for learning.

**Learning best occurs when students are expected to meet high standards for achievement and are supported in their learning with rigorous, mastery-based instruction.** Students learn best when the classroom setting emphasizes the ability of all students to do quality work and to meet the standards for their grade and subject. Instruction is active and engaging, and requires students to produce original work that they revise, polish, and perfect. We believe that true mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again, and demonstrate their knowledge. (Freire, 1972.) Teachers present content on the most important knowledge and skills represented, while students identify the criteria and rubrics that measure their mastery of the state and Common Core standards, through listening, speaking, reading and writing.

**Learning best occurs when students are given multiple and in-depth opportunities to combine technology and art to create and express ideas.** We believe that when children are given the opportunity to express their skills, talents and intelligences across a variety of contexts, they are able to realize more success and thus develop more confidence. (Gardner, 2006.) At CHAMPS, students develop a solid foundation in an arts discipline, bringing depth to the mixing of technology and art so that they can be bold and innovative in discovering themselves and the world around them. Probably the strongest sign that technology enhances creativity is that, as Richard Florida argues in *The Rise Of The Creative Class*, creativity is becoming an intrinsic part of working life. As we become a more technological society, we also become a more creative society, because many of the rote tasks that used to take up a lot of our time and effort have become automated. What’s more, technology increases our potential to engage in the types of experiences that lead to greater creativity. We expand the use of traditional arts media far beyond the commonly accepted boundaries and provide students with the technology to produce animation, analyze works of art, create graphic designs, design sets, develop choreography, computerize stage lighting and scenery, and compose, edit, mix, practice, and sequence music.

**Learning occurs best when the academic program embeds behavioral/social supports to ensure all students have the support necessary for success.** We believe students best learn when provided the structures and culture that promotes learning and social development. Behavior occurs for a reason and can be taught and changed, and research findings confirm this principle. Simonsen and colleagues (2008) conducted a systematic review of the literature and identified the following best practices for cultivating social/behavioral supports: 1) structure the classroom in ways that promote responsible student behavior; 2) overtly teach students how to behave responsibly and respectfully with a focus on

what students should do; 3) circulate throughout the classroom and actively monitor student behavior; 4) promote and respond to responsible behaviors rather than respond to misbehaviors, and 5) provide immediate, deliberate, brief, and explicit feedback about student behavior. We believe that when these supports are in place, the students are better able to learn and value fairness, equity, justice, honor, civility, service to others, and democratic principles.

Learning best occurs when teachers and staff clearly demonstrate a commitment to equal access, inclusion and differentiated instruction. We firmly believe that in order to support all students, including those with disabilities and learning challenges, we must clearly communicate our high expectations for their success, and then provide targeted support to achieve the stated goals, and meaningful opportunities for students to demonstrate their accomplishments and successes (Resnick, 2008). Students best learn when intensive individualized academic interventions and scaffolding to allow them to retain concepts and skills that are delineated in the state standards, and even more importantly, be equipped to handle the challenges of the future.

3. **Goals For Enabling Pupils To Become And Remain Self-Motivated, Competent, And Lifelong Learners**

CHAMPS aims to empower all students to reach their highest potential and become self-motivated, competent, lifelong learners.

- **Self-motivated learners**: Secondary students in particular require autonomy, mastery, and a sense of purpose. (Pink, 2010.) CHAMPS’ emphasis on an engaging arts-based program, interdisciplinary, real-world curriculum and active learning allows students to believe that they can achieve and experience the intrinsic satisfaction that comes with true mastery. Students approach learning with authentic motivation when they are provided multiple and varied opportunities to develop mastery, inspiring confidence in their own abilities and desire to serve others.

- **Competent learners**: Our teachers at CHAMPS deliver rigorous instruction and high expectations through a “backwards design” model. The idea in backward design is to teach toward the “end point” or learning goals, which typically ensures that content taught remains focused and organized (Wiggens and McTighe, 2006). As teachers review student achievement data, they ensure that students are provided ample supports to ensure they become competent learners. Students are responsible for their own actions and continuously reflect on their own learning, and understand way they learn best.

- **Life-long Learners**: As noted above, our instructional program teaches students to learn how to learn. In this way, students actively participate in their own learning, appreciating the relevance of their learning not only in their daily lives but also the world around them. Students demonstrate a desire to continuously improve their skills, knowledge, and selves with their teammates and colleagues, thereby developing a lifelong ability to continue to learn and innate commitment to acting responsibly toward others.

---


Student academic and personal progress is of the highest priority at CHAMPS.

CHAMPS Charter High School will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, CHAMPS’ stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions CHAMPS anticipates at this point in time.

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Documentation of required assessments, coursework and credentials (as per CTC) maintained and current for each teacher.</th>
</tr>
</thead>
</table>
| All core classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. | Increase teacher salaries to attract and recruit highly qualified and experienced teachers.  
Ensure verification of proper credentials and DoJ clearance prior to start of employment. | 100% 100% 100% 100% 100% 100%  |

### Access to Instructional Materials

**State Priority #1: Basic Services**

<table>
<thead>
<tr>
<th>Annual</th>
<th>Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Method for Measuring: Annual SARC</td>
</tr>
</tbody>
</table>

CHAMPS Renewal Petition 21

---

**Note:** The table above provides a snapshot of the school's goals and actions as of this petition submission. The school anticipates updating these annually as part of the collaborative process to update the Local Control and Accountability Plan (LCAP).
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All students, including statistically significant student subgroups, unduplicated students with exceptional needs (including foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in the charter petition.</td>
<td>Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by staff and stakeholder input.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**FACILITIES MAINTENANCE**

**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The school facilities will be clean and maintained in good repair with daily spot check and Site Inspection Lists with &gt;90% of items in compliance or good standing.</td>
<td>Continue risk management site inspection of campus by property and liability carrier. Correct all areas identified in need of repair or replacement.</td>
<td>Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum; classroom observations by administrators.</td>
<td>Daily spot checks and Site Inspection Lists ≥ 90% compliance/ good standing</td>
<td>Daily spot checks and Site Inspection Lists ≥ 90% compliance/ good standing</td>
<td>Daily spot checks and Site Inspection Lists ≥ 90% compliance/ good standing</td>
<td>Daily spot checks and Site Inspection Lists ≥ 90% compliance/ good standing</td>
<td>Daily spot checks and Site Inspection Lists ≥ 90% compliance/ good standing</td>
<td></td>
</tr>
</tbody>
</table>

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**

**STATE PRIORITY #2**

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

CHAMPS Renewal Petition
School will fully implement the Common Core State Standards (CCSS) in ELA and Math across all grades.

School will fully implement CCSS state-adopted Math academic content and performance standards by 2015-16 school year and ELA by the 2016-17 school year for all students, including all student subgroups, unduplicated students and students with exceptional needs, including expanding opportunities for students to engage in critical thinking tasks and differentiated instruction.

Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

School will fully implement CCSS state-adopted Math academic content and performance standards by 2015-16 school year and ELA by the 2016-17 school year for all students, including all student subgroups, unduplicated students and students with exceptional needs, including expanding opportunities for students to engage in critical thinking tasks and differentiated instruction.

Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

### PARENT INVOLVEMENT

**STATE PRIORITY #3**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: Documentation of parent meeting attendance and agendas; results of surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100% math and ELA Common Core Implementation
100% math and ELA Common Core Implementation
100% math and ELA Common Core Implementation
100% math and ELA Common Core Implementation
100% math and ELA Common Core Implementation
Parents will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure parent involvement in decision-making.

Parents will receive frequent and clear communications about school meetings and events through multiple modes of communication: website, Q parent portal, email, newsletters, annual Handbook and an annual calendar of meetings and events. All parents will be encouraged to run for elected positions on the Governance Council and School Site Council, and to attend meetings of these groups.

School will administer annual parent satisfaction survey.

<table>
<thead>
<tr>
<th>School will administer annual parent satisfaction survey.</th>
<th>At least 85% of parents will attend at least one school event each year.</th>
<th>At least 85% of parents will attend at least one school event each year.</th>
<th>At least 85% of parents will attend at least one school event each year.</th>
<th>At least 85% of parents will attend at least one school event each year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 2 parent-elected reps will serve on the Governance Council and 3 parents will be elected to the School Site Council.</td>
<td>Parent satisfaction rates, based on annual surveys, will be &gt;85%.</td>
<td>Parent satisfaction rates, based on annual surveys, will be &gt;85%.</td>
<td>Parent satisfaction rates, based on annual surveys, will be &gt;85%.</td>
<td>Parent satisfaction rates, based on annual surveys, will be &gt;85%.</td>
</tr>
</tbody>
</table>

### STATEWIDE ASSESSMENTS
#### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CAAASPP measures tbd</th>
</tr>
</thead>
</table>
All students, including all student subgroups, unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

In addition to the actions above, CHAMPS will:

- Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, DIS Counselors, Speech Pathologist, Intervention Coordinator) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.

- Acquire new student information system, Q SIS, and continue with DataDirector that supports data-driven instruction and differentiated instructional strategies.

- Provide 8 days of professional development, on-site staff meetings, and classroom-embedded professional development to support tiered intervention, in addition to regular teacher collaboration time to improve and support student achievement and college-readiness.

- Provide differentiated instruction, depth and complexity for students.

- Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, FST meetings, and other assessments and protocols.

- Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.

**ACADEMIC PERFORMANCE INDEX (API)**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish benchmark</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</td>
<td></td>
</tr>
</tbody>
</table>

School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]

STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: SARC; student transcripts and college admission records</th>
</tr>
</thead>
<tbody>
<tr>
<td>See the above Specific Annual Actions (Statewide Assessments)</td>
<td>Establish benchmarks Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target (or equivalent) based on new SBAC/CAASPP measures.</td>
<td>Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target (or equivalent) based on new SBAC/CAASPP measures.</td>
</tr>
<tr>
<td>Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target (or equivalent) based on new SBAC/CAASPP measures.</td>
<td>Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target (or equivalent) based on new SBAC/CAASPP measures.</td>
<td>Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target (or equivalent) based on new SBAC/CAASPP measures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Number of students completing A-G requirements successfully by graduation will increase each year.

Increase the number of A-G courses, (e.g. 9th grade college-preparatory science) available to students and purchase related Common-Core aligned texts/instructional materials.

Implement programs and communication strategies to ensure students and parents are aware of A-G course requirements, offerings, and timelines (summer bridge orientation for incoming 9th grade students; parent workshops throughout the school year) (See #3, above.)

Teacher committee will receive release time for training and implementation.

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CELDT or other available external assessments; ELD Folders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and as subgroup G applicable)</td>
<td>NNUAL Renewal OALS of each schoolwide students will be met A-G requirements (+2% over 2013-2014); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.</td>
<td>ENGLISH LEARNER ADEQUATE PROGRESS RATE State Priority #4: Student Achievement</td>
</tr>
<tr>
<td>75.5% of students will meet A-G requirements (+2% over 2013-2014); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.</td>
<td>79.5% of students will meet A-G requirements (+4% over year 1); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.</td>
<td>85.5% of students will meet A-G requirements (+6% over year 2); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.</td>
</tr>
<tr>
<td>85.5% of students will meet A-G requirements (+4% over year 1); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.</td>
<td>90% of students will meet A-G requirements (+5% over previous year); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.</td>
<td>85% of students will meet A-G requirements (+5% over previous year); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.</td>
</tr>
<tr>
<td>90% of students will meet A-G requirements (+5% over previous year); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.</td>
<td>100% of students will meet A-G requirements (+5% over previous year); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.</td>
<td>100% of students will meet A-G requirements (+5% over previous year); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.</td>
</tr>
</tbody>
</table>
EL students will advance at least one grade level on the CELDT/ELPAC each year.

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: CELDT or other available external assessments; LEL Folders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement the LAUSD English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide New teacher assistance and support (BTSA), specifically relating to ELs. Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction daily. Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring.</td>
<td>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year. Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year. Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year. Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</td>
<td>Bested or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs.</td>
</tr>
</tbody>
</table>
### AP EXAMINATION PASSAGE RATE [High Schools Only]

**STATE PRIORIT#4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: AP exam scores; transcripts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAMPS</strong> will realize annual increases in the numbers of students passing AP exams with a score of 3 or higher.</td>
<td>Teacher committee will release time for training and implementation. AP conference fees.</td>
<td>Meet or exceed the District’s AP test passing average and realize annual gains over previous CHAMPS AP exam scores by at least 2% annually. Benchmark % of students achieved a 3 or higher on AP exams in 2013-14.</td>
</tr>
</tbody>
</table>

### EAP COLLEGE PREPAREDNESS RATE [High Schools Only]

**STATE PRIORIT#4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: EAP exam scores; SARC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAMPS</strong> will realize annual increases in the numbers of students passing AP exams with a score of 3 or higher.</td>
<td>Teacher committee will release time for training and implementation. AP conference fees.</td>
<td>Meet or exceed the District’s AP test passing average and realize annual gains over previous CHAMPS AP exam scores by at least 2% annually. Benchmark % of students achieved a 3 or higher on AP exams in 2013-14.</td>
</tr>
</tbody>
</table>
CHAMPS will implement the EAP and similar measures (SATs, ACTs) and use results to measure students’ college-readiness and ensure students receive appropriate supports to ensure they graduate college-ready.

- Increase the number of A-G courses, (e.g. 9th grade college-preparatory science) available to students and purchase related texts/instructional materials.
- Implement programs and communication strategies to ensure students and parents are aware of A-G course requirements, offerings, and timelines (summer bridge orientation for incoming 9th grade students; parent workshops throughout the school year.) (See #3, above.)

Teacher committee will receive release time for training and implementation.

| ANNUAL GOALS | SPECIFIC ANNUAL ACTIONS | SCHOOL ATTENDANCE RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>Continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.</td>
<td>Measurable Outcomes (Identify schoolwide and subgroup goals as applicable)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: The attendance rate</td>
</tr>
<tr>
<td>CHAMPS will continue to maintain a high ADA rate.</td>
<td>&gt;95% &gt;95% &gt;95% &gt;95% &gt;95%</td>
<td></td>
</tr>
</tbody>
</table>

**CHRONIC ABSENTEEISM RATE**

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>CHRONIC ABSENTEEISM RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>See the above Specific Annual Actions (School Attendance Rates).</td>
<td>Measurable Outcomes (Identify schoolwide and subgroup goals as applicable)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Individual student attendance records</td>
</tr>
<tr>
<td>CHAMPS will continue to maintain a high ADA rate, and limit chronic absenteeism.</td>
<td>ADA &gt;95% ADA &gt;95% ADA &gt;95% ADA &gt;95% ADA &gt;95%</td>
<td></td>
</tr>
</tbody>
</table>

**DROP OUT RATE [Middle and High Schools Only]**

**STATE PRIORITY #5: STUDENT ENGAGEMENT**
<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Dropout rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAMPS will continue to prevent dropouts by ensuring all students have access to the curriculum, parents are engaged and there are significant wrap-around supports for students at-risk of dropping out.</td>
<td>Continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. The School will provide training and support for Advisory and other non-scholastic support for students. The School will support site-based student clubs.</td>
<td>The dropout rate will be equal to, or less than that of comparison schools. The dropout rate will be equal to, or less than that of comparison schools. The dropout rate will be equal to, or less than that of comparison schools. The dropout rate will be equal to, or less than that of comparison schools. The dropout rate will be equal to, or less than that of comparison schools.</td>
</tr>
</tbody>
</table>

| GRADUATION RATE [High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT | | |
|---|---|---|---|---|---|
| ANNUAL GOALS | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES Method for Measuring: Graduation rates |
| CHAMPS will continue to maintain high graduation rates with a goal of reaching 95% graduation rate. | See the above Specific Annual Actions [Dropout Rates]. See the above Specific Annual Actions (EAP College Preparedness). | Meet or exceed the graduation rates of comparison schools. Meet or exceed the graduation rates of comparison schools. Meet or exceed the graduation rates of comparison schools. Meet or exceed the graduation rates of comparison schools. Meet or exceed the graduation rates of comparison schools. |

| STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE | | |
|---|---|---|---|---|---|
| ANNUAL GOALS | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES Method for Measuring: Student suspension rate |
School will continue to maintain a low-suspension rate.

The School will update the CHAMPS website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, District staff will develop and maintain web presence for understanding and responding to bullying.

Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students.

The School will provide training and support for Advisory and other non-scholastic support for students.

The School will support site-based student clubs.

### STUDENT EXPULSION RATE

State Priority #6: School Climate

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will continue to maintain a low-suspension rate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See the above Specific Annual Actions (Student Suspension Rate).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Other Local Measure(s) of School Climate]

State Priority #6: School Climate

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
</table>
School will continue to engage parents and students in decision-making and continue to provide programs and resources that support families and enhance the school community.

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Teacher Lesson Plans; SARC; WASC Accreditation Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for teachers, staff and parents on use of digital communication tools such as Q Portal. Increase the frequency of social media communication so that parents feel more connected.</td>
<td>Continue to achieve &gt;85% positive results on Annual Stakeholder Satisfactorian Surveys.</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
</tr>
<tr>
<td>Continue to achieve &gt;85% positive results on Annual Stakeholder Satisfaction Surveys.</td>
<td>Continue to achieve &gt;85% positive results on Annual Stakeholder Satisfaction Surveys.</td>
<td></td>
</tr>
<tr>
<td>Continue to achieve &gt;85% positive results on Annual Stakeholder Satisfaction Surveys.</td>
<td>Continue to achieve &gt;85% positive results on Annual Stakeholder Satisfaction Surveys.</td>
<td></td>
</tr>
<tr>
<td>Continue to achieve &gt;85% positive results on Annual Stakeholder Satisfaction Surveys.</td>
<td>Continue to achieve &gt;85% positive results on Annual Stakeholder Satisfaction Surveys.</td>
<td></td>
</tr>
<tr>
<td>Continue to achieve &gt;85% positive results on Annual Stakeholder Satisfaction Surveys.</td>
<td>Continue to achieve &gt;85% positive results on Annual Stakeholder Satisfaction Surveys.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BROAD COURSE OF STUDY</th>
<th>STATE PRIORITY #7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
<tr>
<td>All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to academic and educational enrichment programs as outlined in the school’s charter, particularly in the arts.</td>
<td>Provide differentiated instruction, depth and complexity for students. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, FST meetings, and other assessments and protocols. Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[OTHER STUDENT OUTCOMES]</th>
<th>STATE PRIORITY #8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHAMPS Renewal Petition
All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to academic and educational enrichment programs as outlined in the school’s charter, particularly in the arts and technology.

School will ensure course offerings include a wide variety of enrichment opportunities and college-preparatory arts and technology courses. 100% of students will complete a variety of enrichment courses each year with a special focus on the arts. 100% of students will complete a variety of enrichment courses each year with a special focus on the arts. 100% of students will complete a variety of enrichment courses each year with a special focus on the arts. 100% of students will complete a variety of enrichment courses each year with a special focus on the arts. 100% of students will complete a variety of enrichment courses each year with a special focus on the arts.

E. INSTRUCTIONAL DESIGN

1. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

CHAMPS provides a student-centered education within a rich setting that enables its diverse pupils to attain high academic achievement coupled with the practical skills and talents necessary to be contributing members of a global society. Our mission is to provide students with new learning tools through the arts and multimedia that effortlessly improves academic achievement. The CHAMPS faculty and instructional leaders believe that instruction should reflect the best and most current research on learning, behavior and child development.

The CHAMPS instructional philosophy derives from the premise that students learn by doing. Instruction is highly collaborative and designed to focus on relationships between curricular areas to gorge real world connections. Service learning, career/college readiness, and cross-curricular instruction characterize our research-based practices. Our “small learning communities/academies” combined with intensive intervention programs assist academically low-achieving pupils and provide students the opportunity to develop mastery in an area of expertise.

There are many compelling outcomes based on research that we aim to achieve in our students. Among them are:

• Increased self-efficacy. James Catterall and Kylie Peppler discuss the impact that the arts have on general self-efficacy. They conclude that mastering an art form develops not only a

---

7 The following sections of this renewal petition focus on CHAMPS’ site based program. Details about our small Independent Study program are included in Section __. 

CHAMPS Renewal Petition 34
positive view of one’s capabilities and achievements, but also the critical and reflective “habits of mind” necessary for success in college and life. (Catterall and Peppler, 2007).

- **Enhanced 21st century skills.** The Arts impart skills students need to succeed in the new world economy: team problem solving, risk taking, standards of excellence that are demonstrated regularly in performance-based settings, out-of-the-box thinking and creative application. In her analysis of the practices of teens engaged in creative digital production, researcher Brigid Barron concludes that “makers” scored consistently and significantly higher in constructive, critical, and social dispositions such as the belief that they can come up with interesting new ideas or that they have gained new perspectives on social issues.⁸

- **Reading, writing and math skills supported and enhanced by study in the Arts.** A study conducted by Americans for the Arts demonstrated that students who participate in the arts, both before and after school show improved academic performance and lower dropout rates.⁹ Furthermore, data from The College Board show that in 2013, students who took four years of music and art classes scored an average of 95 points better on their SATs than students who took only one-half years or less (scores of 1061 vs. 966, respectively).¹⁰

- **Civic engagement.** The Arts are a source of civic pride and build bridges between cultures. As referenced in a report commissioned by the Wallace Foundation, “New Opportunities for Interest-Driven Arts Learning in a Digital Age,” youths become active partners in civic engagement when they are provided the opportunity to learn a set of skills and gain a community that supports their work.¹¹

- **Economic development.** Nearly ten percent of California’s gross state product derives from creative workers and 44% of the state’s creative economy workers do work in the L.A. region.¹² According to the Public Policy Institute of California, the State of California is not educating a sufficient supply of workers to fulfill the need in an economy that is shifting toward higher-skill jobs. In fact, “education of a creative workforce is also a great social-economic equalizer, because through the development of their innate creativity, young people of modest and immigrant backgrounds can advance themselves and their families.” (Otis School of Education, 2013).

In addition, a growing body of research confirms that “learning is deepest when learners have the capacity to represent what they have learned, and the multiple disciplines of the arts all provide modes of representation.” (Champions of Change, 1999). It is well documented that “Study in and through the arts employs a form of thinking and a way of knowing based on human judgment, invention, and imagination. The visual and performing arts are a vital part of a well-rounded educational program for

---

⁸ http://mitpress.mit.edu/books/digital-youth-network  
¹² http://www.otis.edu/creative-economy-report-reader
all students." (Visual and Performing Arts Content Standards for the State of California, 2001). Research provides compelling evidence that the arts open doors for learning that enable young people to reach for and attain higher levels of achievement. (Catterall, 2009).

The report *Champions of Change: The Impact of the Arts on Learning*, which was developed in cooperation with The Arts Education Partnership and The President’s Committee on the Arts and the Humanities and utilized research from seven teams of researchers using diverse methodologies, cites the findings on actual learning experiences involving the arts:

- The arts reach students who are not otherwise being reached.
- The arts reach students in ways that they are not otherwise being reached.
- The arts connect students to themselves and each other.
- The arts transform the environment for learning.
- The arts provide learning opportunities for the adults in the lives of young people.
- The arts provide new challenges for those students already considered successful.
- The arts connect learning experience to the world of real work.

In the *Visual and Performing Arts Framework of the State of California*, Randy Nelson of Pixar Animation Studios highlights the ways in which new media and electronic technology extend the horizons of the arts:

> The computer is an amplifier. It can only make what you bring to it larger. If you come to new media, electronic arts, without a firm grounding in the foundations of your art, you’ll miss art’s major lessons that connect you with a long history of human endeavor in that realm. . . . Teach sculpture with clay first, and once students have clay under their fingernails, once they know you have to walk around a sculpture to experience it, they can start on 3D computer modeling, where you stand still and rotate the artwork. The difference may be subtle from the outside, but those who succeed are those who have breadth to go with their depth, who bring a solid knowledge of the traditional to their amazing work mixing technology and art. 13

This body of research confirms the use of the arts as a vehicle for student learning and growth. Given this research and the overwhelming stakeholder feedback in support of an arts-infused program (see LCAP), all CHAMPS goals include a commitment to incorporate the arts across the curriculum to improve student outcomes. CHAMPS provides a world-class education to students in one of the District’s educationally impacted areas while training well-rounded students to be employable for the thriving Southern California arts and entertainment industry.

2. **Curriculum and Instruction**

The CHAMPS curriculum offers students the opportunity to fully involve themselves in both academics and skills training at the highest possible levels. Throughout their course progression, students use technology to enhance their learning and expression. In the arts disciplines in particular, technology provides for expanded forms of expression in digital and electronic media. CHAMPS aims to graduate students who are equipped with the skills and knowledge necessary for success in post-secondary studies and/or the professional arts-multimedia workforce.

To continue this success, CHAMPS curriculum and instruction exceeds the academic content standards of the CA CCSS state standards and include courses and hours that meet the University of California A-G requirements. In addition to the CA CCSS, we provide rich offerings in the arts, including dance, music, visual arts, robotics, digital media, broadcast communications and theatre arts programs. Our intervention program, based on the RtI model, helps close the achievement gap and support students who are struggling to achieve.

a. **English Language Arts**

The English Language Arts curriculum aims to cultivate literacy through a cohesive, comprehensive, and progressive learning sequence. As of 2014-15, all CHAMPS ELA lessons are aligned to the new CA CCSS for ELA, ensuring the curriculum cultivates the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. Essential to this study is the systematic exploration of literature with an emphasis on the comprehension and response to the beauty and legacy of the English language. Students learn to closely read and analyze critical works of literature and an array of nonfiction text in a print and digital world. Through a balanced curriculum, students use research and technology to engage in collaborative conversations, sharing and reforming viewpoints through a variety of written and speaking applications. Students practice critical and innovative thinking, problem solving, and flexibility and adaptability. CHAMPS students are required to take four years of course work in the ELA department.

Connected to these purposes is the interdisciplinary expectation that the development of each student’s literacy skills is a shared responsibility—English language arts teachers collaborate with teachers of other academic content subjects for an integrated model of literacy across the curriculum.14 CHAMPS embraces the intent and purpose of the CA CCSS for ELA/Literacy, and the SBE’s “hope and belief that all of California’s students will develop the readiness for college, careers, and civic life by the time they graduate from high school and that they attain the following capacities of literate individuals as outlined by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO):

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

In addition, this framework recognizes that becoming broadly literate—reading and viewing for pleasure, information, and inspiration and communicating knowledgably, powerfully, and responsively—is necessary for life in today’s global society.” (CA ELA/ELD Frameworks, p. 7.)

The English Language Arts curriculum develops students’ foundation for creative and purposeful expression in language—fulfilling CHAMPS’ vision and aligning with Common Core State Standards in

---

that students will be able to identify key ideas and details, craft and structure, and integrate knowledge and ideas while reading a range of literature and increasing levels of text complexity.

The CHAMPS Language Arts courses descriptions are as follows:

**English 9AB - Core/College preparatory**

This course covers the California Common Core State Standards for English Language Arts 9th grade, and build upon students’ skills in writing, reading, comprehension, and communication skills. Students examine many aspects of English literature, including novels, plays, poetry, graphic novels, expository pieces and musical lyrics. Throughout the year students complete narrative, persuasive, literary analysis, expository, and informational, and poetry writing.

**English 9AB Honors - Core/College preparatory**

Honors English 9 requires a prerequisite of an incoming assessment. This class provides a CCSS-aligned exploration of literature, poetry and plays; both classic and modern. Rigor is infused through literary comprehension, critique, response, and analysis. The writing program includes personal, imaginative and analytical assignments as well as the formulation of claims and developing them with textual evidence and thorough and detailed explanations. The genres of biographical and autobiographical narrative and short stories, response to literature, expository and persuasive compositions are applied. Focus is given to the development of independent, critical thought and the effective communication of ideas. Special attention is given to the development of scholarly artistic expression and as such visual and dramatic arts, music, dance, and media is woven into the curriculum and enhances the understanding of literary concepts, respectful collaboration, and listening and speaking strategies.

**English 10AB - Core/College preparatory**

Focusing on various elements of the English Language Arts, English 10 student continue to strengthen critical thinking and writing skills obtained in English 9. Students read literature and identify literary archetypes and universal themes across works. Students learn to identify literary terms and the author’s use of them. Students write compositions throughout the year based on the literature read in class. Special attention is given to the development of scholarly artistic expression and as such visual and dramatic arts, music, dance, and media is woven into the curriculum and enhances the understanding of literary concepts, respectful collaboration, and listening and speaking strategies. All students will meet the Common Core State Standards.

**English 10AB Honors - Core/College preparatory**

In Honors English 10, students work towards mastery of the CCSS in ELA while reading a wide variety of literature ranging from the Ancient Greeks and Shakespeare to contemporary literature. Additionally, students write a variety of formal and informal essays about these works of literature as well as controversial issues and events in the outside world. Particular focus is placed on students mastering the grammar, syntax, and diction necessary to communicate in an educated fashion.

**English 11AB - Core/College preparatory**

English 11 is an all inclusive language arts course spanning various genres of American literature dating from the pre-colonial period through modern day. Genres explored during this course include poetry, drama and classic American literature with an emphasis on persuasive, narrative, informational/technological, and expository approaches to literature. Students develop in-depth understanding of the evolution of American literature through critical analysis, writing assignments, group and individual projects, and various forms of assessment. A clear understanding of historical
connections to literature guides students in the area of reading comprehension, and provides them with solid footing in their ability to analyze and critically discuss American literature. Throughout this course students are introduced to new vocabulary terms to advance their use of vocabulary in written and oral communication as well as aid them in their preparation for the SATs.

Honors English 11AB - Core/College preparatory
Honors English 11 is a comprehensive examination of U.S. literature from the Pre-Colonial period to the present. The curriculum stresses the development of in-depth critical thought, well-written essays, and complex analysis of author intent and technique. Continual and frequent assessment in the areas of oral and written communication, individual and group work, and comprehension of the developing progression seen in the history of American literature takes place during our exploration of the persuasive, expository, narrative, informational, and technological approaches covered during the school year.

AP English Language and Composition - Core/College preparatory
Through an examination of audience and purpose in the writings and artistic work from the Colonial Period to the Present, students become what the College Board identifies as "skilled readers of prose written in a variety of rhetorical contexts...[and] skilled writers who compose for a variety of purposes."

Whether it be expository, analytical, or argumentative writing, the collection of compositions students create are based not only on the texts, films, audio recordings, and additional media provided, but also on the personal experience and observation necessary to cultivate the same sense of audience and intention that defines the work that serves as the basis for the course curriculum.

English 12AB - Core/College preparatory
English 12 is an extensive examination of World Literature: novels, plays, short stories, and poems. The curriculum stresses the development of critical thinking and writing, with a focus on analysis of authorial intent and technique. Frequent assessment, oral and written, individual and group, reinforces our study and practice of the persuasive, expository, narrative, informational, and technological writing approaches.

Honors English 12AB - Core/College preparatory
In Honors English 12, we embark on a comprehensive exploration of World Literature in all of its forms. The curriculum stresses further development of in-depth critical thinking and writing, with a focus on complex analysis of authorial intent and technique. Frequent assessment, oral and written, individual and group, reinforces our examination of the persuasive, expository, narrative, informational, and technological approaches. Particular attention is paid to the process and craft of writing, honing and enhancing technical proficiency, while at the same time cultivating each student's unique, distinctive voice.

AP English Literature and Composition – Core/College preparatory
This class delves into many of the greatest works of literature ever penned, including classic works by the Ancient Greeks, Shakespeare, Moliere, and the great Victorian poets up through the soon-to-be classic writings of contemporary authors such as Billy Collins, Sapphire, and Luis Alfara. This class focuses heavily on the writing skills and the understanding of literary elements such as tone, diction, syntax, and figures of speech that are necessary for students to earn a passing score on the AP English Literature Test. In addition to the passing score, a passion for reading and writing becomes even more intense and crystallized.
Creative Writing – Core/College preparatory
Creative Writing at CHAMPS Charter High School introduces students to the appreciation and practice of the written word. While this course exposes students to an eclectic array of styles and techniques, its primary focus is the development of a creative and effectively expressive writing practice. Students develop various facets of writing (plot, tone, character, voice...) and integrate them into their own creative work. Creative Writing at CHAMPS is a focus on communication of the written word, both orally and through the printed medium.

Advanced Creative Writing – Core/College preparatory
While this course continues to expose students to an eclectic array of writing styles and techniques, its focus ultimately becomes participation in the creation and editing of the nationally recognized and award-winning The Fish on the Door, a spring semester literary journal designed for school-wide distribution and featuring a variety of literary forms including poetry, short fiction, and original essays. Through an exploration of various approaches and demonstrations of exceptional writing by equally exceptional artists, students discover their own original voices and use them in the creation of pieces featured in the student-edited literary publication.

Journalism – Core/College preparatory
Journalism is a yearlong course that focuses on print, broadcast, and online media production. Students learn the process of editorial production, which includes researching, interviewing, writing, and editing. Students also determine the newsworthiness of stories and mainstream media’s ethical role in contemporary society.

A-G Speech and Rhetoric – Core/College preparatory
This course is designed to create confident, competent, collaborative communicators through speaking experiences, performance studies, and group projects. It also enhances critical thinking through media literacy. Students learn the essential elements of public speaking including speech preparation, topic selection and purpose, understanding and analyzing audience, and using supporting materials to enhance public speaking. The class focuses on clarity, economy, grace, context, presentation, ethics, and managing apprehension and nervousness in speaking. All students set goals including determining ways to gain experience and prepare and practice public speaking. Students are introduced to various elements of interpersonal, intrapersonal, person to group, and mass communication, including multicultural communication, group and organizational communication and media literacy employing “The Five Key Questions of Media Literacy.”

Introduction to Screenwriting Core/College Preparatory
Introduction to Screenwriting at CHAMPS gives students a foundation in the principles and techniques of writing for Film and Television. Areas of focus include story structure, character development, tone, genre, and attention to audience. Equal consideration is given to both the technical and creative aspects of the medium. Using industry standard Final Draft software, students will develop and produce finished works at a level that is both effective and reflective of individual voice.

b. English Language Development (ELD)

While CHAMPS has a relatively small EL population (<3%), our EL population includes students with many different home languages, including: Spanish, Armenian, Hebrew, Farsi, Russian, Tagalog, and
Ukrainian) CHAMPS ELD program will implement both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). CHAMPS ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type. (ELA/ELD Framework p. 9-10.)

We facilitate the English development and mastery of our English learners through direct instruction, collaboration with content teachers and communication with parents. English Learners will gain progress in each of the following: Listening, Speaking, Reading, and Writing. We manage students’ progress by reviewing grades, communicating with teachers, and sending updates to parents and family members. The EL coordinator monitors EL progress through formal and informal assessments. CHAMPS follows the LAUSD EL Master Plan. (See Section below.)

*Language Arts Support (LAS) Non-Core/Non-College Prep*

This is a multi-leveled class of students with varying English proficiencies. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. Led by CHAMPS’ EL Coordinator, the course uses the textbook *Text Connection* as its foundation, with the structure and direction of the class differentiated significantly based on individual students’ needs.

c. **Mathematics**

The Mathematics curriculum at CHAMPS develops the “habits of mind” that foster mastery of mathematics content as well as understanding as students learn content in the context of real-world situations, using mathematics to solve a range of problems – our program and instructional methodologies will be directly aligned with the new CA CCSS in Mathematics (CCSSM), guided by the 2013 CA Mathematics Frameworks. Throughout the progression of mathematics courses, students acquire the necessary knowledge and skills to prepare them for college and careers and productive citizenship. CHAMPS students are required to take three years of course work (four years recommended) in the Math department.

CHAMPS mathematics instruction aligns itself with the shift in mathematics based on the Common Core State Standards. Our courses will have a greater focus on fewer subjects, coherence, linking topics across grades, and rigor. Students will be asked to justify their answers appropriate to the students’
mathematical maturity. At CHAMPS we stress strong foundational conceptual understanding, a high
degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve
problems inside and outside the classroom. With this foundational understanding, students apply their
learning to real world situations, such as modeling mathematical and engineering concepts and skills to
set design, lighting design, sound amplification and animation. Students also experience a high degree of
coherence that arises from vertical mathematical connections that reflect a progression of increasing
knowledge, skill, and sophistication across the grades. As CHAMPS students learn mathematics in the
categories of Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and
Probability, the curriculum ensures that conceptual understanding, procedural skill and fluency, and
application be approached with equal intensity and rigor.

CHAMPS students are placed in courses based on placement and diagnostic tests given after admission
and before the start of the school year. Incoming ninth grade students who have not mastered Algebra 1
are placed into an Introduction to Algebra class. Students who demonstrate mastery in the Algebra 1
standards begin their coursework with Algebra 2. All students must enroll in Algebra I and Geometry,
and all students in grade nine must be enrolled in Introduction to Algebra or above.

The CHAMPS Mathematics Program includes the following CCSSM-aligned courses, which are designed
to make mathematics content robust, linked across the grades, and relevant to the real world, so that
CHAMPS students acquire the knowledge and skills they need for success in college and careers:

*Introduction to Algebra - Core/college preparatory*
In this course, students gain the knowledge required to graph and solve systems of equations and
systems of inequalities. In order to build up to this level of algebraic concepts, we spend the year
building upon pre-algebra concepts such as operations using integers and rational numbers, solving
multi-step equations, graphing linear equations as well as finding and writing an equations to represent
a line.

*Algebra 1AB - Core/College preparatory*
Algebra 1AB is the foundation for high school mathematics courses, requiring satisfactory completion of
a math placement exam. It bridges the concrete to the abstract in practical mathematical applications. A
strong foundation in working with fractions, decimals, percentages, and arithmetic operations is
necessary for successful completion of this course. Students learn exponents, polynomials, factoring,
various relations and functions, rational and radical expressions and equations, and quadratic equations.

*Geometry AB - Core/College preparatory*
The prerequisite of Geometry AB is either the Algebra 1 or Algebra 1A/1B series with grade of "C" or
better for all semesters or satisfactory completion of math placement exam. The focus of Geometry AB
is to build a strong foundation in abstract and logical thinking through the use of deductive and
inductive reasoning. A strong foundation in algebra is necessary for successful completion of this course.
Students explore the following topics: Euclidean Space and 3 dimensional solids: points, lines, planes,
angles, deductive reasoning and proof writing, congruent and similar polygons, coordinate geometry,
quadrilaterals, inequalities, right triangles, circles, constructions, and areas of volumes and solids.

*Algebra 2AB - Core/College preparatory*
The prerequisite of Algebra 2AB is Geometry AB with grade of "C" or better for both semesters.
Students gain experience in several content areas, including rational numbers and expressions, systems
of equations, matrices and determinants, logarithmic and exponential functions, sequences and series, probability and statistics, and the complex number system.

**Pre-Calculus – Core/Non-College preparatory**
The prerequisite of Pre-Calculus is Algebra 2AB with grade of "C" or better for both semesters. Students gain a thorough understanding of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students are introduced to basic linear algebra concepts such as working with determinants to find the inverse of a square matrix, and applications of determinants and matrices. Students are introduced to polar graphs and equations, parametric graphs and equations, and limits.

**AP Calculus AB – Core/College preparatory**
The prerequisite of AP Calculus is Pre-Calculus with grade of "C" or better for both semesters. This course is designed to provide an understanding of the topics covered in a first semester college calculus course. A good understanding of polynomial, logarithmic, exponential, and the six basic trigonometric functions are essential. The course of study is broadly divided into four topics: limits, continuity, derivatives, integrals, and applications. Active participation is integral to success in this course.

d. **History-Social Science**

The CHAMPS’ history curriculum is rooted in the California History-Social Science Standards, the California History-Social Science Framework and incorporate the CA CCSS. Our curriculum shares the same three goals as the Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. To this end, the mission of the CHAMPS History-Social Studies department is to provide students with an understanding of our history as well as how our society and the world work. Students become active, caring citizens who have the historical knowledge and contemporary consciousness to make informed decisions.

The curriculum not only supports student acquisition of core knowledge of the world’s eras and civilizations, but also develops the critical thinking skills that historians and social scientists employ to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas. While the curriculum emphasizes Western civilizations, it also guides students to analyze the changing political relationships within and among other countries and regions of the world, both throughout history and within the context of contemporary global interdependence. Ultimately, our aim is that CHAMPS students learn the lessons of history and apply these to social justice and humanitarian work.

CHAMPS students are required to take three years of course work (four years recommended) in the Social Studies department: World History (freshman or sophomore year), United States History (junior year), and American Government and Economics (senior year). Each history course addresses the California content standards for History / Social Studies and incorporates the Standards for Reading and Writing in History/Social Studies, as outlined in the California CCSS, Career and College Readiness Anchor Standards.

**Modern World History AB - Core/College preparatory**
This course is designed to engage students in learning about the historical origins of the political, social, and economic foundations of the modern world. Students analyze the development of modern political thought from its origins in ancient times to the events and people shaping our world today. Some of the topics covered in this course include: Ancient Greece, the Roman Republic, the spread of Western
religions, the French Revolution, the American Revolution, the Latin American Revolutions, the Industrial Revolution, the Age of Nationalism, World War I, World War II, and the Cold War.

**World History Advanced - Core/College preparatory**
Honors World History requires a prerequisite of an incoming assessment. This is an accelerated course that fulfills the requirements for World History. Students examine themes and topics in world history beginning with the origins of western political thought up until the major events of our current decade. This class examines topics and themes including, but not limited to, the Industrial Revolution, the Age of nationalism, global imperialism, World Wars I and II, the Rise of Communism, the Cold War era, the post-Cold War era, as well as nation building efforts of this century. In addition, students pay particular attention to the ways in which these global changes have impacted the world around us.

**US History 20th Century AB - Core/College preparatory**
This course is a survey of the critical, political, social, and economic developments in American History from “The Discovery” to the Election of 1992. Students use primary and secondary sources to analyze and critique the developments of American history and culture. Students trace the evolution of how the events of the past have shaped the United States. Led by the overarching question, “How does history help us define the American identity” students study the various themes and time periods in American history in order to develop a better understanding of the development and growth of America.

**AP United States. History - Core/College preparatory**
This course is a survey of the critical, political, social, and economic developments in American History from “The Discovery” to the Election of 1992. The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**Government and Economics - Core/College preparatory**
This course introduces students to American government and politics. Students analyze the structures of institutions that make up the American system of government such as the fundamental characteristics and how the U.S. Constitution effects the organization of government: the historical perspective and influences of the Founding Fathers and the framers of the constitution; political behavior as it is expressed individually and collectively within our communities; and how and why the three branches of government are organized and the role they have in the policymaking process in the United States.

**Honors American Government and Economics - Core/College preparatory**
Honors Government is an accelerated course that analyzes and reviews the United States Government, its functions and purpose. Students pursue a deeper understanding of the institutions of American Government through comparisons of different systems of government in the world today. Students analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. In particular, students analyze the relationship among federal, state, and local governments, analyzing key historical documents such as the Federalist Papers. This class prepares students to take on the responsibilities associated with being an active American citizen, including voting, participating in community activities, and assuming
the critical responsibilities of American citizenship. Students demonstrate understanding through research papers, in-depth debates, and current event analysis.

*AP Micro Economics-Core/College preparatory (semester course)*

Explore the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within an economic system. Learn about the nature and functions of product markets and factor markets and about the role of government in promoting greater efficiency and equity in the economy. The course teaches students how to generate, interpret, label, and analyze graphs, charts, and data to describe and explain economic concepts.

*AP Government and Politics United States -Core/College preparatory (semester course)*

Study constitutional underpinnings, civil liberties and civil rights, political culture and socialization, citizen participation and influence, political institutions and policy making that are the foundation of modern U.S. government and politics. Interpret classic and contemporary political writings and apply pertinent Supreme Court rulings to enduring social and political issues in this country.

*AP Psychology –Core/College-preparatory*

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and the phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

**e. Science**

Drawing from the recommendations of the Next Generation Science Standards, the Science curricula develops student exploration of recurring concepts and connections made within the various Disciplinary Core Ideas (DCIs) of Life Sciences, Earth and Space Sciences, and Physical Sciences. Throughout the DCIs, students develop critical thinking skills, as well as creativity in scientific thought. In their study of science at CHAMPS, students explore concepts through lab investigations, simulations, and mathematical problem solving. Students survey relevant controversies and ethical issues, and design their own inquiry-based hands-on field studies. Students also practice lab procedures and develop sound reasoning and thoughtful questioning. Science Fairs and showcases encourage students to communicate their research findings.

Students are expected to complete two years of science, and are offered choices in their coursework so that they can pursue their interests. For example, Performing and Visual Arts students study Physiology and Anatomy, gaining understanding of how body mechanics impact dance technique or instrument tone. The wide variety of CHAMPS science courses is described below.

*Biology 1AB and Honors Biology - Core/College preparatory*

This course is designed to give the students a general understanding of the biological processes. This class focuses on cell biology, genetics, evolution, ecology, and physiology to develop an understanding of the complexity of living organisms. Understanding how to scientifically problem solve and use higher levels of thinking is intertwined in the curriculum throughout the year.
Chemistry AB - Core/College preparatory
This course explores the chemical and physical properties of matter. It uses measurement, calculation and analytical thinking to create a better understanding of the chemical and physical laws that govern the organization and behavior of matter. Students classify matter; comprehend atomic structure and electron arrangement; understand periodic law and chemical bonding; use chemical formulas and balance chemical equations; solve Stoichiometry problems; compare and contrast the phases of matter; characterize the properties of acids and bases; explain reaction energy and chemical equilibrium; balance oxidation-reduction reactions; describe the functional groups of organic molecules; and explore nuclear chemistry. In addition, students perform a wide range of qualitative and quantitative laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph, and interpret data from laboratory investigations.

AP Biology – Core/College preparatory
AP Biology is a rigorous class taught at the college level and is the equivalent of the first year of biology offered at major universities throughout the country. Students use college level textbooks, complete college level units, and explore the complex world of biology by performing college level labs. Based on the AP College Board curriculum framework, students come to understand the four “Big Ideas” in biological concepts. These ideas cover how evolution drives the diversity of life; biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain homeostasis; living systems store, retrieve, transmit and respond to information essential to life processes; and biological systems interact and these systems and their interactions possess complex properties.

Human Anatomy and Physiology – Non-Core/College preparatory
Anatomy and Physiology is a life science course designed to help students understand the complex structures (anatomy) and functions (physiology) of the human body. Students use basic biological principles to gain insight into the workings of each organ and organ system and the interrelationships and inter-dependencies among the various systems.

Physics AB – Core/College preparatory
The science of physics focuses on the laws of nature that help to explain real world phenomenon. Although this course has a conceptual focus, throughout the year students use measurement, observation, and the language of mathematics to better their understanding of how those laws govern the physical world. Among other things, students calculate speed, velocity, and acceleration; apply Newton’s Laws of Motion; demonstrate the effects of force on the motion of an object; identify evidence for the work-energy theorem; describe examples of kinetic and potential energy along with their transformations; use conservation of energy and momentum to solve problems; identify the characteristics and behaviors of sound and electromagnetic waves; and recognize the relationships between electricity and magnetism. In addition, students conduct field and laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph and interpret data from laboratory investigations.

AP Environmental Science - Core/College preparatory
Students identify and analyze environmental problems, to evaluate the ecological and human health risks associated with these problems, and to critically examine various solutions for resolving or preventing them. The course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The curriculum draws upon various scientific disciplines and includes methods for analyzing and interpreting information and experimental data, including mathematical calculations.
f. **Academy Courses**

Beyond the foregoing four core subjects, CHAMPS students select one of eight Academies: Broadcast Communications, Dance, Digital Arts and Design, Drama, Film, Liberal Arts, Music, and Robotics and Engineering. Courses in each Academy are standards-aligned (e.g., the California Visual and Performing Arts Standards), and rigorous. Students in an academy take a specific sequence of electives to graduate from that academy. Liberal Arts students have access to a wide variety of electives.

CHAMPS believes that all people have an abiding need for expression. We use the discipline associated with the arts to help students understand themselves and others. The various visual and performing arts disciplines provide forms for examining the cultures and artistic contributions of our nation and others around the world. As students study and create in the arts, they use the potential of the human mind to its full and unique capacity.

(1) **Visual Arts**

Using the CA Visual and Performing Arts Standards as a base, CHAMPS’ arts programs ground students in the discipline, detail and focus of the art form, whether it be Multimedia (i.e., visual art, film, media) or Performing (i.e., dance, music, drama). Students explore their own creative processes in individual fields including Production, Set Design/Costuming and Technical Theatre. Many CHAMPS graduates go on to attend arts colleges and professional schools and conservatories, so they are prepared for careers in the arts and teaching.

While we aim to integrate the arts across the content areas, the CHAMPS Visual and Performing Arts curriculum requires a foundation in comprehensive, sequential learning across the arts disciplines, each including its own skills, knowledge, and techniques. Instruction in the arts occurs through a hands-on orientation (i.e., students should be continually involved in the work, practice, and study required for effective and creative engagement in all disciplines). The curriculum stresses the artistic process over the final product and strives to foster an appreciation for the creative endeavor and the willingness to take risks, the inherent discipline and rewards of the creative process, cultural relevance, and a sense of art history, and a sense of one’s own infinite creative possibility. CHAMPS currently offers the following visual arts, new media, and performing arts courses.

**Drawing and Painting AB – Core/College preparatory**

The purpose of this class is to promote an interest in art and to encourage students to continue their education in the visual arts. Students cultivate cultural awareness, are exposed to art skills, development of self-confidence and inner discipline, nurturing of art appreciation throughout history, and the promotion of aesthetic sensitivity that is vital for a full and meaningful life.

**Advanced Drawing and Painting – Core/Non-College preparatory**

This is an upper level course requires one prerequisite year of Visual Arts and is offered for serious art students who would like to pursue greater artistic challenges through the practice of art making, problem solving, and compositional organization. Conceptual challenges are combined with exploration of varied media through traditional and experimental drawing and painting projects as students review drawing and painting techniques and design principles. Students work with still life, figure, and the conceptual with emphasis on the development of individual techniques and continuity of style.
(2) Digital Media and Film

Digital Media Arts 1AB –
Non-Core/Non-College preparatory

Required for all students entering the Digital Media Academy (DMA). This engaging course introduces students to the foundational skills involved in visual communication and needed for a career in the growing fields of photography, photo editing and retouching, and graphic, web, video, and motion design. Students are introduced to the elements of art and principles of design through photography, and digital image creation and manipulation, using Canon DSLR cameras, iPhoto, and Adobe Photoshop. They develop their digital workflow and the modern artistic skills needed to succeed in this course, and also help with their core academic assignments and personal projects. Students also review word processing, and presentation skills.

DMA 1: Foundations of Photography, Graphic Design, and Short Film –
Core/College preparatory

The first course in the Digital Media Academy (DMA), this exciting course builds a foundation in the visual communication and storytelling skills needed for a career in the growing fields of photography, photo editing and retouching, and graphic, web, video, and motion design. Students practice using the elements of art and principles of design through photography, digital image editing and compositing, music video and commercial production, animation, and graphic design. Students use these abilities to complete projects for their other core academic courses and for personal projects. We also review academic word processing and presentation skills.

DMA 2: Digital Photography, Motion, and Graphic Design –
Core/Non-College preparatory

The second course in the Digital Media Academy (DMA), this intermediate level course is designed for dedicated students with a serious interest in a career in the growing fields of commercial photography, and graphic, web, video, and motion design. This project-based curriculum builds on and refines the foundational visual communication skills learned in Digital Media Art 1 and Media Arts Wheel. This course begins with a review of academic MLA style word processing and presentation design. We then deepen students’ understanding and practical commercial use of the elements of art and principles of design through intermediate photography using natural and professional studio lighting, and digital image editing, head-shot retouching, and compositing using Adobe Photoshop and Camera Raw. Students expand their graphic design skills, using the color theory and typography learned in level 1 to design a logo, a business card, a billboard advertisement, and a magazine cover and ad. In addition, students learn project management, review and redesign. All projects focus on developing effective communications that can be deployed via print, the web, or video, and the course culminates by creating a web portfolio which requires students to reflect on skills learned as well as visual design career options that interest them.

DMA 3 and 4: Advanced Digital Media Production –
Core/Non-College preparatory

This course meets two periods daily and is the third and fourth course in the Digital Media Academy. This advanced course is designed for committed students with a serious interest in a career in the growing fields of commercial photography, and graphic, web, video, and motion design. This career-oriented course prepares students for the Adobe Associate Certification in Visual Communication, and introduces them to page layout using Adobe InDesign, design vector graphics in Adobe Illustrator, and
refines advanced studio and artistic photography, retouching, compositing and allow time for each student to pursue individual projects including: short film production, electronic and analog music creation, game design, and other applications. Students will design official CHAMPS promotional materials for print and web, along with Performing Arts promotional posters. This course culminates by each student refining their web portfolio to reflect their skills and accomplishments focusing on development of a digital college portfolio and/or a professional portfolio for media arts related college or career options that interest them.

Advanced Digital Cinema - Core/College Preparatory
This advanced course is designed to deepen cinematic knowledge and promote the exploration of visual storytelling. Students learn the various aspects of the pre-production, production, and post-production process through hands-on application combined with theory, history, and analysis. Students will write, produce, and edit their own individual projects for analysis and critique as well as festival submission.

Film Studies - Core/College Preparatory
Film Studies prepares students to participate in a world increasingly shaped by moving pictures. This course offers a foundation for understanding cinema—and its relation to culture, history, technology and aesthetics—Film Studies teaches students to create and analyze moving images, to produce research, and to make and appreciate art; particularly the visual story.

Media Wheel: Cinema - Non-Core/Non-College Preparatory
This course is part of a nine week rotation with Visual Arts, Digital Media, and Communications. The Digital Cinema component is designed to provide an overview of visual storytelling and instill a greater appreciation of the cinematic arts. Students learn the various aspects of the pre-production, production, and post-production process through hands-on application combined with theory and analysis.

(3) Music

The Music Department at CHAMPS Charter High School for the Arts is designed to give students a holistic education of music that both enhances their instrumental or vocal techniques, as well as their understanding of musical history and theory. To prepare them either for entrance to a university-level music program or music conservatory, or for entering the professional world of music, students study composition, theory, history, ear training and dictation, and both individual and ensemble performance techniques. Students are introduced to traditional as well as contemporary classical music, world music, jazz, and film and theatrical music through their studies. The creative ensemble course allows students to individually improve their technical skills on their instrument, as well as expand their skills as a composer, through the writing and performances of student-created pieces. Instrumental performance opportunities come through the intermediate and advanced jazz, creative ensemble, and percussion ensemble classes. Instruments are provided if needed. There is no proficiency requirement to enter an academy.

Jazz Band AB–Core/College preparatory
Jazz ensemble performs material from various periods of jazz music history. Featuring Swing, Ragtime, Blues, Latin Jazz, Smooth Jazz, Rock and Funk, students achieve an enhanced appreciation of the history and events surrounding the creation of this music through lectures and documentaries shown in class.
Students rehearse and perform pieces from these forms of music. Students also create their own compositions in these various styles.

**Percussion AB –Core/College preparatory**
This course explores the fundamentals of percussion performance. Students explore the performance techniques and literature for all instruments of the percussion family, including snare drum, timpani, the mallet keyboard (marimba, vibraphone, xylophone), Drum-Set, and various Latin and African percussion. Students explore a variety of techniques for each instrument, as well as the musical interpretation of excerpts, etudes, solos and ensemble literature.

**Choir AB –Core/College preparatory**
This course is design for beginner voice students to learn the basic skills of singing, including vocal technique and solo performance. Aspects of breathing, support, diction, and a variety of vocal literature are addressed. The course also covers sight singing, solfege, and ear training. Students learn how to sing and train their own voice. Students work on self-improvement strategies by fostering and developing greater self-awareness, confidence, and expression through performances. Students develop more appreciation for the vocal art as a cultural force in a civilized world.

**Creative Ensemble 2AB –Core/College preparatory**
In this ensemble of mixed instrumentation students compose their own music with the assistance of the teacher. The ensemble also collaborates with other departments (Drama, Dance, etc.). This class teaches students how to compose and arrange music with a new approach. This is an interactive class requiring students to begin composing within the first few lessons. Knowledge plus real experience simultaneously are the goals of this course.

**Keyboard/Music Theory 1AB –Core/College preparatory**
This course focuses on introductory piano for the music major with little or no prior keyboard study. Students develop of basic keyboard skills, music reading, and conceptual understanding pertinent to early level study. This study includes an introduction to transposition, harmonization, sight-reading, improvisation, and basic keyboard repertoire. Students study music theory including fundamentals, figured bass, analysis of small structures and music writing, placing emphasis on diatonic harmony.

**Keyboard/Music Theory 2AB –Core/College preparatory**
This course offers continued group piano study for the non-keyboard music major, who learns major and minor scales, arpeggios, chord inversions, seventh chords, modes, and pedaling. Students also explore transposition, harmonization, sight reading, improvisation, and later elementary-level repertoire. This course features continued studies in music theory including figured bass realization, an analysis of small forms, music writing, and an emphasis on diatonic harmony.

**Music Theory 3AB and Music Theory 4AB –Core/College preparatory**
This rigorous course covers advanced elements of music theory, music history, analysis, rhythmic, melodic and harmonic dictation, and ear training in an effort to bolster students’ current knowledge of music theory. Topics include (but are not limited to) scales, parallel and relative modes, chords and inversions, figured bass, modulations, basic elements of composition, harmonic progressions, cadences, and score organization. While we cover music history starting in early Greece and Rome, our detailed analysis focuses more on 20th century musicians and composers.
Vocal Technique –Core/Non-College preparatory

Students who enroll in this intensive ear training course develop their aural skills through the performance of rhythmic patterns in simple and compound meter, sight singing using solfege, conducting exercises, recognition of intervals, triads, and inversions of triads as well as rhythmic, melodic, and harmonic dictation. Students learn how to transition vocal expressions with control and ease.

(4) Dance

"Technical perfection is insufficient, it is an orphan without the true soul of a dancer." -- Sylvie Guillem

The dance curriculum prepares students for advanced study at the college or conservatory level. Dancers in the academy learn the value and power of personal discipline, innovative thinking, collaborative exploration, and how artists are true instruments for powerful artistic expression. Students examine both cultural and historical dance heritage and a faculty of professionals helps students develop motor efficiency, movement awareness, and technical expertise. Students explore and build their capacity for creative expression through movement challenge themselves and to work at a level that reflects their experiences and training. All classes include a performance component. Our teaching staff are credentialed teachers. In addition, we use collaborating teachers with intensive industry experts who assist with the program.

Our physical training is grounded in Modern Dance and Classical Ballet, with minors offered in Contemporary Jazz, Lyrical Dance and Tap. The dance faculty specializes in Graham and Horton techniques, Royal Academy of Dance ballet syllabus and the 'Vaganova' approach from the Russian School. In addition, Composition Studies and Dance Repertory are core elements of the curriculum. Specialized courses in dance include:

Ballet I AB –Core/College preparatory

Ballet I AB requires a successful audition into the Dance Academy and is a course for the dance major with beginning to basic training. Each dance student follows a rigorous approach to the study of ballet for two consecutive semesters. This class focuses on the concepts of ballet through techniques and terminology developed by the Royal Academy of Dance. Students begin to build technical foundations with increasing physical and technical demands, as well as self-discipline, and artistic expression. Students must master increased levels of strength and flexibility, as well as new skills and terminology. Embedded in this course curriculum is body conditioning as appropriate for ballet dancers, as well as a basic introduction to Dance Anatomy, and Ballet History.

Ballet/ Pointe II AB –Core/College preparatory

Ballet II AB is a course for the dance major with basic to intermediate training. Students have previous study and experience in classical ballet. Each dance student follows a rigorous approach to the study of ballet for two consecutive semesters. This class focuses on the concepts of ballet through techniques and terminology developed by the Royal Academy of Dance. Students continue to build technical foundations with increased physical and technical demands, as well as self-discipline, and artistic expression. Students must master increased levels of strength and flexibility, as well as new skills and terminology. In addition, at this level students are expected to begin pre-pointe or basic pointe work. Embedded in this course curriculum is beginning level Character Dance technique as well as Dance Anatomy, and Ballet History.
**Ballet / Pointe III AB –Core/College preparatory**

The prerequisite for this course is Ballet II AB and an audition. Ballet III is a course for the entering sophomore to senior dance major with previous study and experience in classical ballet technique and point-work. Each dance student follows a rigorous conservatory approach to the study of ballet for two consecutive semesters. This class is designed to provide students with an opportunity to continue their pursuit of classical ballet technique with an emphasis on technical development, extended movement combinations and coordination, thus the refinement of the student’s physical instrument. In this course students will work on their performance skills and qualities, musicality and artistry and continue to improve their ballet technique with repetition and attention to detail as well as strengthening and stretching exercises. This study will include extensive work at the barre and in center and a proficient understanding of ballet technique, using the concepts of ballet through Western European techniques and syllabi developed by Agrippina Vaganova and the Russian School, Enrico Cecchetti, The Royal Ballet, and American Ballet Theatre. Embedded in this course is also intermediate level Character-Dance technique as well as Ballet History, Master-classes and fieldtrips.

**Ballet / Pointe IV AB –Core/College preparatory**

The prerequisite for this course is Ballet / Pointe III AB and an audition. Ballet IV is a course for the entering junior to senior dance major with previous intermediate study and experience in classical ballet technique and point-work. Each dance student follows a rigorous conservatory approach to the study of ballet for two consecutive semesters. This class is designed to provide students with an opportunity to continue their pursuit of classical ballet technique with an emphasis on technical development, extended movement combinations and coordination, thus the refinement of the student’s physical instrument. In this course students will work on their performance skills and qualities, musicality and artistry and continue to improve their ballet technique at an advanced level with repetition and attention to detail as well as strengthening and stretching exercises. This study will include extensive work at the barre and in center and an advanced understanding of ballet technique, using the concepts of ballet through Western European techniques and syllabi developed by Agrippina Vaganova and the Russian School, Enrico Cecchetti. The Royal Ballet, and American Ballet Theatre. Embedded in this course are also advanced level Character-Dance technique as well as Ballet History, Master-classes and Field trips.

**Modern Dance I AB –Core/College preparatory**

Modern I is an introduction to the fundamentals of modern technique and vocabulary for the entering freshman dance major with little or limited previous study and experience. Students receive instruction in basic modern technique designed to develop balance, coordination, flexibility, strength and endurance in the various styles of modern dance, i.e., Horton, Graham, Dunham, Limon, Cunningham, etc. Modern I includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, balance, flexibility, endurance, and care of the body. As students acquire strength and a basic understanding of these techniques, their study will expand to movement across the floor, simple dance combinations, improvisations, and solo/group work. This course will also include Modern Dance History, Pilates, Yoga, and Dancer Health (injury prevention/diet/health for dancers).

**Modern Dance II AB –Core/College preparatory**

Prerequisite: Modern I & By Audition. Modern II is for the entering student with previous study and experience. This course further explores the core modern dance techniques and vocabulary learned in Modern I. Special emphasis will be placed on increased technical strength and vocabulary, dynamic alignment, sensing and activating weight in the body, body awareness, increasing the student’s ease and range of motion, and personal expression. Technique and vocabulary will be applied to movement...
explorations in sequences and phrases that are both non-locomotor and locomotor. This course will also include an exploration of the history of Modern Dance, Pilates, Yoga, and Dancer Health (injury prevention/diet/health for dancers).

Modern Dance III AB –Core/College preparatory
Prerequisite: Modern II & By Audition. Modern III provides practice of theory and technique of modern dance at the intermediate modern level. The course is designed to develop balance, coordination, flexibility, strength and endurance, as well as, theoretical intent, in the various styles of modern dance, i.e., Horton, Limon, Dunham, Emphasis is placed on increased technique and the ability to execute complex combinations, as well as movement expressivity. This course will also include an exploration of the history of Modern Dance, Pilates, Yoga, and Dancer Health (injury prevention/diet/health for dancers).

Modern Dance IV AB –Core/College preparatory
Prerequisite: Modern III & By Audition. Modern IV provides an intensified study of intermediate/advanced traditional and contemporary modern technique and discussion in an explorative, creative, and disciplined environment. Emphasis will be placed on continuing a strong foundation in technique in an effort to develop: ideal alignment; spinal/torso articulation; balance between strength and flexibility; multilevel and spatial awareness; a sense of weight; musicality; and dynamic use of space. Modern IV provides opportunity for challenging movement combinations that require technical precision and a range on performance qualities. Progressions and center work will use natural kinesthetic movement created by cyclical falling and recovery. Off-center balance work and the use of fall and rebound will be encouraged. The center combinations will continue to use the breath as well as the body to resist gravity and suspend movement. Modern IV will culminate with the overall development of artistry and creative expression of the dancer, with a deepened understanding of the body as an instrument for expression. This course will also include an exploration of the history of Modern Dance, Dance History, Pilates, Yoga, and Dancer Health (injury prevention/diet/health for dancers).

Physical Techniques 9 and 10 (Jazz, Tap, Drama & Music) – Non-Core/Non-College preparatory
Prerequisite: Audition into the Drama, Dance, or Music Academy. This course fulfills students’ Physical education credit, and prepares students for Physical Fitness Testing. Physical Techniques allows academy students to work across all performing arts disciplines- Dance (Jazz/Tap), Theatre and Music. Physical Techniques 9/10 is a wheel course in which students spend five weeks in two units of in-depth study. Every five weeks, students rotate into two new units of study. Coursework covers: Dance (jazz/tap) technique and vocabulary; Movement for actors and vocalists; Theatre; Stage Combat; and Vocal work. All units are “physical” in nature, and include cardiovascular, strength, flexibility, and endurance exercises. Students participate in weekly running. Students are given weekly assessment grades and are trained and tested for the PFT in 6 areas: mile run, push-ups, curl-ups, trunk lift, flexibility, and Body Mass Index. This course culminates with a Musical Theater demonstration performance, which fuses each discipline-Dance, Theatre, and Music.

(5) Theater Arts

The Theater Arts curriculum develops holistic artists through practical study of an array of techniques and disciplines. Students write plays, direct, engage in movement-based theatre, and are exposed to contemporary and classical genres, student devised composition, and theatre for social change. The
curriculum is process-based and experiential. Students develop concentration, personal discipline, and a respect for the art and the artist. Courses include:

**The Actor and The Tools AB –Core/College preparatory**
The focus of this course is twofold. Via script reading and analysis, research, and dramatic projects, students develop a foundational understanding of the history of Theater. Also, via vocal work, ensemble exercises, improvisation, authentic response, and performance students hone the tools necessary for any dramatic artist.

**Acting 10 AB–Core/College preparatory**
This course builds on the foundations set in the previous year in The Actor & The Tools. Acting 10 takes each component: voice, diction, improvisation, movement, character development, and scene study to a deeper level of understanding, practice, and integration. The vocal work focuses on expanding the student’s range, breath capacity, and the ability to produce a fully supported sound on stage. Improvisation and movement exercises offer students more complex, compositional challenges. Students explore specific character development and script analysis techniques to enrich focus and depth in performance. Along the way, students study the historical and cultural significance of classic/contemporary plays and theater movements.

**Classical Genres AB –Core/College preparatory**
This introductory course focuses on preparing and training the student to develop a basic proficiency in the expression, understanding and speaking of Shakespeare. Students acquire these skills by engaging and mastering various vigorous physical and verbal exercises that enable them to understand the body, the state of readiness, the breath and the voice and how these principles relate to the study of Shakespeare. Once the student has developed a basic understanding of the importance of body, breath, voice and readiness the course explores Shakespeare’s use and meaning of words and rhythm. The second semester of this course addresses Theatre for Social Change. In doing so, students apply the skills they have learned to explore current “social problem plays” and how theatre can impact a positive change in the world around us.

**Acting 11 AB–Core/College preparatory**
This course explores the world of movement and its relationship to the actor. An articulate and expressive body is connected to all of its parts, it is fluid, eloquent and free from tension. There are two elements to this course of study: Movement Training and Physical Theatre Composition. Movement Training helps the actor to develop body awareness, physical strength, a meaningful relationship to the surrounding environment and an ability to work from an active center - Body Weather Laboratory, Viewpoints and Laban Movement are core elements of the movement training curriculum. Physical Theatre Composition will explore the world of Butoh, expressionistic movement, and the impact of movement theatre and performance art. The work in this course will be individual and collaborative - rooted in symbolic and imaginative exploration.

This course initially focuses on creating a dynamic ensemble, applying and analyzing text, and building a devised theatrical adaptation of an iconic work (example: Love Labor’s Lost, Hyppolytus). Students learn a contemporary theatrical technique and style derived from Commedia dell’Arte, applying this method to the process of creating character. Students disseminate material about ‘the world of the play’, exploring and taking note of contemporary icons, language, historical events, trends and culture. By revealing parallels between the world of the play and contemporary society and culture the students build the blueprint of performance. The second semester of this course focuses on playwriting, including
the reading and analysis of contemporary texts, and the development, composing, and staged-readings of student written one-act plays.

**Drama – Core/ Non-College preparatory**

This class is designed for the students who are not in Drama Academy, and yet, would like to experience the world of theater first hand. The focus of the class is to prepare the students to participate in the two DTASC (Drama Teachers of Southern California) festivals that are held each year. Students will rehearse and perform scenes (some student written and some from professionally produced plays) for these festivals. (The Fall Festival which focuses on the works of writers other than Shakespeare and the Spring Festival which focuses entirely on Shakespeare.) In addition, the students will learn about the history of these plays, theater terminology, scene study, and many other facets of drama.

**Acting 12 AB–Core/College preparatory**

This course focuses on the culmination of the student actors four years in the theatre program at CHAMPS. Students focus on practical techniques in conjunction with social responsibility. In this course the senior students focus on performance, audition, and artistic preparation for entering colleges, universities, and to prepare for the professional arena. In concurrence we introduce more advanced improvisation, social change and ensemble building exercises derived from Augusto Boal’s method of *Theatre of the Oppressed* in order to prepare and inspire the students to be global, empathetic, critical thinkers, and life-long learners. The student actors choose and prepare a minimum of four audition pieces, two classical and two contemporary. The students are encouraged to choose text that not only falls under the parameters of established audition work but also has potential to be construed as work that reflects social responsibility. In addition, the student actor evolves to demonstrate self-awareness of their strengths and versatility as well as to develop practical skills for audition preparation refining their aesthetic perspectives and strengthening their self-critique skills. This course will also focus on learning and becoming proficient at cold reading.

**Senior Play Performance AB – Core/College preparatory**

The initial focus of this course is to introduce the students to, and then immerse the students in, the art of theater direction. Through script study, directors’ reflections, personal writings, exercises, design projects, casting, rehearsal, and performance, students develop a basic understanding of this bountiful, immeasurable artistic process. During the second semester, this course addresses a wide variety of production experience. Selected seniors will direct student-written one-acts. All class members will also participate in a large-scale production involving a modern work that explores pertinent issues in our society.

(6) **Broadcast Communications**

CHAMPS’ Charter High School Radio Arts Academy empowers students by inspiring love for education through creativity, innovation, community service, and an artistic approach to life. Radio Arts students learn the responsibility that is associated with freedom of speech and they learn practical career oriented skills related to the many different facets of running a Radio station. Radio Arts encourages students to find and develop their authentic voice in order to effectively communicate to an expanding audience of listeners that they themselves cultivate. The instructor for this class is credentialed by CTE (Career Technical Education) and brings his experience working for FOX Sports and other radio outlets in the country.
Broadcast Communications AB – Non-Core/Non-College preparatory

Radio Broadcasting I (First Year) is an introductory course that gives students an overview of how a radio station operates. Students learn the different departments of a radio station, their responsibilities, and how they relate to one another. They also learn how to write and read news, sports announcements, commercial copy, public service announcements, station IDs, promos, music, DJ announcements. Students successfully completing Radio I know how to execute the duties of each department of a working radio station, and learn elements of marketing and promotions for both their individual shows and for the station as a whole. Students are expected to finish assignments and shows for broadcast in class and during the one hour of mandatory Radio Lab that they are responsible for attending per week. Students are able to replace their weekly lab commitment with a variety of other activities including writing reviews of concerts, and representing Radio at school events.

Broadcast Communications IIB – Non-Core/Non-College preparatory

In this intermediate level course, students write and edit scripts, and produce radio shows, promotions and develop marketing campaigns. At the end of their second, students have had hands-on experience in all of the on-air positions in a professional radio station. Students rotate through shifts in the news, DJ, production, continuity, public service, promotion and marketing, and music departments. Students who are interested are also introduced to broadcasting from events such as CHAMPSfest, CHAMPS Graduation Ceremonies, CHAMPS Performing Arts Productions and the various other events that take place during the year.

Broadcast Communications IIIB – Non-Core/Non-College preparatory

Students in this course are responsible for the day-to-day operations of the school’s radio station, both on and off the air. Using the knowledge and experience gained in Broadcasting I and II, Broadcasting III students show leadership and professionalism as they develop skills in broadcast production, journalism, sales, promotions, sports casting, marketing, and school and public service. In addition, Broadcasting III students develop their own school radio shows and pitch them for possible syndication. They also manage the master schedules, the music libraries, equipment, and automation software. They work with our Radio Arts Parent group to stage major events (i.e. CHAMPSfest) and also are responsible for the AER web site and AER Café. Radio III students communicate with the various contacts and relations AER has developed in the entertainment industry and community. They will not only run the AER website and Café but also attend Booster Club meetings and communicate station needs to the CHAMPS Administration.

(7) Robotics

The mission of the Robotics Academy is to inspire students to be science, technology, engineering, and math leaders by engaging them in hands-on activities that broaden their educational experience and meet future workforce needs. This is a hands-on program which integrates science, technology, engineering and math. Students engage in inquiry-based investigations that teach lessons in designing, building and programming robots. Students develop leadership, teamwork and project management skills that prepare them for the future workforce. The robotics curriculum is based on the National Mathematics, Science and Technology standards. Requirements for enrollment include completion of Algebra I, strong writing skills, strong collaboration abilities, excellent attendance and work habits, and a willingness to learn and be engaged in the learning process. Students won the VEX World Championship title in 2009.
Robotic I – Core/College preparatory
Robotic I is a preparatory course for Robotic II. This course deals with introductions to real-life applications of forces motion, basic trigonometric principals, structure and mechanical design, as well as basic electronics, motors, batteries and wiring. In addition, the course focuses heavily on teamwork and group dynamics.

Robotic II – Non-Core/Non-College preparatory
The purpose of Robotic II is to build upon the mathematic and technical skills learned in Robotic I and apply them to the VEX platform, by competing in the worldwide VEX competition. Additionally, students are introduced to basic robot programming and participate in the VEX community through volunteer work.

Robotic III – Non-Core/Non-College preparatory
The purpose of Robotic III is to build upon the mathematic and technical skills learned in Robotic I and II and apply them more effectively to the VEX platform by competing in the worldwide VEX competition. Additionally, students begin to teach other students how to program robots and participate in the VEX community.

Robotic IV – Non-Core/Non-College preparatory
The purpose of Robotic IV is to build upon the mathematic and technical skills learned in Robotic I, II, and III and apply them more effectively to the VEX platform by competing in the worldwide VEX competition. Additionally, students begin to teach other students how to program robots and participate in the VEX community.

g. Physical Education
The CHAMPS physical education curriculum aims for each student to make decisions that promote their overall health and wellbeing. The program is designed to help shape positive self-image while providing students with skills and strategies specific to a wide variety of movement and fitness opportunities (i.e. physical education, Pilates, dance and weight training). Dance is integrated into the physical education program and all students have access to dance classes. Students will develop cardiovascular endurance, muscle strength and endurance, and flexibility.

CHAMPS is presently home to the Panther track and field team, basketball team, cross country team, and LA marathon team. In addition to passing the Fitnessgram physical education assessment, all students must enroll in a general physical education class or a physical education elective for at least two years in order to graduate.

Physical Education – Non-Core/Non-College preparatory
This course is designed to give students the opportunity to learn through a comprehensive, sequentially planned, Kinesiology and Physical Education program aligned with the California Content Standards for Physical Education. Students make choices, meet challenges, and develop behaviors in fitness, wellness and movement activity for a lifetime. All students develop a personalized fitness program for a healthy lifestyle. Units of instruction include: Introduction to kinesiology and physical education with personal fitness emphasis, personal fitness concepts and techniques, cardiorespiratory endurance training, nutrition, team activities, basketball, football, soccer, Frisbee, softball, and recreational games.
**Pilates and Movement/Body Awareness – Non-Core/Non-College preparatory**

This course incorporates the Pilates method which is a form of body conditioning that simultaneously stretches, strengthens, tones and aligns the body while eliminating excess tension and strain on the joints. Emphasis is placed on a series of exercises that improve posture, coordination and balance; build strength and endurance; increase flexibility and agility; and provide a refreshing mind-body workout.

**Introduction to Dance Arts–Core/College preparatory**

This course will also fulfill students’ Physical education credit, and prepare students for Physical Fitness Testing. This is a beginning class for the student who has had little or no training in dance. It provides students with the opportunity to learn and apply basic dance techniques and vocabulary, as well as learn the historical context and diversity in dance, through aerobic and anaerobic activities. Students will learn proper body alignment, as well as correct anatomical definitions. Students will explore elements of movement (space, time, and force) and the principals of composition (balance, variety, repetition, and form) in a variety of dance genres and period styles. This course utilizes both dance and traditional exercise activities to build strength, flexibility, coordination and endurance, resulting in an awareness of the human body in motion, expressing emotion and drama.

**h. World Languages**

Although many of the students attending CHAMPS already speak a foreign language, few are truly literate and can truly communicate in print and verbally in other languages. CHAMPS believes that it is important for all students to be literate in a foreign language. Presently CHAMPS offers instruction in Italian, French, and Spanish. All courses incorporate the California World Language Standards and the California Framework for Foreign Language K-12. Counselors work closely with students who wish to take additional languages offered at neighboring junior colleges or online. Per A-G requirements, students must enroll in a world language course at least three of the 4 years of high school.

**Italian 1AB – Core/College preparatory**

Italian is an introductory course for students who wish to learn a world language. It is intended to develop some facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of fluent, daily conversations using accurate structures, while fostering an appreciation of culture.

**Italian 2AB – Core/College preparatory**

Italian II is designed to teach students to communicate in Italian. Instruction will build upon the listening, speaking, reading, and writing skills introduced in Italian I in preparation for advanced work. Students will be able to express themselves at a basic level in present, past, and future tenses. Additional emphasis will be placed on reading comprehension in the target language.

**Italian 3AB – Core/College preparatory**

In Italian III students will be able to further develop their skills in Italian listening, reading, speaking, and writing. Students will be able to use their language skills for advanced discussion, debates, reading and responding to longer texts and preparing formal writing pieces. Students will be able to understand and narrate events in the present, past, and future. They will also be able to understand and narrate possible events in the present and future using complex structures.
AP Italian Language and Culture - Core/College preparatory
In AP Italian, students will use authentic Italian materials and sources to develop his/her language skills in multiple modes of communication, including two-way interactions in both writing and speaking, interpretation of audio, audiovisual, and print materials, and oral and written presentation of information and ideas.

French1AB – Core/College preparatory
French I is an introductory course for students who wish to learn a world language. It is intended to develop some facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of fluent, daily conversations using accurate structures, while fostering an appreciation of the culture.

French 2AB – Core/College preparatory
French II is designed to teach students to communicate in French. Instruction will build upon the listening, speaking, reading, and writing skills introduced in French 1 in preparation for advanced work. Students will be able to express themselves at a basic level in present, past and future tenses. Additional emphasis will be placed on reading comprehension in the target language.

French3AB – Core/College preparatory
In French III students develop their skills in French listening, reading, speaking, and writing. Students use their language skills for advanced discussion, debates, reading and responding to longer texts and preparing formal writing pieces. Students understand and narrate events in the present, past, and future. They also understand and narrate possible events in the present and future (including conditional, subjunctive and past subjunctive).

French4AB – Core/College preparatory
In French IV, students further deepen their fluency in French listening, reading, speaking and writing. Students use their language skills for advanced discussion, debates, reading and responding to longer texts and formal writing pieces. Students also prepare formal written and speaking pieces based on authentic texts, poetry, history, short stories and current events.

Spanish1AB – Core/College preparatory
Spanish IA/B emphasizes communication skills in listening and speaking, reading and writing. Students in this course learn a basic vocabulary in contextual units that are reinforced by reading and writing as well as listening and speaking. A strong emphasis is placed on acquiring basic vocabulary, but cultural authenticity is also an integral part of the curriculum. Special cultural units further this understanding as well as the students’ knowledge of the Hispanic world.

Spanish 2AB – Core/College preparatory
Spanish II is a continuation of the language skill development initiated in Spanish I with vocabulary and grammatical structure expansion. Oral and written communicative proficiency is emphasized in free-responses, situational activities in order that language usage moves towards real-life, natural production. Short literary reading selections provide cultural enrichment while enhancing basic skill acquisitions. Creative problem solving techniques provide opportunity for higher-level thinking skills. Students engage in cultural activities for proficiency practice and knowledge extension of the Hispanic world.
Spanish 3AB – Core/College preparatory
This course provides students with materials and methods to enhance their oral and written fluency and proficiency by enabling them to speak primarily in Spanish. The content of this course includes an extensive study of grammar through opportunities to apply designated vocabulary, syntax, and idiomatic expression in both oral and written situations. Students are introduced to literary works representing a variety of genres. Unique to this course are the opportunities to perfect the language skills through instruction and communication in the class in the target language as well as to develop an understanding of the Spanish culture through activities requiring high levels of cognition.

Spanish Speakers 1AB – Core/College preparatory
This course is designed for heritage learners of Spanish who bring strong proficiency and literacy skills in Spanish. This course focuses on the development of communicative competence in reading, writing, speaking, listening, and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students continue to develop awareness and understanding of Hispanic cultures, including language variations, customs, geography, history, and current events.

Spanish Speakers 2 – Core/College preparatory
This course is designed for heritage learners of Spanish who bring strong proficiency and literacy skills in Spanish. This course focuses on the development of advanced communicative competence in reading, writing, speaking, listening, and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students continue to develop awareness and understanding of Hispanic cultures, including language variations, customs, geography, history, and current events.

Spanish Speakers 3 – Core/College preparatory
This course is for heritage speakers and those who have had previous exposure to the language, but who desire more formal instruction at an accelerated pace. Students build upon the language skills they already possess, focusing on the development of academic Spanish through reading and writing, as well as instruction in grammar and spelling.

AP Spanish Language and Culture – Core/College preparatory
This course is designed to enable students to communicate in Spanish, by developing proficiency in listening, speaking, reading, and writing. Emphasis is given to discussion of materials related to Spanish culture, and advanced grammatical concepts and composition skills through Spanish literature. Students increase their command of idiomatic Spanish through a variety of reading selections. Students review advanced grammar with extensive reading and writing activities outside the classroom and various authentic listening and oral activities within the classroom. Students use a variety of resources, such as magazines, videos, films, and CDs. Upon the completion of the course, students take the AP Spanish Language and Composition Exam.

3. Innovative Curricular Components Of The Educational Program
As detailed above, the arts have been shown to be a powerful gateway to study, especially for those at risk. James Catterall’s analysis of 25,000 students in high poverty schools showed that students in "arts-poor schools" did not advance as quickly as those who participated in an arts-integrated curriculum (Champions of Change: The Impact of the Arts on Learning, President’s Committee on the Arts and the Humanities and Arts Education, 1999). Studies suggest that the effects of learning in the arts may be
specially robust and able to boost learning and achievement for students from economically disadvantaged circumstances, students needing remedial instruction, and young children.

Students who have had difficulty learning find that the arts touch them at a profound level, validating different ways of learning and expressing themselves. The arts provide an atmosphere of engagement so that studies that had previously been seen as too difficult to attempt, become more reachable. The arts also provide an environment where communication can be non-verbal. So ability can be seen without misconception brought about through language differences.

4. **INTERVENTION AND ENRICHMENT PROGRAMS**

In addition to the intense focus on the arts, CHAMPS offers academic rigor through our AP and Honors curriculum and through our partnership with LA Valley Community College.

CHAMPS offers all students opportunities to master grade level standards with the necessary supports to be successful in their learning. As detailed below, CHAMPS faculty use internally developed benchmark assessments administered via Data Director, data-driven instructional planning, differentiation of instruction and technology-based intervention to drive individual student achievement. Teachers plan for and provide differentiated instruction, including depth and complexity for all students, including those performing above grade level, expanding opportunities for students to engage in critical thinking tasks. Highly-qualified educational support personnel (RSP teachers, Psychologist, Counselor, DIS Counselors, Speech Pathologist, Intervention Coordinator) support our data-driven, differentiated model of instruction. In partnership with classroom teachers, educational support personnel continuously monitor student achievement data through paper and online benchmark assessments, Family Support Team (FST) meetings (see below), and other assessments and protocols.

Additional support may be necessary in some instances when students do not make satisfactory academic progress or when their behaviors thwart their own progress. CHAMPS offers an intensive intervention program to support students’ academic and emotional needs. We offer a three tiered, RtI based intervention program that focuses on the unique challenges that students’ may face. The first process of the intervention is our FST. The FST is comprised of Teacher, Parent, Counselor and/or Student and meets every three to four weeks to review student achievement data and discuss appropriate supports and Tier I interventions for students in need. Regular FST’s are held to reinforce student learning and explore positive ways to enhance their educational experience. Parents, extended family members and even community supports are invited to create an environment of understanding and open communication so that the whole child is supported. The goal of the FST team is to eliminate barriers and risks that may be hindering the student’s academic and social-emotional success. The FST team incorporates intervention strategies that build upon strengths, assets and preference of the student to create obtainable academic goals. FST’s are also involved in referring students to special education services and/or 504 assessments.

Students who continue to struggle either academically or otherwise are enrolled in the Guided Studies class (progress is monitored by checking attendance, grades, and other feedback from teachers and staff). These classes (grouped by types of academic needs or intervention needed) focus on study skills, organization, emotional intelligence, academic and college/career goals and tutoring on specific skills and content students need to master (based on individual student assessment data). Each student creates an academic success portfolio which includes goals, intervention activities, work samples,
assessments and is monitored by the teaching team, consisting of their academic teacher, advisor, counselor and/or Intervention Coordinator. The goal of the Guided Studies class is to inspire and instill a love of learning through academic support and exploration of student’s strengths and talents.

Students who are repeating a grade (between 5 and 10% of students) or others who lack proficiency in particular subjects participate in an Intervention Program that meets once a week with our Intervention Coordinator and Director of Student Services. This program allows the students to meet with empathetic adults to help them explore underlying challenges that may be affecting their progress, and how it can impact self-esteem. The students are linked to school and community resources that help them overcome hurdles to success.

CHAMPS also offers extensive on-site counseling programs to support students and families’ emotional needs. The Director of Student Services is a Licensed Marriage and Family Therapist certified to supervise counseling trainees and interns. Trainees and interns from local universities provide individual, group and family therapy and crisis counseling using a myriad of therapeutic approaches to meet the unique needs of each student and their family. Students can be referred to therapy by FST, teachers, staff, parents or self-referral and participate in therapy throughout the year with parent permission. (See also Section 6., below.)

5. CURRICULAR AND INSTRUCTIONAL MATERIALS

CHAMPS uses materials aligned with the state standards, including Common Core, to support the curriculum. Teachers in each content area may work with the principal to gain approval for the use of alternative materials than those listed in this charter petition.

<table>
<thead>
<tr>
<th>Course</th>
<th>State Adopted Materials</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>United States History, CA ed. 0132516357</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td></td>
<td>American History Volume 1 9780077238551</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td></td>
<td>A People's History of the US 9780060838652</td>
<td>Harper Collins</td>
</tr>
<tr>
<td>World History</td>
<td>World History, CA ed. 0131299778</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td>American Government</td>
<td>American Government, CA ed. 0131335790</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td></td>
<td>Govt in America People, Pol brief 9780205662876</td>
<td>Pearson</td>
</tr>
<tr>
<td></td>
<td>Govt in America People, Politics, and Policy 0321093364</td>
<td>Pearson</td>
</tr>
<tr>
<td></td>
<td>American Government Readings 0321329503</td>
<td>Longman</td>
</tr>
<tr>
<td>English 1</td>
<td>Literature: Gold level, CA ed. 0130548057</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td>English 2</td>
<td>Literature: Platinum level, CA ed. 0130548065</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td></td>
<td>Lit Readers Companion: Platinum 0131802852</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td>English 3</td>
<td>American Experience: CA ed. 0130548073</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td>Subject</td>
<td>Title</td>
<td>ISBN</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>English 3 AP</td>
<td>50 Essays: CA ed. 9781457638992</td>
<td></td>
</tr>
<tr>
<td>English 4</td>
<td>Literature: An Intro to Fiction ... 0321097149</td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>Algebra I, Common Core Ed. 9780547647135</td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>Algebra II, Common Core ed. 9780547647111</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry, Common Core ed. 9780547647142</td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>Calculus of a Single Variable for Advanced High School Students, 8th ed. Precalculus Functions &amp; Graphs 9780618851522</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>AP Biology Textbook, 9th ed 9780131375048</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP Biology Test Prep 9780321856630</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology: CA ed. 0132013525</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology Workbook 131662570</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry: CA ed. 0132013045</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>Essentials of Anatomy and Physiology 9780131362161</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Conceptual Physics 9780133647495</td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Environmental Science: A Global Concern 9780073383217</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Economics, CA ed. 0131334875</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology, 9th ed. 9780132387385</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology, 8th ed. 0131926845</td>
<td></td>
</tr>
<tr>
<td>Spanish I</td>
<td>Realidades 1 0131016873</td>
<td></td>
</tr>
<tr>
<td>Spanish II</td>
<td>Realidades 2 0130359513</td>
<td></td>
</tr>
<tr>
<td>Spanish III</td>
<td>Realidades 3 0130359688</td>
<td></td>
</tr>
<tr>
<td>AP Spanish Language</td>
<td>Abriendo Paso Gramatica 0131661310</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP Spanish: Preparing for the Language Exam 0131660942</td>
<td></td>
</tr>
<tr>
<td>French 1</td>
<td>Discovering French 1 9780618656516</td>
<td></td>
</tr>
<tr>
<td>French 2</td>
<td>Discovering French 2 0395874890</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Textbook</td>
<td>ISBN</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>French 3</td>
<td>Discovering French 3</td>
<td>9780547872476</td>
</tr>
<tr>
<td>Italian 1</td>
<td>Oggi in Italia</td>
<td>9780618678136</td>
</tr>
<tr>
<td>Italian 2</td>
<td>Oggi in Italia</td>
<td></td>
</tr>
<tr>
<td>Italian 3</td>
<td>Oggi in Italia</td>
<td></td>
</tr>
<tr>
<td>AP Italian</td>
<td>Ponti: Italiano Terzo Mellenio, 2nd Ed</td>
<td></td>
</tr>
<tr>
<td>ELD</td>
<td>Text Connection</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum for Academy courses in the arts, robotics, media, etc. are based on teacher-created material, relevant websites, and other resources as compiled by faculty and administration based on state standards and pacing guides.

6. **COMPREHENSIVE COURSE LIST**

**A-G Core Subjects by Grade Level**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>English 9 or English 9 Honors</td>
<td>English 10 or English 10 Honors</td>
<td>English 11, English 11 Honors, or AP English Language</td>
<td>English 12, English 12 Honors or AP English Literature</td>
</tr>
<tr>
<td>Math</td>
<td>Intro to Algebra, Algebra 1, Geometry, Honors Geometry, or Algebra II, H Algebra II</td>
<td>Algebra 1, Geometry, Honors Geometry, or Algebra II, Honors Algebra II, Pre-Calculus</td>
<td>Geometry, Honors Geometry, or Algebra II, Honors Algebra II, Pre-Calculus, AP Calculus</td>
<td>Algebra II, Honors Algebra II, Pre-Calculus, AP Calculus</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History</td>
<td>World History</td>
<td>US History or AP US History</td>
<td>US Government and Economics or AP Government and AP MicroEconomics</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Biology or Chemistry</td>
<td>Biology, AP Biology, Chemistry, Physics, or AP Environmental Science</td>
<td>AP Biology, Chemistry, Physics, or AP Environmental Science</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
### Electives

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

*These elective classes are not A-G approved.

### 7. Instructional Methods And Strategies

Several instructional strategies are used to ensure students achieve the school’s educational outcome goals:

**Backwards Mapping** – Teachers use the *Understanding By Design* (UBD) model to backwards plan instruction. All courses have teacher-developed curriculum maps aligned to desired outcomes, including CCSS and state standards and the prerequisite skills associated with the standards, a level of Blooms Taxonomy, the applicable ESLRs, and authentic assessment tools. From these curriculum maps with aligned pacing plans and syllabi, teachers plan meaningful learning experiences and instruction, with differentiation based on the varied needs of all students.

**Integration of Writing Across the Curriculum** – The English curriculum, based on the CA CCSS, provides the core of reading and writing instruction, but these skills will also be supported across the curriculum as students read and write in genres specific to other disciplines. To bolster their ability to synthesize information and concepts, analyze and communicate written and spoken material, ideas or information, and to promote critical thinking and communication skills, students write frequently, across the curriculum, not just in English class, and in authentic and purposeful ways. English instructors collaborate with other content area teachers to align writing instruction consistently with other content areas. Every course features a significant “writing to learn” assignment first semester and a “writing in the discipline” assignment second semester. Daily short constructed responses, common and student-
generated writing rubrics, and increased in-depth reading of expository/informational text characterize CHAMPS writing instruction. Students produce technical reports in the physical sciences, opinion editorials, and social science research papers, receiving explicit guidance and supporting models of what strong cross-curricular writing looks like, and for application to a variety of career paths.

Integrated, Cross-Disciplinary Learning – Research confirms that an integrated studies program increases understanding, retention, and the ability to think critically and creatively. (McBrien, 1997). CHAMPS instruction is deeply rooted in thematic integrated instruction that reinforces brain-based learning, including application-oriented activities such as projects. Teachers, often in collaboration with one another, design integrated lessons across languages, literature, history, philosophy, mathematics, and science. For example, English and Theater Arts teachers create a Midsummer’s Night Dream unit in which students compile a CD with liner notes, cover graphics, and music tracing the development of a character and give oral presentations highlighting the music choices and their relationship to the chosen character. As a result of such integrated methods, in addition to increased motivation, students experience an enhanced ability to identify, assess, and transfer significant information needed for solving novel problems.

Real-World, Project-Based Learning – As previously noted, research has shown that authentic, “real world” content increases student engagement (Mayday, 2008). CHAMPS strives to make learning relevant and engaging for all students by employing a constructivist, project-based approach. Methods include a frequent emphasis on real world, practical applications of learning, and employ inquiry, research, reflection, problem-solving, and critical thinking. As they master content, students learn how to learn. Often interactive and rooted in collaboration, the CHAMPS thematic approach to teaching makes assignments meaningful and engaging and concepts authentic. Technology will be integrated throughout the curriculum to ensure students develop the skills needed in college and career, as global citizens and for other real world purposes. Students may design, build, and program robots for use in cardiac and orthopedic surgery, or biology students may investigate the reproductive system and create animated short films about how it works. In particular, these tasks and projects will provide students with the opportunity to develop leadership skills, both within the school as well as outside the school.

8. **How the School’s Instructional Methodologies and Curriculum Will Ensure Student Mastery of the California CCSS and Other State Content Standards**

All of CHAMP’s courses have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) including the new California Common Core State Standards (CA CCSS) (www.corestandards.org). Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards, including new CA CCSS standards and designing lesson plans that ensure alignment to the CA CCSS.

9. **How the Instructional Program Will Support Student Development of Technology-Related Skills and Student Use of Technology**

Title II, Part D of the Elementary and Secondary Education Act – Enhancing Education Through Technology states as its primary goal “to improve student academic achievement through the use of technology”, therefore, with that goal in mind and the additional goal of assisting “every student in crossing the digital divide...regardless of the student’s race, ethnicity, gender, family income, geographic
location, or disability” every student will have access to the computers and technology throughout the school day. Students will not only use technology for basic tasks, such as word processing, power point, or excel, but they will also find creative uses for technology.

We believe that the success of a teacher is dependent on how effectively he or she uses all available tools to effectively meet the needs of all students. Both technology and arts tools can effectively enable students and staff to collaborate more effectively together as a team. The students become more proactive and can take greater responsibility for their learning. Technology enables the teacher to become a “guide on the side rather than the sage on the stage.” With the additional collaboration, students can begin to find solutions that they might never have considered if they were passively sitting in the classroom.

For students in our Media, Robotics, Digital Design and Broadcast academies especially, technology is infused throughout the curriculum. CHAMPS award winning Media arts academy has a real world professional focus on training students to use technology to express his/her creativity, excel in core subject projects, and create high quality digital content for print and web. The Digital Media Academy is based on professional application of the elements of art and principles of design, color theory, typography, photography, and short film production. Design and software certification are critical elements of the Media Arts Academy. Students leave CHAMPS equipped to work in the graphic arts industry, a step above entry level, due to their high level of skills in media arts and Adobe industry certification. CHAMPS students utilize their skills to design programs, posters and many of the promotional documents that are distributed to attract audiences to the performing arts events and other CHAMPS activities open to the general public.

AER, the CHAMPS radio station, made possible through generous contributions from John Tesh and Connie Selleca, prepares students for a variety of entertainment industry related jobs including: Sound engineer, music manager, talent agent, radio station manager, DJ, talk show host, news announcer, voice over specialist, sports announcer, publicist, public relations specialist, marketing executive, producer, recording artist and music supervisor among others. Students learn how to work and maintain expensive equipment, sound engineering, computer software (Mac and PC) and IT, graphics and editing, and multimedia production.

Across all CHAMPS Academies and courses, students are mastering sufficient tech skills to ensure full participation in state assessments online, starting spring 2015. Internal benchmark assessments for all students are completed using Data Director, both to ease the faculty’s analysis of student achievement data as well as giving students the opportunity to become comfortable taking online assessments.

As noted earlier, CHAMPS use of technology to raise student engagement and success includes:

- SMART board or PolyVision Board, LCD projector, and at least one computer in every classroom.
- Three mobile laptop carts with 40 laptops in each cart. Teachers integrate subject specific content creation into his/her lessons on a regular basis. Laptops are also used for testing purposes.
- Internet access in all classrooms, and Wi-Fi access for faculty use in the Phoenix building.
- A drop in computer lab with 6 Macs and a laser printer. Students use this lab primarily for research, word processing, and printing of assignments.
- Two designated lab classrooms in the Media Arts academy. Labs include twenty-five iMacs in each lab, a color printer, 20 digital video cameras, 20 digital still cameras, two professional video cameras, with dollies, a video mixer, sound board, microphones, headphones, green screen, teleprompter, physical production studio with backgrounds and powerful lights. Software includes
the Adobe Design Premium CS5, Apple’s Final Cut Studio. Students use these labs for school projects and artistic expression.

- The Robotics academy has its own lab of VEX Robotics parts. Students learn how to build and program the computers.

10. **Graduation Requirements (Including the Number/Type of Units Required.) and A-G Requirements – High Schools Only**

All of CHAMPS’s courses have been designed in alignment with the state standards including CA CCSS. Graduation requirements have also been designed to meet the UC/CSU A-G requirements, as shown here:

<table>
<thead>
<tr>
<th>Subject</th>
<th>CHAMPS Course Requirements</th>
<th>UC/CSU Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>A History / Social Science</td>
<td>3 years (30 credits)</td>
<td>2 years</td>
</tr>
<tr>
<td>B English Language Arts</td>
<td>4 years (40 credits)</td>
<td>4 years</td>
</tr>
<tr>
<td>C Mathematics</td>
<td>3 years (30 credits)</td>
<td>3 years (4 recommended)</td>
</tr>
<tr>
<td>D Laboratory Science</td>
<td>2 years (20 credits)</td>
<td>2 years (3 recommended)</td>
</tr>
<tr>
<td>E World Language</td>
<td>2 years (20 credits)</td>
<td>2 years (3 recommended)</td>
</tr>
<tr>
<td>F Visual and Performing Arts (VPA)</td>
<td>1 year (10 credits)</td>
<td>1 year</td>
</tr>
<tr>
<td>G College Preparatory Electives</td>
<td>1 year (10 credits)</td>
<td>1 year</td>
</tr>
<tr>
<td>Electives</td>
<td>4 years (40-50 credits)</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 years (20 credits)</td>
<td></td>
</tr>
<tr>
<td>Community Service</td>
<td>25 hours per year</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>TOTAL Credits:</strong> minimum 220</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

i. **Credit Recovery Opportunities**

CHAMPS makes credit recovery options available for students in order to ensure that all students graduate on time having completed A-G and graduation requirements. Each student has an Individualized Graduation Plan that is reviewed each semester by his or her guidance counselor. If a student is not making adequate progress, the counselor will meet with the student and discuss options such as: summer school at CHAMPS or other locations, online classes, and adult school. Credit can also be earned through community college.

j. **Ensuring Transfer Students Can Meet Graduation And College Entrance Requirements**

Upon enrollment, counselors work with individual students to create an Individualized Graduation Plan to meet the requirements for graduation. This plan is monitored and updated once per semester during the school year. Counselors help ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Our
college-going culture encourages all students to complete the A-G requirements and, when appropriate, enroll in community college coursework to begin to understand how to be successful on a college campus.

11. **Western Association of Schools and Colleges (WASC) Accreditation**

**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.

On April 23, 2013, the Western Association of Schools and Colleges (WASC) granted CHAMPS a three-year accreditation renewal. The visiting committee report recognized the significant progress CHAMPS has made in carrying out its action plan, commending CHAMPS for:

1. A strong campus wide commitment to learning through the arts.
2. A dynamic and caring faculty and staff that is committed to providing extensive opportunities for instruction in Academies as well as core academic coursework.
3. A school of performing, technology and media arts that inspires and provides avenues for expression for all students (Robotics, New Media, Internet Radio, Dance, Music, Drama, and Film).
4. A positive environment where students feel safe, respected and valued.
5. A passionate community of students, parents, teachers and administrative staff that believe wholeheartedly in the vision of CHAMPS.
6. A rigorous curriculum taught by professionals in their fields to cultivate academic and artistic scholars.
7. An exceedingly high rate of CHAMPS graduates attend either 4 year universities or 2 year colleges.
8. Department chairs were created with a deep focus on relationship building amongst staff to cultivate a community of true collaboration.
9. A strong commitment from the Board of Directors to invest the necessary time and resources toward the overall improvement and long term sustainability of the school.


In compliance with California Education Code Section 52060(d)(iii), CHAMPS provides all students and parents/guardians with a course catalog or its equivalent – in both English and Spanish (with translation in other languages as needed) – notifying parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents of students seeking higher education admission will be notified in writing within five (5) business days should any issues or problems arise regarding the eligibility of CHAMPS’s courses to meet college entrance requirements. CHAMPS has received full accreditation from the Western Association of Schools and Colleges (WASC) and will continue to ensure that courses meet the standards of the University of California and the California State University’s “A-G” course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses will be transferable to other local high schools.
A core part of our mission is to provide students with the instruction and life skills necessary for them to succeed at the college or university of their choice, including the California State University, University of California and other national college and university systems. Thus, our high school graduation requirements will exceed the A-G requirements, as illustrated in the chart in Section 10, above.

F. ACADEMIC CALENDAR AND SCHEDULES

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

The state of California requires that public schools deliver at least 65,300 instructional minutes for grades 9-12 180 instructional days annually. CHAMPS will follow the LAUSD calendar for single-track schools as adopted by the LAUSD board of education with some minor exceptions. The projected 2015-2016 school year calendar is included.

1. ACADEMIC CALENDAR
<table>
<thead>
<tr>
<th>Date</th>
<th>Days</th>
<th>Work Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUL 14</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>AUG 14</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>SEP 14</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>OCT 14</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>NOV 14</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>DEC 14</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>JAN 15</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>FEB 15</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>MAR 15</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>APR 15</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>MAY 15</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>JUN 15</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

X: REG INSTRUCTIONAL DAYS  
E: EARLY RELEASE DAYS  
☐: NOT IN ATTENDANCE  
☐: WEEKENDS  
☐: HOLIDAYS (not paid)  
☐: PD - ALL FACULTY  
☐: PD - NEW TEACHERS ONLY  
☐: TEACHER WORK DAYS
2. **Sample Daily Schedules**

As noted above, in order to accommodate focused learning in the arts/technology along with a rigorous college-preparatory core curriculum, CHAMPS has an extended day schedule from 8:00 a.m. to 4:00 p.m., with early release on Tuesdays at 2:24. Students have the option to take up to 7 classes in order to accommodate their academic classes and elective preferences. Each regular day has eight equal-length periods, with eight minutes of transition between each class. Students in grades 9 and 10 have lunch during period 4. Students in grades 11 and 12 have lunch during period 5.

The following are sample schedules for students in the Theatre Academy; in the other Academies, the core courses are the same (with options in each for Honors and in upper grades, AP courses), while the arts/tech courses will differ.

<table>
<thead>
<tr>
<th>Theatre Academy</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1 8:00-9:00</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/Economics</td>
<td>60</td>
</tr>
<tr>
<td>Period 2 9:00-10:00</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>60</td>
</tr>
<tr>
<td>Period 3 10:00-11:00</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>60</td>
</tr>
<tr>
<td>Period 4 Lunch 1 (9&amp;10) 11:00-12:00</td>
<td>Grade 9 Lunch</td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0(Lunch) or 60</td>
</tr>
<tr>
<td>Period 5 Lunch 2 (11&amp;12) 12:00-1:00</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0(Lunch) or 60</td>
</tr>
<tr>
<td>Period 6 1:00-2:00</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
<td>60</td>
</tr>
<tr>
<td>Period 7 2:00-3:00</td>
<td>The Actor and the Tools 9</td>
<td>Acting 10</td>
<td>Acting 11</td>
<td>Acting 12</td>
<td>60</td>
</tr>
<tr>
<td>Period 8 3:00-4:00</td>
<td>World Language</td>
<td>Classical Genres</td>
<td>Contemporary Theatre</td>
<td>Senior Play Performance</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes:** 420
### TUESDAY Early Release Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/Economics</td>
<td>44</td>
</tr>
<tr>
<td>8:00-8:44</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>44</td>
</tr>
<tr>
<td>8:44-9:28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>44</td>
</tr>
<tr>
<td>9:28-10:12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADVISORY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>10:12-10:44</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>Grade 9 Lunch</td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0(Lunch) or 44</td>
</tr>
<tr>
<td>Lunch 1</td>
<td>10:44-11:28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0(Lunch) or 44</td>
</tr>
<tr>
<td>Lunch 2</td>
<td>11:28-12:12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
<td>44</td>
</tr>
<tr>
<td>12:12-12:56</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 7</td>
<td>The Actor and the Tools 9</td>
<td>Acting 10</td>
<td>Acting 11</td>
<td>Acting 12</td>
<td>44</td>
</tr>
<tr>
<td>12:56-1:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 8</td>
<td>World Language</td>
<td>Classical Genres</td>
<td>Contemporary Theatre</td>
<td>Senior Play Performance</td>
<td>44</td>
</tr>
<tr>
<td>1:40-2:24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Instructional Minutes:** 340
### Dance Academy

<table>
<thead>
<tr>
<th>Period</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (60 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/ Economics</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>Grade 9 Lunch</td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0 (Lunch) or 60</td>
</tr>
<tr>
<td>5</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0 (Lunch) or 60</td>
</tr>
<tr>
<td>6</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Level 1 Ballet</td>
<td>Level 2 Ballet</td>
<td>Level 3 Ballet</td>
<td>Level 4 Ballet</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>Level 1 Modern</td>
<td>Level 2 Modern</td>
<td>Level 3 Modern</td>
<td>Level 4 Modern</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes**: 420

### TUESDAY Early Release Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (50 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/ Economics</td>
<td>44</td>
</tr>
<tr>
<td>2</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>44</td>
</tr>
<tr>
<td>ADVISORY</td>
<td>10:12-10:44</td>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Grade 9 Lunch</th>
<th>Grade 10 Lunch</th>
<th>Physics</th>
<th>AP Biology</th>
<th>0 (Lunch) or 44</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Grade 9 Lunch</td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0 (Lunch) or 44</td>
</tr>
<tr>
<td>5</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0 (Lunch) or 44</td>
</tr>
<tr>
<td>Period 6</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
<td>44</td>
</tr>
<tr>
<td>---------</td>
<td>----</td>
<td>----</td>
<td>----------------</td>
<td>---------</td>
<td>----</td>
</tr>
<tr>
<td>12:12-12:56</td>
<td>Level 1 Ballet</td>
<td>Level 2 Ballet</td>
<td>Level 3 Ballet</td>
<td>Level 4 Ballet</td>
<td>44</td>
</tr>
<tr>
<td>Period 7</td>
<td>Level 1 Modern</td>
<td>Level 2 Modern</td>
<td>Level 3 Modern</td>
<td>Level 4 Modern</td>
<td>44</td>
</tr>
<tr>
<td>12:56-1:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 8</td>
<td>Level 1 Modern</td>
<td>Level 2 Modern</td>
<td>Level 3 Modern</td>
<td>Level 4 Modern</td>
<td>44</td>
</tr>
<tr>
<td>1:40-2:24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Instructional Minutes:** 340

**Music Academy**

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/Economics</td>
<td>60</td>
</tr>
<tr>
<td>Period 2</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>60</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>60</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>Grade 9 Lunch</td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0(Lunch) or 60</td>
</tr>
<tr>
<td>Lunch 1 (9&amp;10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0(Lunch) or 60</td>
</tr>
<tr>
<td>Lunch 2 (11&amp;12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
<td>60</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 7</td>
<td>Keyboard/Music Theory 1</td>
<td>Keyboard/Music Theory 2</td>
<td>Music Theory Level 3/4</td>
<td>Music Theory Level 3/4</td>
<td>60</td>
</tr>
<tr>
<td>2:00-3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 8</td>
<td>Choir Level 1</td>
<td>Choir Level 2</td>
<td>Creative Ensemble 3/4</td>
<td>Creative Ensemble 3/4</td>
<td>60</td>
</tr>
<tr>
<td>3:00-4:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Instructional Minutes:** 420
## TUESDAY Early Release Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject/Class</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:00-8:44</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/ Economics</td>
<td>44</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:44-9:28</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>44</td>
</tr>
<tr>
<td>Period 3</td>
<td>9:28-10:12</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>44</td>
</tr>
<tr>
<td>ADVISORY</td>
<td>10:12-10:44</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Period 4</td>
<td>Lunch (9&amp;10)</td>
<td>Grade 9 Lunch</td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0(Lunch) or 44</td>
</tr>
<tr>
<td>Period 5</td>
<td>Lunch 2 (11&amp;12) 11:28-12:12</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0(Lunch) or 44</td>
</tr>
<tr>
<td>Period 6</td>
<td>12:12-12:56</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
<td>44</td>
</tr>
<tr>
<td>Period 7</td>
<td>12:56-1:40</td>
<td>Keyboard/ Music Theory 1</td>
<td>Keyboard/ Music Theory 2</td>
<td>Music Theory Level 3/4</td>
<td>Music Theory Level 3/4</td>
<td>44</td>
</tr>
<tr>
<td>Period 8</td>
<td>1:40-2:24</td>
<td>Choir Level 1</td>
<td>Choir Level 2</td>
<td>Creative Ensemble 3/4</td>
<td>Creative Ensemble 3/4</td>
<td>44</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes:** 340

---

### Robotics Academy

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Subject/Class</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:00-9:00</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/ Economics</td>
<td>60</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:00-10:00</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>60</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:00-11:00</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>60</td>
</tr>
<tr>
<td>Period 4</td>
<td>Lunch 1 (9&amp;10) 11:00-12:00</td>
<td>Grade 9 Lunch</td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0(Lunch) or 60</td>
</tr>
</tbody>
</table>

CHAMPS Renewal Petition 77
<table>
<thead>
<tr>
<th>Period 5</th>
<th>Biology</th>
<th>Chemistry</th>
<th>Grade 11 Lunch</th>
<th>Grade 12 Lunch</th>
<th>0(Lunch) or 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch 2</td>
<td>PE</td>
<td>PE</td>
<td>World</td>
<td>Elective</td>
<td>60</td>
</tr>
<tr>
<td>(11&amp;12)</td>
<td></td>
<td></td>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 6</th>
<th>Robotics LV 1</th>
<th>Robotics LV 2</th>
<th>Robotics LV 3</th>
<th>Robotics LV 4</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 7</th>
<th>World Language</th>
<th>Robotics LV 2</th>
<th>Robotics LV 3</th>
<th>Robotics LV 4</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 8</th>
<th>World Language</th>
<th>Robotics LV 2</th>
<th>Robotics LV 3</th>
<th>Robotics LV 4</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00-4:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Instructional Minutes:** 420

---

**TUESDAY Early Release Schedule**

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:44</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/ Economics</td>
<td>44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 2</th>
<th>English 9</th>
<th>English 10</th>
<th>English 11</th>
<th>English 12</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:44-9:28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 3</th>
<th>Algebra 1</th>
<th>Geometry</th>
<th>Algebra 2</th>
<th>Pre-Calculus</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:28-10:12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADVISORY</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:12-10:44</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 4</th>
<th>Grade 9 Lunch</th>
<th>Grade 10 Lunch</th>
<th>Physics</th>
<th>AP Biology</th>
<th>0(Lunch) or 44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch 1</td>
<td>(9&amp;10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:28-12:12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 5</th>
<th>Biology</th>
<th>Chemistry</th>
<th>Grade 11 Lunch</th>
<th>Grade 12 Lunch</th>
<th>0(Lunch) or 44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch 2</td>
<td>(11&amp;12)</td>
<td>11:28-12:12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-12:56</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 6</th>
<th>PE</th>
<th>PE</th>
<th>World Language</th>
<th>Elective</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:12-12:56</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 7</th>
<th>Robotics LV 1</th>
<th>Robotics LV 2</th>
<th>Robotics LV 3</th>
<th>Robotics LV 4</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:56-1:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 8</th>
<th>World Language</th>
<th>Robotics LV 2</th>
<th>Robotics LV 3</th>
<th>Robotics LV 4</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:40-2:24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Instructional Minutes:** 340
## Broadcast Communications Academy

<table>
<thead>
<tr>
<th>Period</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/Economics</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>Grade 9 Lunch</td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0(Lunch) or 60</td>
</tr>
<tr>
<td>Lunch 1 (9&amp;10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0(Lunch) or 60</td>
</tr>
<tr>
<td>Lunch 2 (11&amp;12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Broadcast Communications LV 1</td>
<td>Broadcast Communications LV 2</td>
<td>Broadcast Communications LV 3</td>
<td>Broadcast Communications LV 4</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>World Language</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes:** 420

### TUESDAY Early Release Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/Economics</td>
<td>44</td>
</tr>
<tr>
<td>2</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>44</td>
</tr>
<tr>
<td>ADVISORY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>Grade 9 Lunch</td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0(Lunch) or 44</td>
</tr>
<tr>
<td>Lunch 1 (9&amp;10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0(Lunch) or 44</td>
</tr>
<tr>
<td>Lunch 2 (11&amp;12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Liberal Arts Academy Sample Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/ Economics</td>
<td>60</td>
</tr>
<tr>
<td>Period 2</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>60</td>
</tr>
<tr>
<td>Period 3</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>60</td>
</tr>
<tr>
<td>Period 4</td>
<td>Grade 9 Lunch</td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0 (Lunch) or 60</td>
</tr>
<tr>
<td>Period 5</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0 (Lunch) or 60</td>
</tr>
<tr>
<td>Period 6</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
<td>60</td>
</tr>
<tr>
<td>Period 7</td>
<td>World Language</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>60</td>
</tr>
<tr>
<td>Period 8</td>
<td>Elective (10)</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes:** 420

---

**TUESDAY Early Release Schedule**

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/ Economics</td>
<td>44</td>
</tr>
</tbody>
</table>

---

CHAMPS Renewal Petition
<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Subject</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00-9:00</td>
<td>World History</td>
<td></td>
<td>World Language</td>
<td>US History</td>
<td>Government/Economics</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>9:00-10:00</td>
<td>English 9</td>
<td></td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>10:00-11:00</td>
<td>Algebra 1</td>
<td></td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>11:00-12:00</td>
<td>Grade 9 Lunch</td>
<td></td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0(Lunch) or 60</td>
</tr>
<tr>
<td>5</td>
<td>Lunch 1 (9&amp;10) 11:00-12:00</td>
<td>Biology</td>
<td></td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0(Lunch) or 60</td>
</tr>
<tr>
<td>6</td>
<td>12:00-1:00</td>
<td>Lunch 2 (11&amp;12) 12:00-1:00</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
<td>44</td>
</tr>
<tr>
<td>7</td>
<td>1:00-2:00</td>
<td>PE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>2:00-3:00</td>
<td>Media Wheel</td>
<td>Media Wheel 1</td>
<td>Digital Media Arts 1</td>
<td>Digital Media Arts 2</td>
<td>Digital Media Arts 3</td>
<td>60</td>
</tr>
<tr>
<td>Period 8 3:00-4:00</td>
<td>World Language</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total Instructional Minutes</strong>: 420</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TUESDAY Early Release Schedule**

<table>
<thead>
<tr>
<th>Period 1 8:00-8:44</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/ Economics</td>
<td>44</td>
</tr>
<tr>
<td>Period 2 8:44-9:28</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>44</td>
</tr>
<tr>
<td>Period 3 9:28-10:12</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>44</td>
</tr>
<tr>
<td>ADVISORY 10:12-10:44</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Period 4 Lunch 1 (9&amp;10)</td>
<td>Grade 9 Lunch</td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0(Lunch) or 44</td>
</tr>
<tr>
<td>Period 5 Lunch 2 (11&amp;12) 11:28-12:12</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0(Lunch) or 44</td>
</tr>
<tr>
<td>Period 6 12:12-12:56</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
<td>44</td>
</tr>
<tr>
<td>Period 7 12:56-1:40</td>
<td>Media Wheel</td>
<td>Digital Media Arts 1</td>
<td>Digital Media Arts 2</td>
<td>Digital Media Arts 3</td>
<td>44</td>
</tr>
<tr>
<td>Period 8 1:40-2:24</td>
<td>World Language</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total Instructional Minutes</strong>: 340</td>
</tr>
</tbody>
</table>

**Film Academy Sample Schedule**

<table>
<thead>
<tr>
<th>Period 1 8:00-9:00</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/ Economics</td>
<td>60</td>
</tr>
<tr>
<td>Period 2 9:00-10:00</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>60</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/Economics</td>
<td>44</td>
</tr>
<tr>
<td>2</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>44</td>
</tr>
<tr>
<td>4</td>
<td>Lunch 1</td>
<td>Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0(Lunch) or 44</td>
</tr>
<tr>
<td>5</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0(Lunch) or 44</td>
</tr>
<tr>
<td>6</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
<td>44</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes**: 420
### Written Arts Academy Sample Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/Economics</td>
<td>60</td>
</tr>
<tr>
<td>Period 2</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>60</td>
</tr>
<tr>
<td>Period 3</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>60</td>
</tr>
<tr>
<td>Period 4</td>
<td>Grade 9 Lunch</td>
<td>Grade 10 Lunch</td>
<td>Physics</td>
<td>AP Biology</td>
<td>0(Lunch) or 60</td>
</tr>
<tr>
<td>Lunch 1 (9&amp;10)</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11 Lunch</td>
<td>Grade 12 Lunch</td>
<td>0(Lunch) or 60</td>
</tr>
<tr>
<td>Lunch 2 (11&amp;12)</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
<td>60</td>
</tr>
<tr>
<td>Period 6</td>
<td>Elective</td>
<td>Creative Writing</td>
<td>Advanced Creative Writing</td>
<td>Journalism</td>
<td>60</td>
</tr>
<tr>
<td>Period 7</td>
<td>World Language</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes:** 420

### TUESDAY Early Release Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Grade 9 (60 Credits)</th>
<th>Grade 10 (60 Credits)</th>
<th>Grade 11 (50 Credits)</th>
<th>Grade 12 (50 Credits)</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>World History</td>
<td>World Language</td>
<td>US History</td>
<td>Government/Economics</td>
<td>44</td>
</tr>
<tr>
<td>Period 2</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>44</td>
</tr>
<tr>
<td>Period</td>
<td>Time</td>
<td>Subject 1</td>
<td>Subject 2</td>
<td>Subject 3</td>
<td>Subject 4</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>3</td>
<td>9:28-10:12</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ADVISORY</td>
</tr>
<tr>
<td>4</td>
<td>10:12-10:44</td>
<td>Grade 9</td>
<td>Grade 10</td>
<td>Physics</td>
<td>AP Biology</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10:44-11:28</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Grade 11</td>
<td>Grade 12 Lunch</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>11:28-12:12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12:12-12:56</td>
<td>PE</td>
<td>PE</td>
<td>World Language</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>12:56-1:40</td>
<td>Elective</td>
<td>Creative Writing</td>
<td>Advanced Creative Writing</td>
<td>Journalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1:40-2:24</td>
<td>World Language</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes:** 340
3. **INSTRUCTIONAL DAYS AND MINUTES**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<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>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Select Y/N</td>
<td>143</td>
<td>420</td>
<td>37</td>
<td>340</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>180</td>
<td>64800</td>
<td>72640</td>
<td>7840</td>
</tr>
<tr>
<td>10</td>
<td>Select Y/N</td>
<td>143</td>
<td>420</td>
<td>37</td>
<td>340</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>180</td>
<td>64800</td>
<td>72640</td>
<td>7840</td>
</tr>
<tr>
<td>11</td>
<td>Select Y/N</td>
<td>143</td>
<td>420</td>
<td>37</td>
<td>340</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>180</td>
<td>64800</td>
<td>72640</td>
<td>7840</td>
</tr>
<tr>
<td>12</td>
<td>Select Y/N</td>
<td>143</td>
<td>420</td>
<td>37</td>
<td>340</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>180</td>
<td>64800</td>
<td>72640</td>
<td>7840</td>
</tr>
</tbody>
</table>

4. **EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379.**

CHAMPS has an arrangement with Los Angeles Valley Community College that allows our students to take college courses on our campus. The program, Advanced College Enrollment (ACE) serves to encourage college enrollment and to offer course options to our students. General education courses are offered, and college credit is awarded by LAVC. ACE college-level courses can also qualify as high school credit at CHAMPS. High School students are exempted from paying tuition.

**G. PROFESSIONAL DEVELOPMENT**

1. **TEACHER RECRUITMENT**

CHAMPS uses multiple strategies to attract and retain highly qualified teachers with subject area knowledge that is likely to enable student achievement for all students. Teacher job descriptions identify desired skills that reflect CHAMPS’ innovative educational approaches, and teachers selected to be a part of the CHAMPS community understand our arts and media-based philosophy.

When teacher openings exist at CHAMPS, we post positions on EdJoin and with nearby undergraduate and graduate programs of education including Pepperdine University, CSU Northridge and California Lutheran University. Applicants complete and submit an application, including required credential documentation so as to allow the school’s leadership team to consider whether candidates’ professional capabilities as well as qualifications fit the needs of the students and position (see Element 5). The Principal, with the support of a hiring committee comprised of Department Chairpersons and an
Assistant Principal, selects teachers on a resume, application and interview basis. Applicants demonstrate their teaching skills through in class-observation or submission of a video or written response, to the extent possible. The hiring committee helps recruit, screen, and interview candidates and makes a recommendation to the Principal, who then ultimately makes the final hiring decision.

Guided by the descriptions found in Element 5, the Principal evaluates how well candidates’ educational philosophy and skills align with the CHAMPS instructional philosophy and culture. CHAMPS strives to hire a diverse group of teachers who have strong content knowledge, ability to lead arts-infused instruction, and experience planning curriculum and assessments, and who know how to differentiate instruction to meet the needs of all students. Before an offer is made, CHAMPS verifies all teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and NCLB requirements to teach the subject that he/she is being hired to teach. Candidates must also have DOJ clearance and a negative TB test result prior to starting employment. Candidates that are offered employment will receive an at-will employee agreement from CHAMPS.

2. Professional Development

CHAMPS is a professional learning community committed to providing individualized, job-embedded professional development to faculty, in varied and meaningful ways. As Peter Senge in “Whatever It Takes” states, “building a learning organization revolves around the premise that such organizations will produce dramatically improved results.” All professional development time is based on this premise. Designed to leverage the expertise of our existing instructional leaders, CHAMPS professional development intensely focuses on two outcomes: continually improving instruction and student achievement.

Professional development time begins with a week of summer professional development time for faculty and staff, weekly PLC meetings, monthly department meetings, and a pupil-free day each semester to support continual growth throughout the school year. CHAMPS administration and department chairs design the objectives and plans, along with aligned resources, for common planning and professional learning communities. Our teachers bring an average of 5 years of experience, and a wide variety of expertise in content.

Based on classroom observations, teacher evaluation trends, professional development feedback, and analysis of data, CHAMPS instructional leaders have identified the following professional development areas for the 2014-2015 academic year.

- Creativity and the New Common Core State Standards
- Conducting Walkthroughs to Improve Instructional Practice
- Engaging Students in Textual Analysis
- Using technology integration to differentiate and improve instructional techniques
- Feel Well, Teach Well: Ways to Gain and Sustain Wellness In and Out of the Classroom
- Close Reading: Teaching the Comprehension Skills of Text Analysis and Evaluation

At the discretion of the Principal, these topics may be altered based on the needs of the faculty and students. When appropriate, educational consultants and other experts in relevant fields will be hired

CHAMPS Renewal Petition
or asked to participate in professional development workshops. For example, every AP teacher attends a College Board development class.

On our Minimum Day on Tuesdays, teachers meet in PLCs. Some of the topics that are addressed during this time include:

- Continued development of writing across the curriculum with specific focus on the various genres and writing within each discipline as well as the creation of common rubrics for instruction;
- In-depth study of the Common Core Standards as well as using cross curricular groupings and collaborative learning to create greater engagement and a deepened understanding of concepts, including creation of performance tasks aligned with Common Core and other state standards;
- Data analysis time to use summative and formative assessment data to make instructional decisions (e.g. modifications to curriculum maps);
- Revise pacing plans after cross-curricular alignment discussions amongst departments;
- Model and practice of instructional strategies to use to differentiate instruction for arts education, English learners, and special needs students;
- Use of the Smart board as a technology-based teaching and learning tool; plan ways to integrate technology as a communication tool in an upcoming unit of study;
- Supports and structures for a college and career ready culture;
- Proper use of Q (the school’s student information system) for submission of grades, attendance, behavior logs, and parent communication;
- Understand the Smarter Balanced Assessment (e.g. test administration, supporting student use of navigation tools, etc).

Professional Learning Communities Structures:
Summer PD – All CHAMPS teachers meet for six (6) days prior to the start of the school year to engage in planning, professional development, and team building. Safety procedures, teacher obligation to students with Special Needs, mandated reporter training, and our sexual harassment policy are discussed. Professional development during this time focuses on student achievement data, instructional priorities, and teacher needs.
- Grade Level Meetings - Teachers meet in their grade-level teams to discuss individual students’ progress, intra-disciplinary projects, and intervention strategies. These meetings occur monthly.
- Departmental Common Planning Time – CHAMPS teachers meet with content-area colleagues on Tuesdays. This time enables teachers to coordinate their lesson planning, share best practices and to coordinate pedagogy. For example, faculty will share common assessments and rubrics, discuss writing to learn and writing in the disciplines strategies, and strategies to differentiate instruction.
- Peer Observations – In addition to administrative observations, teachers conduct periodic cross-curricular observations of their peers and reflect on findings collectively. CHAMPS teachers volunteer to have their instruction video-taped and presented during ongoing professional development time in order to further the sharing of best practices, specifically arts integration, differentiation for English Learners and needs students, and Common Core alignment.
- Mentoring Program – CHAMPS implements a new teacher training program to guarantee that all teachers feel supported and mentored. Department chairs are the primary faculty responsible for new teacher mentoring.
H. MEETING THE NEEDS OF ALL STUDENTS

The CHAMPS instructional program is based on the belief that the achievement gap can be closed when the students’ cultural, emotional, and social experiences are incorporated into the teaching and learning process. Effort, care, and quality are the primary basis of success in school. A caring adult relationship for all students is a high priority, and an essential ingredient in the development of positive educational values. Our goal is for adolescents to become socially competent and develop skills to cope successfully with the exigencies of everyday life. The message we will continue to state on a regular basis is that the students need to believe they have a future, and that the CHAMPS staff is there to serve them.

Teachers utilize various methods to meet the needs of all the students. Core teachers create a positive psychosocial environment that allows for flexibility and variety. This enables teachers to become better acquainted with their students and to provide support when needed. Collaborating teachers use divergent questioning strategies, multiple and varied opportunities for students to practice what they have learned, and tiered instruction to address the needs of all learners.

The Special Education Department at CHAMPS includes a Special Education Coordinator, three Special Ed teachers and two Special Ed aides. The department works collaboratively with general education teachers to provide an individualized education program and a foundation for all students that enables them to critically and actively think, communicate and create. We also encourage lifelong learning, promote the acceptance of unique differences, and provide knowledge and support to staff, families, and community.

Students with more extensive needs that are not fully met in their regular classes are supported in a study skills class, which provides them with assistance in the areas of organization, planning, test taking strategies and transition skills. CHAMPS offers Guided Studies as elective courses for those who need additional assistance in specific subject areas, as well as after-school tutoring. Special Education staff also support general education teachers via our push-in model to enhance instruction for students with social communication, behavioral and learning challenges.

1. **ENGLISH LEARNERS**

**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 the 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 the 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 school matters to the same extent as other parents.

a. Process for Identifying ELs

English Learners are only a small portion of our enrollment: in the 2013-2014 school year, ELs comprised 3% of the CHAMPS population, or 24 out of 956 students. The focus of the EL program is to ensure equal access to differentiated instructional materials and supports so these students make grade-level progress on the core curriculum and achieve English-language proficiency in all areas of communication, including listening, speaking, reading and writing and graduate college and career ready.

CHAMPS adheres to all applicable state and federal laws and regulations with respect to serving students who are English learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a Home Language Survey upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. The CELDT/ELPAC assessment will take place within 30 days of the start of the school year or within two (2) weeks after the date of the student’s first enrollment at CHAMPS.

The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the CELDT/ELPAC, according to the guidelines set forth in the student’s IEP. CHAMPS staff will notify parents of the school’s responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

---

15 Cde.ca.gov/Dataquest.
b. **Educational Program for English Language Acquisition**

Recent data indicates that approximately 78% of our ELs, according to the July 1999 California English-Language Development Standards, are categorized as “advanced” or “early advanced” on the CELDT, and nearly all of the other ELs are “intermediate” English Learners (CDE Data Quest, CELDT). These categories, in terms of the new CA ELD Standards, translate to the “expanding” and “bridging” levels on the ELPAC.

Because our EL population is more advanced, we focus instruction on vocabulary acquisition and applying a variety of linguistic structures in the content areas. ELs fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. Two key components supporting our English Learners are identification and support from paraprofessionals and contracted service providers. This instructor provides CHAMPS English Learners with the necessary counseling and academic planning necessary to ensure all ELs graduate college and career ready. All ELs have Individualized Learning Plans whereby English Language Development goals are identified and monitored. Newcomer students’ specific needs will be assessed by the initial CELDT, which CHAMPS administers within mandated timelines. CHAMPS teachers are trained in the use of strategies to support ELs throughout instructional delivery and differentiated practice.

c. **How The Program Will Meet The New State ELD Standards And Use The Results Of The CELDT/ELPAC**

CHAMPS bases its English Learner support program on the new California ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which will be aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, CHAMPS will continue to administer the CELDT as the state’s measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

As guided by the CA ELD Standards, CHAMPS teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT. Our EL Coordinator will partner with the classroom teachers to include ELD goals on students’ learning plans. Additionally, our EL Coordinator will assess student progress towards attainment of the standards using standards-based portfolios.

d. **Services And Supports For English Learners, Including Instructional Strategies And Intervention**

Teachers will have access to ELD assessment results to inform program placement, reclassification, and instruction. CHAMPS uses assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

CHAMPS provides high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher’s knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers are authorized to teach English Learners and receive training in the effective
implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE) and scaffolding. Our EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content. All students identified as ELs will participate in dedicated English as a Second Language instruction as one of their elective courses.

EL students also have access to grade-level academic content and practical language development through the multimedia and performing arts program. Through the interpretation of international classics and the creation of new musical, dramatic and computerized works, the EL students find another language to express their thoughts and human experience that can be considered universal.

e. Process For Annual Evaluation Of The School’s English Learner Program

The Principal at CHAMPS is responsible for ensuring the quality and success of all instructional programs, and reports to the Board monthly on progress towards academic goals, including serving EL students. The Principal conducts regular (at least quarterly) observations in every classroom. Feedback, trouble-shooting and professional goal setting follow each observation. In addition to this ongoing practice, the Principal works with relevant staff annually to review summative data on student progress, including our annual CELDT scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by the CELDT/ELPAC.

f. Process And Specific Criteria For Reclassification

CHAMPS monitors student mastery of the ELD standards through the use of portfolios. The portfolio is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the LAUSD Master Plan. (LAUSD Reference Guide, 2004). Teachers select assessments and work samples that accurately represent the student’s current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student’s best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain. The ELD Coordinator reviews EL portfolios at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of EL portfolio evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principal to work with the EL Coordinator and classroom teachers to carry out the EL Master Plan. The EL Coordinator maintains EL portfolios, monitors classroom instruction, updates ELD levels in the CHAMPS Student Information System (Q), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews
ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The ELD Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Reclassification criteria are as follows:
- Students must score a 3 or 4 in the four domains of the CELDT/ELPAC Test
- Students must earn a C or better in their English or ESL class.
- Students must score a Basic or above on the CAASPP

Once students reclassify, they are recognized school-wide, and parents and community members are invited to acknowledge their academic progress.

\[ g. \quad \text{Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students} \]

In order to meet the individual needs of each English learner, the EL Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the CELDT/ELPAC will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that CHAMPS provides for all students.

Students will be monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide CHAMPS teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas:\[ 16 \]:

- **Emerging**: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

- **Expanding**: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

- **Bridging**: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

\[ ^{16} \text{http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf} \]
It is our philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light:

- **Overall Proficiency**: A general descriptor of ELs’ abilities at entry to, progress through, and exit from the level;
- **Early Stages**: Descriptors of abilities in English language that ELs have at the early stages of the level; and
- **Exit Stages**: Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- **Three Modes of Communication**: collaborative (engagement in dialogue with others); interpretive (comprehension and analysis of written and spoken texts); and productive (creation of oral presentations and written texts); and
- **Two dimensions of Knowledge of Language**: “Metalinguistic Awareness,” or the extent of language awareness and self-monitoring students have at the level; and “Accuracy of Production,” or the extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

English learners will continue to be re-evaluated annually using the CELDT / ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). CHAMPS sets a demanding reclassification target annually. The EL Coordinator serves as the CELDT / ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

### h. Process for monitoring progress and supports for Long Term English Learners (LTELs)

Because the programs at CHAMPS are highly individualized, the specific needs of LTELs are readily identified and addressed. LTELs participate in ELD courses in which their academic language and specific academic vocabulary and language structures are developed. Other options may be explored to support our LTELs including enrolling in ESL classes at our partner, LA Valley Community College or using computer programs to support language acquisition. Because the needs of LTELs are varied, we will work with our ELD Coordinator and classroom teachers to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. CHAMPS prioritizes resources (e.g. curriculum for ELD instruction) for LTELs. Students are made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.
2. **Gifted and Talented Students and Students Achieving Above Grade Level**

We are committed to supporting all students in the self-directed pursuit of their learning, particularly students who are high achieving. If we use the District’s GATE identification process and policy and allow CHAMPS school student participation in LAUSD’s Saturday Conservatory of Fine Arts, we will reimburse on a Fee for Service. CHAMPS teachers differentiate instruction for a variety of learning styles and ability levels within the content areas and provide multiple and flexible options for students to demonstrate their understanding of what they have learned. Gifted students access a rigorous curriculum that includes Advanced Placement and honors classes in English, science, and history.

Gifted and talented students are encouraged to participate in summer internships throughout the country and CHAMPS has relationships with several institutions of higher learning and a variety of pre-professional arts programs in NYC, Massachusetts, and northern California. Counselors work closely with advanced students to help them enroll in college classes at neighborhood junior colleges and in online programs.

CHAMPS uses a variety of assessment measures, including standardized assessment data and other formative assessments, to identify students who are potentially gifted or high achieving, and then to track these students’ growth and progress over time (students are identified as gifted/talented in our student achievement database). In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. CHAMPS teachers and instructional leaders inform parents and guardians when their child is suspected of being gifted or high achieving so that parents can seek appropriate challenges and opportunities for their child.

3. **Students Achieving Below Grade Level**

Students performing substantially below grade level are enrolled in the Guided Studies class. Counselors review students’ achievement in math, English, and science just prior to the start of the school year to determine placement and need for assistance. Through the Guided Studies class, students receive targeted support and intervention designed to help them master the subject(s) content and develop learning strategies and skills. Tutoring is also available after school for all students in need. The Director of Student Services closely monitors these students’ work through portfolios, benchmark assessments and classroom observations on a weekly and monthly basis as needed. They are also assigned to individualized tutoring, small group tutoring, and additional assistance in classrooms. To address the growing population of students achieving below grade level, CHAMPS uses RTI (Response To Intervention) and directs appropriate resources (e.g. part time instructional aides) to support students achieving below grade level. Periodic conferences are held with these students and their parents to offer credit recovery (e.g., online courses via BYU, retaking a course in place of an elective during our extended day schedule, or, during the summer, OFL or Options for Youth credit recovery opportunities) counseling and systematic monitoring of progress toward completing graduation requirements. The eligibility of a child for special education and related services is considered when a child has arrived at the Tier 3 level of RTI (Response to Intervention). When a child has been in Tier 2 for a pre-determined amount of time and an evaluation is given, then a meeting is called to determine eligibility for special education services. The parent of the child and the student support team must determine whether the child is a child with a disability and in need of special education and related services.
4. **Socio-Economically Disadvantaged/Low-Income Students**

Approximately 42% of CHAMPS students qualify for Free- or Reduced-price lunch (CALPADS, 2013). This population has steadily grown since the inception of the school. CHAMPS’s teachers and staff all receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports. CHAMPS provides a number of field trips to colleges and universities, theatres, museums, and community events at no charge to students. Our music students attend concerts at Disney Concert Hall and our dance students participate in programs at the Valley Performing Arts Center. In 2014-2015, CHAMPS will fund the cost of each 10th grade student to take the PSAT. We are committed to getting students in the college mindset. Students who perform in plays, dance or music recitals do not have to pay for costumes, instruments, or whatever else is needed to perform. Furthermore, the CHAMPS PTSA provides funding for yearbooks, dances, and senior activities for low-income students. These opportunities augment the instructional program and enhance the educational experience for all CHAMPS students.

5. **Students with Disabilities**

**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 ("SELPAD") Local Plan for Special Education.

**SELPAD Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 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.
6. **Students in Other Subgroups**

CHAMPS offers a variety of support for students with extraordinary needs, such as foster youth, students in rehabilitation or pregnant students. Our extensive intervention program provides several levels of guidance depending on the need of the student. In addition, our school-based counseling service is integral part of CHAMPS. Our Director of Student Services, a licensed Marriage and Family Therapist, supervises counseling interns who provide counseling to our students and their families.

Some students may find it difficult come to school on a daily basis due to extraneous circumstance. Our independent study program can give students an alternative way to access an excellent education and still be involved in CHAMPS culture. (See below.)

1. **A Typical Day**

To the degree any CHAMPS student is typical, "Z" hops off the bus on Van Nuys Boulevard just before 8am. She makes her way into the Phoenix building, the eight-story edifice that is one of the school's two campuses. On her way to class, she takes note of a couple of fellow students, one sporting every color of the rainbow in patches, the other favoring batons and a top hat. She smiles to herself, secure in the fact that only at CHAMPS are such unique personalities not only accepted but celebrated.

Just as the bell is about to ring, she rushes into her first thought provoking, arts-infused academic class, where she's greeted by a passionate teacher and equally committed classmates. Later that morning, she strolls down the boulevard to the small Korean Lutheran church campus that is CHAMPS' other half. Between this brisk walk and earlier trips up and down the Phoenix stairs, she gets as much of a workout as any P.E. class the school has to offer, including Pilates, Yoga, and Tae Kwon Do. Mentally, she has acquired knowledge in English, Math, Science, and Social Science. At noon, having secured her savory meal from Leah the Lunch Lady, she wanders out onto the grass field or the shaded lunch tables, where a pickup game of football or an impromptu music festival are equally likely to be underway.

Like many of her friends, several hours of her day are spent honing her skills in her Academy of choice. by taking two classes a day. While she immerses herself in music theory, her peers create digital images, perform on stage, write fiction, dance, produce films, and even fine-tune robots! Additionally, she takes a World Language class and a physical education class. Having completed the day's work, the 4pm bell calls for her, but she sticks around to participate in the Current Events Club, one of a myriad after-school groups and organizations as diverse as the students themselves. By the time "Z" finally boards the bus
bound for home, she feels fulfilled both intellectually and creatively, ready to come back the next morning and do it all again.

J. INDEPENDENT STUDY PROGRAM

As noted earlier, in 2012, LAUSD approved an amendment to CHAMPS’ charter to offer a small Independent Study program. CHAMPS adheres to CDE regulations and requirements for independent Study programs at charter school sites and California Education Code §47612.5 and §§51745-51749.3. For purposes of calculating Average Daily Attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the school site, and CHAMPS shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of the California Education Code §47612.5. If CHAMPS offers non-classroom based instruction in excess of 20% of its total instructional minutes authorized in California Education Code §47612.5(e)(1), then CHAMPS is subject to the determination for funding requirement of §47634.2. CHAMPS shall submit a request to the District for material revision in the event it surpasses the 20% threshold for non-classroom based instructional minutes.

Students between the ages of 19 and 21 years old will not be directly enrolled into the IS Program, however, a student may turn 19 years old while already in the Program. In this event, the student would continue on working and following the IS Program just as they had since inception.

CHAMPS shall not charge any fees for students to enroll or participate in the Independent Study Program.

1. DESCRIPTION OF STUDENTS WHO ARE ELIGIBLE TO PARTICIPATE IN THE PROGRAM

The Independent Study (IS) program provides a high quality program to students for whom the daily requirements of a traditional school setting are less appropriate or not feasible. The IS option is open only to those students already enrolled at CHAMPS. In 2014-15, 35 students are enrolled in IS. To qualify for enrollment into the IS program, there must be a valid reason as to why the student would like to leave the traditional classroom setting. Acceptable and appropriate reasons for this change would include extended physical illness, or emotional trauma that prevents social interaction or working students (e.g., professional actors). It is not the intention of CHAMPS to take students out of the classroom.

Students in the IS program are required to have access to a computer and the internet. For those students who do not have access to the internet at home, they are welcome to use computers in the CHAMPS’ Computer Lab at any time during school hours. Additionally, we suggest visiting the public library if that is a viable option for them. Students must also be deemed motivated and capable to work on their own independently by the CHAMPS counselor, Director of Independent Study and a Teacher.

Students wishing to transfer from the CHAMPS’ traditional classroom setting are either recommended by a counselor, the Principal or Assistant Principal, and often self-refer to the Director of Independent Study. The process to determine eligibility begins with a meeting with the Director to determine the reason the student is requesting to change into IS. Should the reason be valid and appropriate such as
the ability to work independently, along with extenuating circumstances as to why the student cannot be in the classroom full-time, a second meeting is set up with the student and parents/guardians to discuss the program. Upon approval by the parents/guardians, the IS Master Agreement is completed and signed by the student, parent, Supervising Teacher, and Director. The counselor will then create the new IS class schedule for the student.

2. **TYPE OF INDEPENDENT STUDY MODEL AND SCHEDULE**

For the non-traditional student, the IS Program provides an opportunity for comprehensive high school resources, offering core academics tailored for the individual. The same high academic standards and expectations of all CHAMPS classrooms are in place for each IS course. All standards-based academic courses focus on college-readiness, with the ultimate goal of preparing each student for success beyond high school. All core courses are provided (math, social studies, science, language arts and foreign language). In addition, based upon the student’s incoming transcripts, CHAMPS’ graduation requirements and the availability of credentialed teachers, the following electives may be available, but not limited to: Sociology, Psychology, AP Psychology, Media Design, Communications, Physical Education and Anthropology.

CHAMPS IS Program combines one hour per course each week with a credentialed educator, with coursework assignments completed independently. All IS classes are taught by credentialed teachers that are part of the CHAMPS’ teaching staff. CHAMPS will comply with pupils-to-certificated-employee ratio, with consideration of ISP students as part of the general population, and ensure that these teachers are NCLB qualified. Students meet with teachers on their specified school day with a typical class schedule as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>8:00 AM - 9:00 AM</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>9:00 AM - 10:00 AM</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10:00 AM - 11:00 AM</td>
</tr>
<tr>
<td>US History</td>
<td>11:00 AM - 12:00 PM</td>
</tr>
<tr>
<td>Film Studies</td>
<td>12:00 PM - 1:00 PM</td>
</tr>
<tr>
<td>English 11</td>
<td>1:00 PM - 2:00 PM</td>
</tr>
<tr>
<td>Spanish 2</td>
<td>2:00 PM - 3:00 PM</td>
</tr>
</tbody>
</table>

The IS Program allows for flexible and individualized pacing, as determined by the instructor. It is believed that academic success will result through establishing course benchmarks, monitoring and communicating weekly between student, instructor and parent. Students are expected to meet with teachers once a week and turn in all assignments on time. Students understand they are responsible for viewing assignments on the CHAMPS’ website. In between class time, students communicate with teachers and staff via email.

IS students have full access to CHAMPS’ tutoring, counseling, intervention and other supports as needed. Students are referred to a variety of free online sources such as Khan Academy for further assistance with academics. We expect students to contact the IS Team should they feel extra help is needed in any regard. While on campus, IS students are required to abide by the same rules stated in the CHAMPS’ Student Handbook.

In accordance with EC 51747(1), a student's completed assignments are submitted in conjunction with the due dates posted by the IS teachers on our CHAMPS’ Website, as well as on our Student Information
System software. Graded assignments are kept in each IS student’s individual file located in the office of the Director of Independent Study. Grades and progress, emails and behavior comments are entered in the student information system by the IS teachers and are available to parents/guardians and students on an ongoing basis via this internet-based system.

3. **Credit/Graduation Requirements**

Per EC 51745(e), “no course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study.” CHAMPS Independent Study Program requires the same graduation prerequisites as required of the CHAMPS general population. All IS classes utilize the same texts and supplemental materials as site-based courses. CHAMPS will comply with the requirement for the subjects listed in EC 51225.3 in the proposed ISP by providing the following courses:

<table>
<thead>
<tr>
<th>Subject</th>
<th>CHAMPS Course Requirements</th>
<th>UC/CSU Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>A History / Social Science</td>
<td>3 years (30 credits)</td>
<td>2 years</td>
</tr>
<tr>
<td>B English Language Arts</td>
<td>4 years (40 credits)</td>
<td>4 years</td>
</tr>
<tr>
<td>C Mathematics</td>
<td>3 years (30 credits)</td>
<td>3 years (4 recommended)</td>
</tr>
<tr>
<td>D Laboratory Science</td>
<td>2 years (20 credits)</td>
<td>2 years (3 recommended)</td>
</tr>
<tr>
<td>E World Language</td>
<td>2 years (20 credits)</td>
<td>2 years (3 recommended)</td>
</tr>
<tr>
<td>F Visual and Performing Arts</td>
<td>1 year (10 credits)</td>
<td>1 year</td>
</tr>
<tr>
<td>G College Preparatory Electives</td>
<td>1 year (10 credits)</td>
<td>1 year</td>
</tr>
<tr>
<td>Electives</td>
<td>4 years (40-50 credits)</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 years (20 credits)</td>
<td></td>
</tr>
<tr>
<td>Community Service</td>
<td>25 hours per year</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>TOTAL Credits:</strong></td>
<td><strong>minimum 220</strong></td>
<td></td>
</tr>
</tbody>
</table>

If a student fails a required course, he/she may take it for credit the summer immediately following. All courses taken for credit off-campus, regardless of the reason, require prior written permission from the school counselor. CHAMPS seniors who have satisfied all graduation requirements are eligible for participation in graduation ceremonies.

Additionally, all IS students are required to take all state required tests, just as CHAMPS’ general population students are.
4. **Monitoring the IS Program and IS Student Progress**

The Director of IS, reporting to the Principal, is responsible for monitoring IS students by scheduling a specific day of the week for them to meet on campus with credentialed teachers for instruction, questions and testing. Student progress is measured by a variety of assessments, both formal and informal, including tests, quizzes and essays, along with discussion of school work and assignments with teachers. All IS students are required to take every standardized and/or school-based exam that in-classroom students must take.

Assignments and exams are posted on the CHAMPS’ Website under the Independent Study tab, according to class subject. Once completed, homework and tests are immediately graded and returned to the student. Teachers then discuss grades and progress with students and parents. If there is limited or no progress, teachers will arrange a meeting with the student and parents/guardians to discuss ideas for improvement and suggest options to create better study habits in order to achieve success.

Students are able to receive one-to-one assistance with teachers via appointment. Progress reports are provided to the students and parents/guardians every 5 weeks.

All IS records, including student schoolwork, are maintained by the Director of Independent Study. This facilitates immediate access for students, parents and auditors, and records are kept for a minimum of three years. Pursuant to EC 51747(b), “A written record of findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.”

CHAMPS’ Board of Directors will review the Independent Study Program on a quarterly basis.

5. **Attendance and Absences**

On the specified IS school day, students are required to meet with each IS class teacher for instruction, as well as to ask questions about assignments and exams. Students are accountable to meet with teachers to turn in work and take quizzes and/or tests. For purposes of attendance accounting, CHAMPS will comply with all Independent Study requirements of the California Department of Education to assign attendance credit. CHAMPS shall use the time value method of attendance accounting prescribed in EC 51747.5(b). Upon missing two consecutive days on campus meeting with teachers, or missing two assignments in any one class, the CHAMPS Director of IS will arrange an intervention. We require that the student and parent/guardian meet with the teachers, counselor, IS Staff and/or Assistant Principal to discuss reasons for the absence and falling behind in work. Recommendations are made to improve behavior and study habits.

Should the student continue to fall behind after the intervention, the IS Team will continue to work with the student and their family to present additional ideas for progress and success. Our team provides support in all aspects of the student’s academic, emotional and social development. If with further support the student still has difficulty, they will have the option to return to the CHAMPS’ regular classroom program. The Team will meet with the family to explain the difference and/or benefit to each program. Students who choose to transfer to another school will be processed like any site-based transfer student. Paperwork is completed by the CHAMPS’ Head of Attendance which includes the school the student plans to attend, the reason why the student is leaving
as required by CALPADS, and a signature by the parent. Official transcripts are issued and all textbooks are returned at this time.

6. **Transcripts**

Student coursework and credits from the IS program will be reflected on student transcripts in the same manner as classroom based courses. As stated by the CDE’s “Frequently Asked Questions Part Two”, “should independent study be designated on student transcripts? No. To designate “independent study” on the transcript suggests that it is an alternative curriculum, which is prohibited by EC Section 57145(3), which states that “Independent Study shall not be provided as an alternative curriculum. Furthermore, 5 CCR 11705.5(a) states that “the independent study option is to be substantially equivalent in quality and in quantity to classroom instruction...” Both these sections make it clear that students who take courses via independent study are not to be viewed as having a different or inferior course of study.”
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. If Charter School does not test with the District, 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.

A. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section D.5, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).

B. MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section D.5, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).

C. MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

In addition to formal summative assessments, CHAMPS utilizes a variety of assessment measures consistent with the educational program outlined in Element I. These measures ensure that students
are making regular progress toward achievement of CHAMP’S academic goals and the California academic content and performance standards, including CA CCSS. CHAMPS uses multiple measures of assessment ranging from standards-aligned publisher-made tests to student-created portfolios, detailed below, in order to ensure that teachers and students have a holistic picture of academic progress and achievement. Led by the Principal and Director of Assessment and Accountability, teachers at CHAMPS then utilize this data to make informed instructional decisions in order to improve student achievement. CHAMPS also evaluates internal achievement data based on subgroup performance.

CHAMPS students enrolled in AP courses take Advanced Placement Examinations, and a majority of our students take the SAT and/or ACT. To prepare our students for these high-stakes assessments, CHAMPS requires all 10th graders to take the PSAT, and administers the EAP to 11th graders.

In addition to state mandated assessments including CAASPP, CAHSEE, CELDT/ELPAC and the assessments listed described above, CHAMPS utilizes the following measures to monitor student achievement and the efficacy of our instructional program. As the CAASPP is implemented across California, our faculty will collaborate to ensure our internal summative assessments are properly aligned with the CAASPP and serve as a meaningful predictor of success on the CAASPPs.

- **Departmental summative assessments.** Teachers work in departments using a backwards-planning process to identify evidence of student mastery on periodic summative assessments that are administered monthly, weekly and daily depending on the course. With publisher-made and teacher-made resources, teachers develop standards-aligned summative assessments that are administered consistently across CHAMPS departments. These common summative assessments include critical thinking and problem solving tasks, and teachers periodically review and refine these tools accurately check for student understanding.

- **Performance-based assessments, including portfolios, utilizing technology and multimedia.** As much as possible, CHAMPS encourages students to demonstrate their learning in a performance-based manner. Portfolios, productions, and presentations utilizing technology and multimedia are the primary methods through which student mastery is assessed. Aligned to the ESLRs and state content and performance standards, including CA CCSS, these performance-based assessments are evaluated using defined rubrics. Students, peers, and teachers provide feedback and assessment of student work. The ongoing oversight of student progress throughout the semester, along with the accountability toward both professional and academic standards, makes performance-based assessment at CHAMPS rigorous and relevant.

- **Writing across the curriculum and in the disciplines.** CHAMPS faculty is strongly committed to incorporating frequent written responses throughout the instructional day and year, regardless of content area. This practice assists in overall student comprehension and adds another layer of assessment, which provides the opportunity for students to display their true understanding of a concept. In addition to an assessment tool, teachers use student writing as an instructional tool. When writing about a specific situation, students learn new ways of thinking and approach issues from multiple perspectives. As a result, CHAMPS students are more engaged in their education and become better writers.

- **Data Director platform as an assessment-development resource.** Teachers use the Data Director assessment platform to develop content area assessments. This tool, proven at scale with millions of students and hundreds of thousands of educators, supports teachers as they create their own
end-of-unit evaluations with an item bank. Items are developed using a thorough quality-assurance process and aligned directly to the skill, cognitive, and difficulty levels taught in the standards. The end result is a highly aligned standards-based formative assessment structure used to identify students’ cognitive understanding of concepts taught in the standards, the results of which CHAMPS teachers use to inform instructional practice and adjust curricula.

- **Multiple formative assessment methods**: In addition to the more formalized formative assessments described above, teachers use a variety of formative assessment strategies during instruction to allow for student processing and to check for understanding. Examples include: one-minute essays, index card summaries/questions, concept maps, one-on-one conversations, observational checklists of student practice, exit cards, think-pair-share, oral questioning, directed paraphrasing, data notebooks, reciprocal questioning, gallery walks, and Socratic seminars.

All test data is entered into the CHAMPS SIS system, Q, and this system is readily available to parents, teachers, and students. It also includes grades for all assignments, progress reports, behavior logs, and other useful student achievement data.

### D. DATA ANALYSIS AND REPORTING

In order to best serve our students, CHAMPS teachers and instructional staff engage in a continuous cycle of examining meaningful and timely data collected about each student. As such, we use the variety of formative and summative assessment methods described above to help understand our students’ needs, so we can not only forecast their performance on high-stakes assessments, but also adapt and differentiate instruction to maximize learning.

Before the start of the school year, the administrative team, led by the principal and including department chairs, meets to review and identify trends in overall school API and AYP, standardized assessment data (CST/CAASPP, CAHSEE, CELDT/ELPAC, Fitnessgram) as well as data from internal assessments. Data provided by the College Board pertaining to ACT, SAT, PSAT and AP test administration is also reviewed. As available, the administrative team also looks at graduation rates and information available pertaining to alumnae performance at or attendance in four-year colleges or universities.

The Assistant Principal that oversees Assessment and Accountability then leads a professional development reviewing the strengths and weaknesses in each curricular area during the first department meeting professional development of the year. It is during this time that teachers examine test items, standards, and other information to deepen their content knowledge and understanding of the level of rigor students are expected to achieve. Teachers, department chairs, and administrators examine subgroup performance and problem areas and then make decisions on how to modify, change, or enhance the existing educational program based on these evaluations. For example, departments develop revised pacing guides and curricular plans based on this data, and intervention strategies (e.g., implementing a different online remedial program to help student struggling gain practice and assistance in mastering content) and class placement decisions occur as a result.

Content area teachers use classroom-based data to measure student progress toward content area standards and to modify their instructional practice, pacing, or approach to a topic as needed, meeting together at least once quarterly for a formal data review, but meeting more frequently in departmental and grade level groups. Our Academy-based school structure allows for students to specialize in content
area courses, and teachers frequently use performance-based assessment methods to evidence learning. Teachers engage regularly in evidence-based conversations with students that examine their personal efficacy in a given content area as well as the depth of her understanding of the content itself. Content area teachers collaborate regularly among and across departments to plan cross-curricular units, assess student progress, and strategize ways to continually challenge high achievers and intervene when students struggle with mastering content. While formal meetings are held quarterly to review student achievement data and align data with instructional practices, faculty collaborate on a daily basis regarding specific students and curriculum/instructional strategies and plans.

The Executive Director and/or Principal will regularly report on and distribute information about school progress to the school community and interested members of the community through the school’s newspaper, website, notices sent home, published reports and meetings, including, but not limited to:

- Summary data showing student progress toward the school’s goals and outcomes from assessment instruments and techniques as described in this section
- A summary of major decisions and policies established or changed by the Board during the year
- Summary data from an annual parent satisfaction survey
- A summary of major accomplishments by the school community, including fundraising efforts, student activities, performances and achievements, community partnerships and more
- Other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally.

E. GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Individual teachers in accordance with criteria determined by the school’s teaching staff, using the following guidelines:

Teachers evaluate student achievement against state standards and the school’s stated outcomes and formally report student progress through letter marks at least twice per semester, including progress reports at regular intervals. In addition to marks, teachers include comments regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.

*CHAMPS Subject Marks*
A – Markedly superior work
B – Superior Work
C – Satisfactory Work (equivalent to “proficient”/meeting standards)
D – Needs to improve
F – Little or no progress

*Work Habits and Cooperation Marks*
E – Excellent
S – Satisfactory
U – Unsatisfactory

**Promotion/Retention Policy**
Students shall be placed at the appropriate grade level based on the number of credits earned each year. Accordingly, the following minimum number of credits must be earned for each grade level to be promoted, based on a 220 credit graduation requirement.

- 9th to 10th grade - 60
- 10th to 11th grade - 120
- 11th to 12th grade - 170

Only those students who earned a sufficient number of credits shall be promoted to the next grade level. Students shall be retained at the end of the school year if they do not have sufficient credits to progress to the next grade. Student will also be retained if they have not passed both semesters of grade level English. The Principal may promote a student at any time during the school year when evidence has been received that the student has earned a sufficient number of credits or classes for advancement.
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 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 school or governing board committees or councils, 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.

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 the school website will satisfy this requirement.

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

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 all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**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 Ed. Code section 47604.33.

**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 the school, 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 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 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.

**STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. 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 Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**A. GOVERNANCE STRUCTURE**

CHAMPS is a direct-funded independent charter school operated by Charter High School of Arts Association, a California Non-Profit Public Benefit Corporation with 501(c)(3) designation from the IRS.

Attached, in Tab 3, please find the CHAMPS Articles of Incorporation, Corporate Bylaws, and Conflicts of Interest Code. CHAMPS is governed by the Charter High School of Arts Association Board of Directors, which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

**1. *Organizational Chart***

The governance structure and internal organization of participation and leadership at CHAMPS has been designed to ensure that, through ongoing communication and collaboration, the entire school community fully achieves CHAMPS’ mission. The organizational structure of CHAMPS meets all legal and District mandates. Details about the Board of Directors’ role and specific job responsibilities for employees are included in the following sections and Element 5.

The following illustrates our Organizational Structure:
2. **Major Roles and Responsibilities**

a. **Board of Directors**

In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the CHAMPS Charter School, Inc. Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of CHAMPS including but not limited to the following:

- Ensure CHAMPS meets its mission and goals;
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Executive Director;
- Hire and evaluate the Principal;
- Engage in ongoing strategic planning;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of CHAMPS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of CHAMPS;
- Approve all contractual agreements in excess of $5,000;
- Approve and monitor CHAMPS’ annual budget, budget revisions, and monthly cash flow statements and ensure compliance with all fiscal policies;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support CHAMPS;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report; and
- Appoint an administrative panel to take action on recommended student expulsions as needed.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with any law, this charter or the purposes for which CHAMPS is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it, and, in accordance with Corporations Code Section 5210, the Board may delegate the management of the activities of the corporation -- with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies -- to “any person or persons, management company, or committee however composed, provided that the activities and
affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the board.”

Such delegation will:

- Be in writing;
- Specify the individual(s) or entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

b. Lead Staff

Reporting to the board of directors, the Executive Director is responsible for the operational and fiscal vitality/sustainability of CHAMPS while ensuring that strong internal/external communication efforts are executed clearly and efficiently. The Principal serves as the educational leader who spearheads the development of the school’s curriculum and culture. The Principal is responsible for building relationships with teachers and families, developing systems and structures to support the instructional and operational needs of the school, and providing teachers with high quality professional development to ensure the instructional program meets the needs of all students. Complete job descriptions for the Executive Director and Principal are included in Element 5, below.

B. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

1. Composition of the Board

The Board of Directors will consist of not less than five (5), nor more than eleven (11), as set by resolution of the Board, unless changed by amendment to these bylaws. The directors shall include but not be limited to members with expertise in education, law, finance, non-profit management, and more. Each member of the Board must demonstrate: dedication to education, professional expertise in an area of need/relevance to CHAMPS’ operations, service to the community, and ability to support the vision and mission of CHAMPS. Board terms are renewable upon mutual consent between the Board and the director. The terms of the initial Board of Directors were staggered, and current directors are appointed for a term of three (3) years.

Subsequent Board members can be nominated by any member of the community and elected by a simple majority of current Board members. Although not required, the Board will strive to create an odd number of Directors for voting purposes. In accordance with its Bylaws, the Board will appoint new members upon the resignation or removal of any director, or any change in the stated number of Board members (e.g., expanding the size of the Board to increase fundraising capacity).

If the District chooses to do so, CHAMPS may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors. As indicated in applicable governance documents, CHAMPS will comply with conflict of interest laws related to public entities including Govt. Code 1090 and Political Reform Act.
2. **Governance Procedures and Operations**

The Board of Directors will meet at least quarterly within the boundaries of LAUSD and in accordance with the Brown Act. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. At an annual meeting the Board will set the calendar for upcoming Board meetings for the year and publish the schedule via the school’s website and newsletter. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the CHAMPS campus, at the entrance of the CHAMPS’ main office, and on the CHAMPS’ website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting.

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the board. In accordance with the Brown Act, directors may participate in meetings via teleconference, so long as a minimum of a quorum of directors participates within the jurisdictional boundaries of LAUSD, that all votes are taken by roll call, and other proscribed requirements for teleconference participation are met, as detailed in the Bylaws.

The Board of Directors may, in its discretion, form Committees, each consisting of two or more directors, in accordance with the Bylaws and applicable law, and charter petition to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals, including, but not limited to, a Finance Committee, Personnel Committee and Nominating Committee. Committee meetings will be held in accordance with the Brown Act, as detailed in the Bylaws. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

3. **Stakeholder Involvement**

CHAMPS values the input and involvement of all stakeholders. The interests and needs of parents, students, classified and community members are represented in the following ways:

- The CHAMPS PTSA is responsible for planning family events, developing support groups for the academies, and representing the interests of all students;
- Our Governance Council is advisory in nature and works closely with the Board of Directors and school administration in establishing school policies and procedures;
- Our School Site Council (SSC) is the decision making council for Consolidated Application programs operated at the school to improve student achievement. The SSC shall develop and approve the Single Plan for Student Achievement (SPSA) in consultation with all stakeholders.

Along with all other CHAMPS stakeholders, all groups include provide input on the goals and annual actions to achieve the goals identified in the charter in the Local Control and Accountability Plan (LCAP) annual update, pursuant to Ed. Code section 47605(b)(5)(A)(ii) and Ed. Code § 47606.5(e).
CHAMPS PTSA formally became a chapter of the PTA in September of 2013. We encourage parents, guardians, single parents, stepparents, grandparents, students, and siblings to participate in PTSA. We want all students to feel represented and families to feel they have a voice in their child’s education. PTSA meetings are open to all, but only official members may cast a vote when voting on PTSA agenda actions. The PTSA elects the following positions to an Executive Board:

- President
- Vice-President
- Secretary
- Treasurer
- Auditor
- Historian

CHAMPS PTSA receives oversight and training of its officers from 31st District and CA State PTA.

The Advisory Council consists of elected CHAMPS stakeholder representatives and primarily serves to advise the Executive Director in implementation of the guiding mission of CHAMPS as articulated in this charter, with a focus on non-academic issues including school culture, operations, policies and procedures (academic issues/data review is the focus of the School Site Council, see below, advising the Principal). Designed to foster participation by all stakeholders, the Governance Council assures the effectiveness of local school control and accountability. As part of the Charter School’s mission, it is vital that pupils witness and participate in the Charter School’s collaborative process of policy development and decision-making.

The Advisory Council meets monthly and attempts to achieve consensus when creating school-wide policy recommendations. When consensus cannot be reached, decisions are determined by vote, with the will of the majority prevailing. Governance Council’s meeting agendas and minutes are published on the CHAMPS website, on campus informational bulletin board and in the student services office.

The School Site Council includes the principal, and elected representatives of the teachers, staff, parents and students. Each member has equal voting rights. The council will be made up of no fewer than 12 members, with equal numbers of parents/students and teachers/staff. The School Site Council shall carry out the following duties:

- Develop and approve the Single Plan for Student Achievement
- Obtain recommendations for the proposed Single Plan for Student Achievement from all stakeholders and any applicable school advisory committees (Ed Code64001)
- Develop and approve the Single Plan for Student Achievement and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the Single Plan for Student Achievement and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the Single Plan for Student Achievement with the principal, teachers, and other school staff members.
- Make modifications to the Single Plan for Student Achievement whenever the need arises.
- Submit the modified Single Plan for Student Achievement for Charter School’s governing board approval whenever a material change a (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc.), evaluate the progress made toward Charter School goals to raise the academic achievement of all students.
• Carry out all other duties assigned to the council by the governing board and by state law.
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 and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

A. EMPLOYEE POSITIONS

Regardless of their role in the Charter School, every person hired by CHAMPS will actively help to promote the mission, instructional program, and the organizational core values. CHAMPS is committed to recruiting and hiring a community of professionals who are dedicated to the mission of the Charter School. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The comprehensive job descriptions and compensation structure are based on the job duties and work bases as outlined in individual employee contracts. Fingerprints, background checks and medical clearances are completed for all employees prior to the start of employment.

2014-2015 CHAMPS Staffing

Executive Director
Principal
(2)Assistant Principals
Director of Independent Study
Director of Student Services
Director of College Counseling
College Counselor
(3) Guidance Counselors
B. QUALIFICATIONS OF EMPLOYEES

Employees’ job duties and work basis will be negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff. All employees will be required to meet background check, certification and TB clearance requirements as required under applicable laws.

1. THE EXECUTIVE DIRECTOR

Reporting to the board of directors, the Executive Director is responsible for the operational and fiscal vitality/sustainability of CHAMPS while ensuring that strong internal/external communication efforts are executed clearly and efficiently.

Financial Leadership:
- Ownership of CHAMPS’ overall accountability and success standards while ensuring the Charter School’s operations and fiscal models cultivate long-term sustainability (WASC, Charter Renewal, Back-Office Support, Facilities Committee).
- Ensures that CHAMPS remains in strong fiscal standing by following a solid economic strategy that adheres to budget allocations, revenue targets, and calculated distribution of all monetary surpluses.
- Develops grants and other funding applications, plans fund-raising events, researches and supports additional fund raising effort to support CHAMPS’ mission.
- Liaises with the Charter School Principal, staff and finance committee in prioritizing school initiatives, proposals, and projects in order to create and sustain an accurate annual budget.
- Oversees preparation of periodic financial reports, including, but not limited to, the month end close, cash flow, and payroll.
- Implements and frequently inspects internal financial controls, including but not limited to, credit card controls, segregation of duties, and purchasing processes.

Operational Leadership:
- In collaboration with Charter School principal, effectively manages CHAMPS’ high level and day to day operations, including, but not limited to, school safety, performance management, and financial planning.
- Coordinates annual federal and District filing requirements as demanded by current and future legal code.
- Hires all personnel in collaboration with Principal and other lead staff; recommends changes in personnel policies to the Charter School’s board and ensures long term compliance to new policies (Executive director will not directly supervise academic staff).
- Manages contracts in the forms of vendor agreements, employee agreements, and grant requirements.
- Ensure a WASC team is in position and performing on-going progress reports.
Communications/Marketing Leadership

- Primary point of contact for most external formal communication efforts; tactfully manage context and content of external/internal communication efforts.
- Interprets the mission of the Charter School to the community through direct involvement, public relations programs, personal contact, descriptive program literature, and media partnerships.
- Builds and maintains a positive representation of CHAMPS’ mission, future goals, and accolades within different public forums including board meetings, industry conferences, and Charter School sponsored gatherings.
- Actively contributes and participates in establishing mission and program direction for CHAMPS charter school.
- Ensures accuracy and consistency in all CHAMPS’ communication, whether internal or external, in forums including but not limited to WASC, SARC, press kit, and public relations strategy.

Qualifications

- Bachelor’s degree required; Master’s Degree preferred
- Minimum five years in administrative leadership positions
- Ability to effectively articulate the mission and philosophy of CHAMPS and represent the school effectively to the larger community
- Ability to work effectively with all stakeholders, including staff, students, parents and board members
- Ability to create a culture of high expectations and student achievement within the CHAMPS community
- Ability to attract and retain a high-performing team
- Ability to fund-raise effectively on behalf of CHAMPS

c. The Principal

The Principal serves as the educational leader who spearheads the development of the Charter School’s curriculum and culture. The Principal is responsible for building relationships with teachers and families, developing systems and structures to support the instructional and operational needs of the school, and providing teachers with high quality professional development to ensure the instructional program meets the needs of all students. The principal is responsible for:

Instructional Leadership

- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior. Ensure timely, continuous and effective use of data for decision making and differentiated programming and instruction.
- Establish educational plan for the purpose of meeting academic needs of individual students and determining the placement of and monitoring delivery systems for special needs students.
- Plan instructional programs for the purpose of aligning state standards with program goals, student needs, and the needs of the special student population.
- Research innovative instructional strategies, programs and policies for the purpose of analyzing, recommending, and implementing changes in school policies, procedures and services.
- Supervise instructional programs for the purpose of meeting federal, state and local laws, codes and regulations pertaining to Charter School instructional programs.
- Effectively manage change and innovates to improve student achievement.
- Evaluate classroom instruction including curriculum, content and pedagogy.
• Establish the annual master schedule for instructional programs ensuring sequential learning experiences for students consistent with the school’s philosophy, mission, vision and instructional goals.
• Understanding of and the ability to apply curriculum development, implementation and evaluation procedures and strategies.
• Create and oversee a program of responsive support in Math, Science or other subjects for students who are below expected levels.
• Understanding of and the ability to apply curriculum development, implementation and evaluation procedures and strategies.
• Knowledge of research-based best practices in the field of education pedagogy including curriculum design; professional development and assessments required.

Professional Development
• Differentiates professional development opportunities to ensure growth of all staff.
• Serve as instructional leader, collaborating closely with the Assistant Principal to determine professional development needs of the Charter School.
• Manage performance of all instructional staff through rigorous and effective evaluations.

Culture Of Achievement And Respect
• Create and maintain a positive culture of learning aligned to the Charter School’s mission and vision.
• Build a shared vision for achievement for college and career readiness.
• Increase teacher effectiveness by hiring, placing and retaining effective instructional staff.
• Cultivate and execute program and procedures to improve student attendance
• Promote and support a strong and responsive special education program to ensure success in school for students with special needs, including compliance with special education laws.
• Models and sets high expectations for professional behavior.
• Engages families and community members as partners and value cultures as a resource.
• Plan, implement and monitor communications to inform/involve parents, students and community. Passion for improving education and for increasing achievement; a belief that all students can reach high levels of success with support from faculty, staff and community.
• Establish, build and maintain community partnerships and relationships with service providers and local funders/volunteers to support the success of a diverse student population and the mission of the Charter School.
• Conduct and supervise the marketing of the school; actively recruit families to ensure full enrollment.
• Collaborate with colleagues to continuously improve personal practices, classroom instruction, assessment and student achievement; as well as to achieve the overall goals and mission of the Charter School.

Operational Leadership
• Collaborate with the Executive Director to establish and manage Charter School operations, procedures, systems, and routines that provide structure for students and maximize instructional time consistent with the philosophy, mission, values and goals of the Charter School.
• Promote and support teacher leadership opportunities.
• Support and monitor the charter renewal process.
• Develop, implement and monitor a clear plan for Charter School improvement and adjust systems and strategy based on progress.
• Oversee the Charter School’s admission process ensuring compliance with applicable laws.

Qualifications
• Bachelor’s degree required; Master’s Degree preferred
• Minimum 5 years teaching experience, preferably in an urban public school setting
• Prior administrative experience as a Principal, Assistant Principal, Department Head or comparable instructional leader
• Budget development and planning and office administration, management and HR experience
• Prior experience in developing policy and curriculum
• Administrative Credential strongly preferred
• Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
• Possess a work ethic and personal belief system that aligns with the mission and vision of CHAMPS.

d. Assistant Principal

This position requires outstanding communication skills, the ability to influence and motivate others. All employees of CHAMPS must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

Under direction of the Principal, the AP assists in the educational and administrative leadership of the school; performs other duties as assigned by the Principal. Provide a comprehensive high school program that prepares students to transition to post-secondary education and/or work setting. Provide a structured, consistent and safe learning environment.

CHAMPS has two (2) Assistant Principals. Both share similar job elements, but each has specific areas of focus. One assistant principal (AP) oversees athletics, assessment, accountability, and attendance. The other assistant principal (AP) oversees student activities, safety and school lunch.

The general duties and responsibilities include:

• Assists the principal in the general operation of the Charter School and assumes responsibility in his/her absence
• Assists in the preparation and administration of designated program budgets.
• Interprets and applies state, county and LAUSD policies and regulations and procedures of the Charter School.
• Conducts conferences with staff, students, and parents, and prepares correspondence as required.
• Assists in the development and supervision of the co-curricular program.
• Assists with the planning and development of the instructional program, including curriculum development and assessment.
• Shares responsibility for the evaluation of certificated and classified staff.
• Works with parents and community organizations in maintaining positive school-community relations.
• Coordinates staff in-service training at the site and collaborates with the Principal in providing opportunities for professional development.
• May make referrals to alternative education programs.
• Shares the responsibility of campus supervision and security of buildings and grounds.
• Shares in the responsibility of a safe and positive school climate, including the management of the charter petition, district and site disciplinary procedures and consequences.
• In collaboration with the Director of Student Services, oversees assessment and progress of Independent Study students including:
  o Supervise intake assessment testing
  o Identify academic assessment needs and make recommendations to staff based on student ability and history
  o Review and evaluate the cumulative folder, transcript and access background for any special needs, and inform staff of those needs.

Qualifications
• Bachelor’s degree required; Master’s Degree preferred
• Minimum 5 years teaching experience, preferably in an urban public school setting
• Prior administrative experience as an Assistant Principal, Department Head or comparable instructional leader
• Administrative Credential strongly preferred
• Expertise in classroom management strategies and the ability to articulate these effective strategies to peers and direct reports
• Prior experience in developing policy and curriculum
• Prior experience using data and systems to gather, assess and analyze information
• Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
• Possess a work ethic and personal belief system that aligns with the mission and vision of CHAMPS.

e. Director of Student Services

Provides the leadership for the implementation of a comprehensive school based counseling program designed to support instruction and student achievement in grades nine through twelve. Coordinate interventions programs and special education in accordance with state and federal law. Provides services to meet the needs of assigned students, consults with teachers, staff and parents to enhance effectiveness of the counseling department, and to provide support to other high school educational programs. Responsible for the coordination, supervision, and management of the total school counseling program.

The minimum performance expectations include, but are not limited to, the following functions/tasks:
• Performs administrative duties in directing and coordinating all guidance activities; to include supervision of other guidance counselors and support staff.
• Fosters a spirit of collaboration among the school counselors and a “whatever it takes to meet student need” attitude in the counseling department.
• Oversees the counseling department’s maintenance of accurate student progress toward graduation records and remediation lists.
Oversees 9th grade Summer bridge program which provides a comprehensive transition program for rising freshman.

Monitors Independent studies students in coordination with the other counselors and administrators with master scheduling, student course registration, course changes, and other scheduling related issues.

Assists in coordinating orientation programs for new students.

Coordinates various special programs throughout the school year as assigned.

Main point of contact for graduation activities and requirements, colleges, industry and military personnel for visits, recruitment and scholarships.

Inform students and families about available community resources and respond to student and parent requests for referrals to appropriate agencies and resources including support for drug or alcohol addiction, eating disorders, counseling and psychiatric evaluations.

Participate in and facilitate intervention processes, including Family Support Teams, IEP teams, School Safety Plans, and completion of individual threat assessments, attendance agreements.

Direct and monitor the special education and 504 program to ensure the continual success of students with disabilities by following all state and federal mandates.

Pursue continuous professional growth individually and for the department.

Participate in coordinate and conduct activities that contribute to the effective operation of the school counseling program and school (e.g. interpret group test results to faculty and staff, contribute to the school's goals for enhancing education in the building, establish effective liaisons with the various instructional departments, organizing visits from colleges, military and industry).

Plan and evaluate the building counseling program: review the counseling program annually with administration and other staff, establish counseling department master calendar, document and evaluate guidance learning activities as they are implemented, complete an annual counseling program evaluation, complete longitudinal surveys of graduates.

Coordinate and monitor Intervention programs and guided studies classes.

Provide supervision to Charter School counseling and marriage and family interns.

**Instructional Functions:**

- Creates an atmosphere of mutual respect and caring to foster a positive climate for learning and personal growth.
- Plans and organizes programs for orientation, testing, career awareness, and records maintenance.
- Sets standards for student behavior and follow through consistently.
- Conducts classroom guidance activities, teaches to an objective, and relates the objective to student experiences.
- Uses appropriate counseling strategies.
- Encourages active participation from students, parents, teachers, and community personnel.
- Uses counseling techniques to advance student learning and self-awareness in individual and/or group academic counseling sessions.
- Monitors and assesses student learning and personal growth.
- Provides consultation to staff, parents, and community agency personnel in order to foster student learning.
- Assists students and parents to plan a program of studies which is consistent with students' individual abilities, interests, and career goals.
• Assists students to understand their abilities, interests, and special aptitudes.
• Organizes and interprets the results of the Charter School’s testing program.
• Maintains appropriate confidentiality.
• Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

Professional Functions:
• Coordinates the maintenance of student records as required by law, school policy, and administrative regulations; and serves as a resource to other school personnel in the use and interpretation of records.
• Assists in upholding and enforcing Charter School rules and administrative regulations.
• Makes provisions for being available to students and parents for education and guidance-related purposes within contractual commitments.
• Attends and participates in faculty and department meetings. Cooperates with other members of the staff in planning instructional goals, objectives, and methods.
• Assists in the selection of guidance and career equipment and materials.
• Works to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students.
• Establishes and maintains cooperative professional relations with others.
• Performs related duties as assigned by the administration in accordance with the Charter School/system policies and practices.

Independent Study
• Meet with each student and his/her parent/guardian to plan short and long term goals for the student. The following will be reviewed with the family:
  A. State law, district, and school rules as spelled out in the I.S.P. contract
  B. Graduation and transfer requirements for (and to) school programs
  C. Academic, career goals and means of achievement
  D. Post high school graduation
  E. The means by which communication between school and family take place
• In coordination with the Assistant Principal, ensure appropriate intake assessment testing is completed and that the student is clear on what the assessment is for; ensure academic needs are identified and staff are informed;
• In a conference with the student (and parent/guardian upon request), review the transcript information for accuracy, provide an explanation of the transcript, and determine student goals and means of achievement. Share this information with Assistant Principal and additional staff as needed.
• Update transcript information
• As required by the State of California, all ISP students must have a contract that clearly states what is required to remain in the program. Parent/guardian will be notified immediately by mail and phone (if possible) as to the violation of any part of the contract, and they will be informed of the consequences of the violation of the contract.
• Work with the teacher assigned to any ISP student by Special Education to insure that the student’s IEP needs are met, and that the Charter School is in compliance with all applicable laws regarding students with special needs and independent study.
• Attend conferences and workshops to remain current on the state mandates of the ISP.
Qualifications
• Bachelor’s degree required; Master’s Degree preferred
• Pupil Personnel Credential required.
• Five years’ experience in high school setting including three years of counseling.
• Expertise in student counseling, SpEd and student interventions and supports.
• Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
• Possess a work ethic and personal belief system that aligns with the mission and vision of CHAMPS.

f. Head of Attendance

Under the direction of the Executive Director, the Head of Attendance provides accurate accounting of student attendance in accordance with the provisions of the California Education Code, communicates with staff, students and parents concerning student attendance and manages the intake and credit earning of students in the IS program (under the supervision of the Assistant Principals), and works with the counseling department to monitor student’s academic progress.

This position requires outstanding communication skills, the ability to influence and motivate others. All employees of CHAMPS must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work. The duties and responsibilities include:

Attendance
• Accounting for daily period-by-period attendance of students: processing and verifying student absence information from parents and teachers; issuing excuses to students for absence from class;
• Verifying absences for each period.
• Communicates as assigned with students, parents, faculty, administrators and authorities regarding attendance, truancy and suspension.
• Provides student attendance information to staff, parents and authorities as requested; maintains communication with faculty regarding field trips, athletic events, special programs and other special events to properly account for attendance.
• Ensure the maintenance of accurate records of student attendance.
• Prepare and maintain of a variety of records and reports regarding student attendance, tardiness, truancy, suspension and discipline.
• Refer attendance problems according to established procedures.
• Assist principal in developing and implementing targeted, grade level specific absence prevention/attendance incentive programs and activities.
• Analyze and share school wide and grade level specific student attendance data with teachers, administrators, parents, and students on at least a monthly basis.
• Teach clear, positive expectations for student and staff attendance in the targeted grade level using multiple modalities, such as bulletin boards, newsletters, memorandums, recognition ceremonies, assemblies, and other strategies.
• Maintain documents, files and records for the purpose of providing up-to-date reference and audit trail for compliance.
• Operates automated student attendance system and other software as needed for the purpose of accurate tracking and documentation of student attendance information.
• Research discrepancies of attendance information and/or documentation for the purpose of ensuring accuracy and adherence to procedures prior to processing for action.
• Conduct student and parent meetings as necessary to address attendance.
• Write and distribute truancy letters
• Refer students for independent study as necessary
• Manage substitute teachers’ student attendance reporting.
• Manage field trip student attendance
• Submit attendance reports to ExEd
• Initiate automated calls to parents as necessary
• Create and maintain LAUSD calendar
• Assist ExEd in completing the attendance and independent portions of the yearly audit
• Work with the Director of Student Services to acquire information as necessary regarding Independent Study students from previous placements by phone, fax, and/or mail
• Provide Independent Study students with a photo I.D. card

Qualifications
• Bachelor’s degree preferred
• Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
• Possess a work ethic and personal belief system that aligns with the mission and vision of CHAMPS.

Teachers
The teacher’s primary responsibilities include creating and sustaining a respectful, proud school culture in their classroom as well as the design and implementation of curricula and instruction. CHAMPS teachers implement school wide best practices that propel students to success. Duties and responsibilities include:

• Embrace and promote CHAMPS mission and vision, education approach, goals and core values.
• Collaborate with staff to develop “best practices” tailored to the unique philosophy and instructional approach geared town the need of CHAMPS student population.
• Design an on-going refinement of curricula to successfully propel all students to proficiency each year.
• Timely, energetic, focused response to student data on a daily, weekly, quarterly and yearly basis and the use of that data to drive instructional practices, re-teaching strategies and interventions.
• Plan and implement creative, organized and engaging lessons based on California State Standards.
• Differentiate instruction to support all students in the learning process.
• Plan, support and collaborate with fellow educators and staff.
• Participation in extensive professional development during the summer months and academic year.
• Identify, modify and adapt curriculum and approved instructional resources to meet various learning styles and needs of students.
• Establish standards-based objectives for all lessons and utilize clear criteria for evaluating lessons.
• Implement instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
• Communicate and confer effectively both orally and in written form with students, parents/guardians, colleagues and administration.
• Work collaboratively with colleagues including Special Education staff in support of student achievement goals and professional development.
• Identifies, selects, and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.
• Record attendance and make steps to investigate student absences. Report prolong or irregular absences to the Department Chair and the Head of Attendance.
• Maintain and record student work on a regular basis in accordance to school and department policy.
• Model professional and ethical standards when dealing with students, parents, peers and community.
• Administer standardized achievement tests as required.
• Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, regularly inform parents of students’ progress and/or concerns.

Qualifications
• Bachelor’s degree
• Valid teaching credential appropriate to their teaching assignment;
• Teaching experience appropriate to the assignment;
• All teachers will be hired based on being highly qualified per No Child Left Behind (NCLB) specifications.
• Possess a work ethic and personal belief system that aligns with the mission and vision of CHAMPS.

g. **Guidance Counselors**

Primarily responsible for the developing the school matrix, course offering list, student scheduling, and completion of student 4 year plans. The guidance counselor will:
• Serve as a member of the counseling, guidance and student assessment service
• Cooperate with the Charter School administration and staff in developing student attitudes and behavior necessary to maintain proper control, acceptable standards of self-discipline and a suitable learning environment within the Charter School.
• Counsel students in the areas of educational, personal, physical, social and career needs
• Provide guidance to students in matters regarding graduation, college entrance requirements and scholarships
• Consult with parents and Charter School personnel as a means of helping students with educational
• Assist in organizing the administration and interpretation of standardized test
• Help students effectively utilize the educational opportunities of the Charter School; recommends available resources within the Charter School, school system and community to meet the needs of individual students, assists in making such referrals and contacts.
• Consult with administration and staff on student referral for supplementary counseling, psychological evaluation and case conferences.
- Coordinate the gathering of important student records and cooperates with other pupil services staff in scheduled student case conference
- Participate in Student Study Team and other problem-solving conferences
- Serve as a resource person to school personnel and parents regarding the counseling and guidance program.
- Assist in preparation of information for entry on student cumulative records and contributes data concerning student need to assist in the development of the total educational plan of the school.

Qualifications
- Bachelor’s degree required; Master’s Degree preferred
- Pupil, Personnel Credential required.
- Five years’ experience in high school setting including three years of counseling.
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Possess a work ethic and personal belief system that aligns with the mission and vision of CHAMPS.

a. College Counselor

Primarily responsible for developing all activities and programs to ensure CHAMPS students meet all requirements necessary to successfully graduate and get accepted into a college or university, also assisting with the development of the school matrix, course offering list, student scheduling, and completion of student four-year plans;

- Serves as a member of the counseling, guidance and student assessment service
- Cooperates with the school administration and staff in developing student attitudes and behavior necessary to maintain proper control, acceptable standards of self-discipline and a suitable learning environment within the Charter School.
- Counsels students in the areas of educational, personal, physical, social and career needs
- Provides guidance to students in matters regarding graduation, college entrance requirements and scholarships
- Consults with parents and school personnel as a means of helping students with educational
- Helps students effectively utilize the educational opportunities of the Charter School; recommends available resources within the Charter School, school system and community to meet the needs of individual students, assists in making such referrals and contacts
- Assists in coordinating the gathering of important student records and cooperates with other pupil services staff in scheduled student case conferences
- Participates in Student Study Team and other problem-solving conferences
- Serves as a resource person to school personnel and parents regarding the college counseling program.
- Assists in preparation of information for entry on student cumulative records and contributes data concerning student need to assist in the development of the total educational plan of the school.
- Evaluates the performance of subordinate personnel.
Qualifications

- Bachelor’s degree
- Pupil, Personnel Credential required.
- Five years’ experience in high school setting including three years of counseling.
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Possess a work ethic and personal belief system that aligns with the mission and vision of CHAMPS.

b. Director of College Counseling

 Performs all the above functions, but in addition, evaluates the performance of subordinate personnel.

Qualifications

- Bachelor’s degree required; Master’s Degree preferred
- Pupil, Personnel Credential required.
- Five years’ experience in high school setting including three years of counseling.
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Possess a work ethic and personal belief system that aligns with the mission and vision of CHAMPS.

c. Director of Operations

The Director of Operations oversees finances, technology, facilities, and human resources. He oversees our custodial staff and liaises with the building management. Duties and responsibilities include:

- Assists and advise company managers about Human Resources issues.
- Administer compensation, benefits and performance management systems
- Assist the principal and executive director in recruiting, interviewing, and selecting applicants.
- Provide current and prospective employees with information about policies, job duties, working conditions, wages, and opportunities for promotion and employee benefits.
- Advise Executive Director and Principal on organizational policy matters such as equal employment opportunity and sexual harassment.
- Assist executive director in the analysis and modification of compensation and benefits policies to establish competitive programs and ensure compliance with legal requirements.
- Plan and conduct new employee orientation to foster positive attitude toward organizational objectives.
- Serve as a link between management and employees by handling questions, interpreting and administering contracts and helping resolve work-related problems.
- Maintain records and compile statistical reports concerning personnel-related data such as hires, performance appraisals, and absenteeism rates.
- Identify and determine causes of personnel problems and develop recommendations for improvement of organization's personnel policies and practices.
- Plan, organize, and coordinate the on-line training activities of the organization.
- Conduct exit interviews to identify reasons for employee termination.
- Investigate and report on industrial accidents for insurance carriers.
• Collaborate with principal and executive director to project personnel needs.
• Assist executive director in the preparation of the personnel budget.
• Ensure compensation and benefits are in line with school policies.
• Manage all payroll activities, including the collection and processing of time sheets.

Qualifications
• Bachelor’s degree required; Master’s Degree preferred
• Three years’ experience as a financial or operations executive
• Experience in a nonprofit environment desirable but not essential
• Possess a work ethic and personal belief system that aligns with the mission and vision of CHAMPS.

d. **Classified Office Support Staff**

In addition, CHAMPS retains administrative support staff to provide operational support, including clerical and bookkeeping. Hiring is based on the individual’s ability to perform the job duties for that position.

**Bookkeeping:**
• Prepare and process all invoices for payment through online software system.
• Record cash/checks and prepare bank deposits.
• Process all reimbursements.
• Manage debt collection.

**Office/Clerical Personnel:**
• 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
• Communicating with parents and community

e. **Special Education Instructional Aide**

• Provide 1:1 support for qualifying students with special needs, supporting students with curriculum, transitions, etc.
• Required to relate effectively with students with special needs including physical, emotional and learning disabilities, work patiently and tactfully with students. Must understand and apply rules, regulations, policies and procedures, including maintaining confidentiality of student information. Must be willing to learn basic teaching, supervision, therapy, and behavior management techniques and methods.
Qualifications:

- High School graduate
- One year experience as Special Education Instructional Aide OR work with special needs children in an organized setting.
- Knowledge of basic principles of child guidance and development; special needs and problems of students with special needs and learning disabilities; behavior management and motivation techniques for special needs students; correct grammar and spelling; general purposes of public education, particularly related to exceptional students; effective interpersonal and communication skills.
- Pro-Act or NCI training.
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 the 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 child abuse awareness and reporting and blood borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency 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 Ed. Code § 49060 et seq. at all times.

Criminal Background Checks and Fingerprinting

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. 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 its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, 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 immunization records on file.
Safe Place to Learn Act
Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

A. CUSTODIAN(S) OF RECORDS

In accordance with California Department of Justice requirements, the Director of Operations will serve as CHAMPS’ Custodian of Records.

B. STUDENT HEALTH AND WELLNESS

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, CHAMPS offers the National School Lunch Program, the School Breakfast Program, the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), the Summer Food Service Program, and the Child and Adult Care Food Program.

CHAMPS has a Local School Wellness Policy, which establishes how the Charter School will support and promote the health and wellness of its students. This policy, at a minimum, includes:

- Goals for nutrition promotion and education, physical activity, and other school based-activities that promote student wellness;
- Nutrition guidelines for all foods and beverages available on the Charter School campus during the school day;
- Requirements that Stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness policy;
- A plan for measuring effectiveness, that is measured periodically and that the assessment is made available to the public;
- Public notification informing and updating the public (parents, students, and others in the community) periodically about the content and implementation of the local school wellness policy; and

Local designation of a CHAMPS official responsible for ensuring the Charter School complies with the local school wellness policies.

Our wellness policy is reviewed in Governance Council and is monitored by our Assistant Principal of Student Activities, Safety, and School lunch. Our Governance Council hosts community evening events to educate our community about the dangers of alcohol and drugs. These informative events are led by police officers and other community resources. All freshmen students complete a unit on alcohol and drug prevention in their Physical Education classes. Students are taught about the importance of nutrition in their biology classes. This year CHAMPS added a new course, entitled “The Science of Food” as a result of the interest of students in their own wellness.

CHAMPS students and their families are supported through on-site counseling under the direction of our Director of Student Services, a licensed Marriage and Family Therapist, who supervises interns in providing counseling services.
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, appropriate 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, that 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.

CHAMPS conducts orientation meetings prior to the opening of each school year to inform interested parents and students of what the Charter School has to offer. Outreach meetings are held in several locations surrounding the school in an effort to ensure all students in the area have equitable access to the school. We recently have begun working with the 31st District PTA which has helped CHAMPS establish relationships with feeder schools that we have not partnered with before; we are conducting targeted outreach in Spanish and English in middle schools in Panorama City, San Fernando and Pacoima. Open houses and school tours also are conducted from October to April, with translation provided in Spanish as needed.

CHAMPS performing arts students have performed at the Sherman Oaks Street Fair, Open House events and at middle school and high school night programs, with performances helping bring awareness about our school. Brochures and flyers will be circulated in public libraries across the San Fernando Valley. CHAMPS has produced a series of high powered promotional presentations focused on attracting creative students from neighborhood middle schools to CHAMPS. Based on our track record of success and growth to approximately 1,000 students currently enrolled, CHAMPS has found that “word of
mouth” has provided a significant impact on outreach activities and familiarity with our school among parents throughout the broader community. All outreach materials and recruiting events include translation in Spanish and other languages as needed.

Unlike other arts-themed secondary schools in Los Angeles, CHAMPS has no audition or portfolio requirements for admission – all students, regardless of previous arts experience or talent, are welcome.

CHAMPS maintains an accurate accounting of the ethnic and racial balance of students enrolled in the school. The school also documents the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.
**ELEMENT 8 – ADMISSION REQUIREMENTS**

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

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**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.

**A. ADMISSION REQUIREMENTS**

CHAMPS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, artistic ability or experience, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. CHAMPS will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

CHAMPS is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other “risk factors.” During the open enrollment period, informational meetings will be conducted at least once a month for interested parents. The meetings will be conducted in English and Spanish either at the Charter School site or at a location within the community surrounding the Charter School. Informational meetings will occur at times that are most convenient for parents. During the meetings, parents will receive information about the Charter School’s programs, the application process, and bilingual assistance with the completion of Lottery forms will be made available to interested parents.
As a charter school, CHAMPS is a school of choice, and CHAMPS may have more students interested in attending the school than there are spaces available. If the number of students who wish to attend the school exceeds the openings available capacity, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

**B. STUDENT RECRUITMENT**

See Element 7, above.

**C. LOTTERY PROCEDURES**

Should the number of students that wish to attend exceed the enrollment capacity, a public random lottery will take place to determine the Charter School enrollment per Education Code section 47605(d)(2)(B). Enrolled students and their siblings are exempt from the lottery. In accordance with applicable law, preference will be given to students who reside within LAUSD.

The CHAMPS Board may review and revise this preference policy subject to approval as required under LAUSD’s Material Revision requirements.

In order to be included in the admissions lottery (if a lottery is necessary), families must submit an Lottery form by the first Monday in February each year. The Lottery Form will be made available in English and Spanish. The open enrollment period will be advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the Charter School’s website. The date of the annual deadline will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the school. Submitted Lottery Forms will be date- and time-stamped and student names will be added to a lottery form roster to track receipt. Families who apply after the enrollment deadline will be added to the wait list in the order the lottery forms are received.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline the Charter School will hold a public random lottery to determine enrollment for the impacted grade level(s).

**PUBLIC RANDOM DRAWING PROCEDURES**

As stated, should the number of pupils who wish to attend the Charter School exceed the school's capacity, then admission will be determined by a public random drawing in accordance with Education Code § 47605(d)(2)(B). Lottery rules and deadlines will be communicated via the Lottery Form, flyers/posters, and the CHAMPS website. Public notice will be posted at school entrances regarding the date and time of the public drawing; this information will be included on the Charter School’s website as well. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

At least two CHAMPS administrative employees, designated by the Executive Director, will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed. Explanation also will be provided to ensure that parents/guardians understand that the lottery numbers are just one
step of the process, and that the Charter School must also provide spaces for those who are exempt from the lottery (e.g., currently enrolled students and siblings) or have in-District preference.

The CHAMPS lottery will occur on the first Friday in February each year following the close of the open enrollment period. The lottery will be conducted at the Charter School’s location, at a time that is convenient for a majority of interested parties and will be open to the public. Lottery Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the Charter School’s main office for inspection by LAUSD upon request. Each applicant’s lottery application will be kept on file for the academic year with his or her assigned lottery number in the Charter School database and on his or her enrollment application.

Students who are offered a space through the lottery will be notified within two weeks’ of the lottery and will have two weeks to complete and return the enrollment packet in order to secure their spot. The enrollment packet can be downloaded from the CHAMPS website or may be picked up in person from the main office. After the required open number of spaces have been filled all remaining applicants are placed on the “Wait List” in the order in which their number was pulled in the lottery. Students must re-apply each year; the wait list does not roll over.

**Wait List**
The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted in the order of the wait list and typically will be given 48 hours to complete and return an Enrollment Packet to accept a space at the Charter School. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until CHAMPS’s admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.
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 Ed. 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 school’s Calendar
- **h.** Statistical Report – monthly according to school’s Calendar of Reports
- **i.** Instructional Calendar – annually five weeks prior to first day of instruction
- **j.** Other reports as requested by the District

A. ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (b)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of CHAMPS to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Governing Board will appoint an Audit Committee of one or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any members of the staff of the corporation, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Executive Director, Office Manager and back-office services provider work with the audit firm to provide the information they need.
• At the conclusion of the audit, the Executive Director and the Audit Committee will be responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the CHAMPS Board of Directors with recommendations on how to resolve them.
• The Governing Board will review and approve the audit no later than December 15.
• The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The Executive Director will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.
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 implement operational and procedural guidelines ensuring 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:
  - Was the misconduct caused by, or directly and substantially related to the student’s disability?
  - 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 Ed. 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.

**A. DISCIPLINE FOUNDATION POLICY**

CHAMPS, with input and involvement from students, parents, and staff, has developed a comprehensive discipline policy that is included in the Parent/Student Handbook and based on the principles of the LAUSD Discipline Foundation Policy. It includes the Charter School’s expectations regarding attendance, behavior, mutual respect, substance abuse, violence, safety and work habits articulated in a Code of Conduct. CHAMPS’ Assistant Principals will review the discipline policy and Code of Conduct with students and parents prior to admission to CHAMPS. By enrolling in the Charter School, the students and parents acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy.

The discipline policy will include students’ rights and responsibilities and the Charter School’s suspension and expulsion policies. The discipline policy will not be discriminatory, arbitrary, or capricious, and will provide all students with an opportunity for due process. All policies will be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA. This policy will be reviewed annually, taking into account stakeholder input and recent developments in the law.

The consequences and interventions at CHAMPS are in place to support all students. We support our students by providing them with the academic resources and the safe, structured environment necessary to achieve. Students who do not adhere to their responsibilities, and who violate the Code of Conduct may expect progressive discipline measures including consequences and/or interventions for their behavior, including but not limited to the following:

- Warning, both verbal and written
- Loss of privileges (e.g. extra-curricular activities)
- Notices to parents by telephone or letter
• Request for parent conference (including teachers, counselors, or administrators)
• Behavior contract
• Detention
• Suspension (including in-school suspensions)
• Expulsion

Students will be given an opportunity to lessen detention assignments and regain privileges by providing written verification from the teacher/teachers that behavior has improved.

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 related to school activity or school attendance, except for willful defiance, that occurs at any time including, but not limited to:

• While on school grounds
• While going to or leaving from school
• During, or traveling to or from, a school-sponsored activity

Any student who engages in repeated violations of the Charter School’s behavioral expectations (i.e. one or more incidents of the same rules infractions with the same teacher or more than one teacher) will be required to attend a meeting with the Charter School’s staff and the student’s parents. The counselor or administrator facilitating the conference prepares a specific, written remediation agreement outlining future student conduct expectations, accommodations and/or intervention strategies, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

**Progressive Discipline Policy**
CHAMPS implements a progressive discipline policy in order to ensure that staff enforces disciplinary rules and procedures fairly and consistently amongst all students. When a student’s behavior is not in accordance with the expectations listed in the Parent/Handbook and/or Code of Conduct, CHAMPS teachers, administration, and staff implement interventions and consequences so that students effect positive changes in their own behavior.

Our progressive discipline policy includes both preventive and intervention plans for supports in the classroom with teachers and outside the classroom with school administration. In-classroom supports include consistent classroom behavior expectations and consequences. Teachers track misbehaviors and administer progressive discipline consequences. For example, if the student is disrupting other students by talking when the teacher is talking, the teacher tracks the behavior and tells the student he/she has noted it. If the behavior continues, teachers continue to track and progression of classroom consequences continues (i.e., loss of privilege and/or detention, conference with student during class or before school).

If more than two interventions have taken place, the teacher notifies parents via e-mails or a phone call that the behavior has continued. A parent conference is held, as described above. If minor misbehaviors continue without successful intervention, the teacher will submit a referral to the counselor, who will then confer with the student, review records, consider a testing referral, and meet with student, parents and teacher. The team then develops a behavior plan to assist the student to improve his or her behavior, and the counselor monitors the success of this plan.
For behavior that requires CHAMPS Assistant Principals’ response (such as vulgarity, vandalism, theft, fighting), the Assistant Principal invites parents to participate in positive reinforcement, refer to counseling support, assigns alternatives to suspension, including in-school suspension or detention and/or provides conflict resolution training as appropriate. The offenses indicated below result in in-school suspension while other more serious violations will result in out-of-school suspensions or expulsion (see list below). Suspended students also are responsible for making up all missed work within an agreed upon timetable.

B. GROUNDS FOR SUSPENSION AND EXPULSION

Mandatory Expulsion/Suspension: It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

• causing serious physical injury to another person
• brandishing a knife
• possession, selling, or furnishing of a firearm, brandishing a knife, explosive, or other dangerous object
• robbery or extortion
• offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant taken with an intent to get high
• committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)
• Assault or battery upon any school employee.
• Violation of the Federal Guns Free School Act

Discretionary Expulsion/Suspension

In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

• Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
• Hate violence (defined by Section 48900.3)
• Unlawfully possessed, used, 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.
• Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
• Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
• 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.
• 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 responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
• Caused or attempted to cause damage to school property or private property.
• Stole or attempted to steal school property or private property.
• Committed an obscene act or engaged in habitual profanity or vulgarity.
• Knowingly received stolen school property or private property.
• Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
• Aided or abetted the infliction or attempted infliction of physical injury to another person.
• Engaged in sexual harassment as defined in Education Code Section 48900.2.
• Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
• Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
• Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

1. **In-School Suspension**

In-school suspensions are given as an alternative to out of school suspensions and are held in the Assistant Principal’s office. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the Assistant Principal or other certificated personnel provide support. During the day of the suspension, the students’ teachers address behaviors that may have contributed to the students’ in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

C. **Suspension Procedures**

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process.

*Step 1: Informal Conference*
Suspension shall be preceded by an informal conference conducted by the Principal, with the student and the student’s parents or guardian. 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 parents/guardians will be notified of the suspension and a conference will be conducted with the principal as soon as practicable.

*Step 2: Notice to Parents*
Parents/guardians and students will have due process rights with regards to suspensions and expulsions. At the time of a student’s suspension, the principal shall make a reasonable effort to contact the parents/guardians by telephone or in person. A written notice follows initial contact. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school.

*Step 3: Determination of Length of Suspension*
The length of the suspension will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive days unless an recommendation has been made by an Assistant Principal and agreed to by the student’s parent/guardian. The total number of days for which a pupil may be suspended from Charter School shall not exceed 20 school days in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

The Advisor of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student’s parents and all needed materials will be left in the front office. Students will take all tests missed upon their return to school.

*Suspension Appeal*

At the time the parent/guardian is informed of the decision to suspend, information is provided about their right to appeal a suspension, along with information about the appeal process. To initiate an appeal, the student or parent or guardian must contact the Executive Director in writing within three days of the date of the suspension. The Executive Director will gather information from the Principal/Assistant Principal, student, parent or guardian to determine whether or not the Principal/Assistant Principal suspended the student properly and followed all applicable procedures. The Executive Director will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information. Based on the information submitted or requested, the Executive Director may make one of the following decisions regarding the suspension.

1. Uphold the suspension
2. Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.
3. Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student’s permanent record, or shared with anyone not directly involved in the proceedings.

The Executive Director will mail a copy of the decision to the student and/or parent or guardian within
five days of the issuing the decision. A copy of the decision is also emailed to the school Principal.

D. EXPULSION PROCEDURES

Students will be recommended for expulsion after the Executive Director conducts an investigation process (e.g. gathering written statements, questioning witnesses, conducting a pre-expulsion conference with the accused student) and finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 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.

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing. The Executive Director’s recommendation to expel a student shall be made in the form of a written recommendation to the Administrative Panel, who will make a final decision regarding the expulsion.

Step 5: Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing, if requested, to determine whether or not the student should be expelled. The hearing will be held, if requested, within 30 days from the date of the recommendation for expulsion. The hearing will be presided over by an administrative panel (of five other local school charter leaders) appointed by the Board. A Facts and Findings document will be prepared that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the Principal or the Assistant Principal to summarize the evidence adduced at the hearing to substantiate the expulsion decision.

The principal will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing. This notice will be forwarded to the student and the student’s parents/guardians at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the CHAMP discipline policy that relates to the alleged violation
- The opportunity for the student or the student’s parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel, to bring witnesses and present evidence, and to challenge the evidence presented by the school

The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing and will include Findings of Fact. The Executive Director, following a decision of the Administrative Panel to expel, shall send written notice of expulsion to the pupil or parent/guardian no later than 2 business days. This notice will include the following:

- The specific offense(s) committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with CHAMPS.
• Reinstatement eligibility review date
• A copy of the rehabilitation plan
• The type of educational placement during the period of expulsion
• Appeal procedures/protocol

Expulsion Appeal
A parent can appeal the expulsion decision within 5 days in writing to the CHAMPS Board of Directors Chair or President. An appeal of an expulsion decision will be reviewed by the full Board of Directors. The appeal meeting will be held within 15 days of receipt of the appeal request. The board will make a decision within 5 days after the appeals meeting is held. Based on the information submitted or requested, the Board may make one of the following decisions regarding the expulsion:

1. Uphold the expulsion

2. Determine that the expulsion was not within the school’s guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the expulsion will be placed in the student’s permanent record, or shared with anyone not directly involved in the proceedings.

The Board of Directors’ Chair or President will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also given to the CHAMPS Executive Director.

E. POLICIES AND PROCEDURES REGARDING REHABILITATION, REINSTATEMENT, AND READMISSION.

Suspended students will still be responsible for all classroom assignments, projects etc., and, as appropriate, students will be given an in-school suspension with a specific schedule in order to not miss any school days. Suspended students will work with the School Social Worker, Counselor and other personnel in maintaining currency.

In the event of a decision to expel a student from CHAMPS, the Charter School will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. If the decision is to “not expel” the student, the student will remain enrolled at the Charter School.
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).

The CHAMPS Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). The Executive Director is responsible for ensuring that reporting and benefits are processed.

All full-time certificated employees will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and CHAMPS will contribute the employer’s portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. CHAMPS will continue participation in STRS for the duration of the charter term.

All eligible classified staff will have the option to participate in a 403B. The Charter School shall contribute the statutorily mandated percentage on behalf of each employee. The Charter School shall comply with all applicable Los Angeles County Office of Education reporting requirements.

CHAMPS will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. CHAMPS will use LACOE for payroll processing in order to participate in STRS. Employees will accumulate service credit years in the same manner as all other members of STRS.

Social Security payments will be contributed for all non-STRS employees in accordance with Federal and State laws. The CHAMPS Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.
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.

CHAMPS will work communicate to all prospective and current parents and students that CHAMPS is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students will be informed of their public school attendance alternatives during the enrollment process.
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

Chris Bright, Executive Director
Charter High School of the Arts - Multimedia & Performing
6952 Van Nuys Blvd.
Van Nuys, CA 91405

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 5:00 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.

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 – 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).

CHAMPS is deemed the exclusive public school employer of all employees of the 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 Ed. 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 Ed. 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 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 Ed. 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
Upon 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 immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and 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), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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 the 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 the 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 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 school closure
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 school closure
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 school closure, 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.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:
1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 the 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 the 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, 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 CDE will notify the charter school and the authorizing entity of any liabilities the 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 the 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 the charter school.

This audit may serve as the 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the 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 the 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 the 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.
ADDITONAL 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.

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 Ed. Code 47612 and 5 CCR § 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 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 charter school 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 charter school 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, Ed. 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 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.

**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 Ed. 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).
ADDENDUM
District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Assurances and Affirmations

Charter High School Of The Arts-Multimedia And Performing (also referred to herein as “CHAMPS” 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 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 Ed. 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).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the 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 the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. 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 the 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 element or section. The charter includes 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 should 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).

C. GENERAL INFORMATION

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Chris Bright, Executive Director</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>6842 Van Nuys Blvd., Van Nuys, CA 91405</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>818-994-4744</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>6842 Van Nuys Blvd., Van Nuys, CA 91405</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>District 6</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>North</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>9-12</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>1,000</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>9-12</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School will be:</td>
<td>August 13, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>1000 (950 site-based, 50 Independent Study)</td>
</tr>
</tbody>
</table>
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) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. 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 Ed. 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 Ed. 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 the 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 the 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 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 Ed. Code § 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**

1. 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.

2. 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:

3. • 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

4. 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 beginning August 1, 2014 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.

5.
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. If Charter School does not test with the District, 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 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 school or governing board committees or councils, 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.

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 the school website will satisfy this requirement.

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

**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.

2. 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 all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.
Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**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 Ed. Code section 47604.33.

**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 the school, 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 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 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.

**Student Records**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. 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 Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
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 and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. 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 the 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 child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency 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 Ed. Code § 49060 et seq. at all times.

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. 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 its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, 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 immunization records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. 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.

1. 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, appropriate 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, that 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).  

**McKinney-Vento Homeless Assistance Act**

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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**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.

**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 Ed. 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 school’s Calendar
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- P1, first week of January
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 implement operational and procedural guidelines ensuring 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 Ed. 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).
[NOTE: No District Required Language is being provided for inclusion in this element.]

**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:

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

Director/Principal
Charter School
[See Element 14]

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 Notice. 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.

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 – 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 the 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 Ed. 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 Ed. 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 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 Ed. 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**

Upon 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 immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and 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), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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 the 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 the 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 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 school closure

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 school closure
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 school closure, 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.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 the 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 the 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, 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 CDE will notify the charter school and the authorizing entity of any liabilities the 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 the 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 the charter school.

4. This audit may serve as the 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
5. 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the 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 the 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 the 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.

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 Ed. Code 47612 and 5 CCR § 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 charter school 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 charter school 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, Ed. 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 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.

**Special Education Revenue Adjustment/Payment for Services**

6. 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 Ed. 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).