Independent Charter Renewal Petition 2016-2021

November 23, 2015

Submitted by
Dr. Linda Lee, Executive Director/Principal
2709 Media Center Drive
Los Angeles, California 90065

On behalf of LFCSA’s Students, Parents, Faculty, Staff and Board of Directors
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Los Feliz Charter School for the Arts
Renewal Charter Petition – November 23, 2015
ASSURANCES AND AFFIRMATIONS

Los Feliz Charter School for the Arts (also referred to herein as “LFCSA” and “Charter School”) shall:

• Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

• Not charge tuition. (Ed. Code § 47605(d)(1).)

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

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

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

• Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

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

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

• Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
INTRODUCTION

In 2004, a group of parents organized around a common dream: a public school that used a powerful learning model, that would not only benefit their own children, but those of the entire community, for years to come. These 28 Founding Families were the beginning of our school, offering their professional services, organizing the community, and investing a great deal of hands-on work to shape the future of LFCSA.

In June 2006, the Los Angeles Unified School District officially approved the charter for this unique project-based, arts-integrated school. On September 5, 2006 the Los Feliz Charter School for the Arts opened its doors to 120 kindergarteners and first grade students at its first temporary site in a church in West Hollywood. In 2010, the school moved to its current home in Glassell Park, and now serves over 500 students.

The school has continued to evolve and further its work in fulfilling its mission and vision. In 2014, the Los Feliz Charter School for the Arts’ Board of Directors integrated civic engagement into the mission. As an interdisciplinary, project-based, arts-integrated school, we strive to create learning experiences that inspire and challenge students.

We look forward to our work in engaging children in an inspiring, challenging, and civically active educational experience that embraces learning through the arts. We hope to be a strong contributor to the educational discourse that is occurring with regards to fostering individuals that are creative, engaged, collaborative, and productive citizens.
ELEMENT 1 – EDUCATIONAL PROGRAM

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

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

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

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

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

Academic Calendar and Schedules

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

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

**WASC Accreditation**

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

**English Learners**

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

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

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

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

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

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

**Students with Disabilities**

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

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

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

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

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data (Including Charter Schools)**

  The usual file including District ID.

- **Norm day**

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

- **CBEDS (Including Charter Schools)**

- **All Students enrolled as of December 1 of each school year**

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

- **Dropout (Including Charter Schools)**

  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data (Including Charter Schools)

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

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

<table>
<thead>
<tr>
<th>The contact person for Charter School is:</th>
<th>Dr. Linda Lee, Executive Director/Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact address for Charter School is:</td>
<td>2709 Media Center Drive Los Angeles, CA 90065</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>323-539-2810</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>Glassell Park 2709 Media Center Drive Los Angeles, CA 90065</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>5</td>
</tr>
<tr>
<td>This location is in LAUSD Local District:</td>
<td>Central</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>TK – 6th</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>520</td>
</tr>
<tr>
<td>The grade level(s) of the students in 2016-2017 will be:</td>
<td>TK – 6th</td>
</tr>
<tr>
<td>Charter School’s scheduled first day of instruction in 2016-2017 is:</td>
<td>August 22, 2016 *tentative</td>
</tr>
<tr>
<td>The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</td>
<td>520</td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>M,W,Th,F Staggered: 8:00 a.m.-3:15 p.m. Tu Staggered 8:00 a.m. – 2:15 p.m.</td>
</tr>
<tr>
<td>The term of this Charter shall be from:</td>
<td>July 1, 2016 to June 30, 2021</td>
</tr>
</tbody>
</table>
Community Need For Charter School

Overview
Los Feliz Charter School continues to offer an alternative educational model for students in the Glassell Park and surrounding communities. We believe that students learn best when presented with learning experiences that include their voice, ideas, and creativity. It is important to note that our educational program is not a performance-based art program, but rather a program that teaches core curriculum in and through the arts.

The school was founded in 2006 by parents in the Los Feliz area with the idea of creating a public school that used a powerful learning model that would not only benefit their own children but those of the entire community. In this past charter cycle, with the move to the Glassell Park area, the school has been able to increase the number of students it serves, refine its arts-integrated program, increase the level of diversity, both ethnically and socio-economically, and continue to demonstrate strong academic achievement.

We have seen an increase in our percentages of Economically Disadvantaged students, Hispanic students, and English Learners. Per the California Standards Tests, and recent Smarter Balanced Assessments, the data indicates that our significant subgroups demonstrate stronger academic achievement than those in nearby schools in the community.

In addition, our vision includes being a model arts-integration school, with the purpose of sharing our practices with the educational community. We have begun to share our practices at conferences, created an educational outreach program to support educators’ professional development, and have strengthened our network of individuals interested in issues of arts in education.

Demographic Changes: 2010-2014
LFCSA continues to increase its ethnic and socio-economic diversity its second charter cycle. Outreach efforts and use of preferences in our lottery have helped increase the percentages of various subgroups.

Economically Disadvantaged
Data from 2010-14 indicate that our most significant gain is in the percentage of students who participate in the National School Lunch Program, where we have an increase from 8.9% to 36.1%. (CALPADS 1.1 Enrollment Report)
English Learners

In the past five years our English Learner (EL) population has also grown, from 0% to 8.6%. Our reclassification rate has increased from 0% to 11.6% (Ed Data). Our percentage of English Learners has grown, however it is still relatively low compared to many schools in the local area. We will continue to work at increasing our percentage of English Learners by increasing our distribution of bilingual literature about the school, visiting local preschools, maintaining an active presence in the community, and partnering with local schools and community groups on projects and initiatives.

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>8.9%</td>
</tr>
<tr>
<td>2011</td>
<td>28.9%</td>
</tr>
<tr>
<td>2012</td>
<td>33.2%</td>
</tr>
<tr>
<td>2013</td>
<td>28.9%</td>
</tr>
<tr>
<td>2014</td>
<td>36.1%</td>
</tr>
<tr>
<td>2015</td>
<td>41.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>% of ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>4.76%</td>
</tr>
<tr>
<td>2011</td>
<td>4.07%</td>
</tr>
<tr>
<td>2012</td>
<td>7.4%</td>
</tr>
<tr>
<td>2013</td>
<td>6.7%</td>
</tr>
<tr>
<td>2014</td>
<td>8.6%</td>
</tr>
</tbody>
</table>
Special Education

In addition, due to a stronger identification processes, our Special Education population has increased from 1.9% to 8.8%. *(CALPADS 1.1 Enrollment Report)*
**Gifted and Talented**
LFCSA has established a Gifted and Talented Education (G.A.T.E.) committee, and has been recommending students for both Intellectual/High Achievement and Visual and Performing Arts testing. We have increased our identified students from 0% to 3.6% (*CALPADS 1.1 Enrollment Report*).

<table>
<thead>
<tr>
<th>Gifted and Talented Education</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>0%</td>
</tr>
<tr>
<td>2011</td>
<td>0%</td>
</tr>
<tr>
<td>2012</td>
<td>0%</td>
</tr>
<tr>
<td>2013</td>
<td>0%</td>
</tr>
<tr>
<td>2014</td>
<td>3.6%</td>
</tr>
<tr>
<td>2015</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

**Major Ethnicities**
In the 2010-2014 years, LFCSA has seen change in one of its major ethnic groups. There has been a significant increase in its Hispanic population, with an increase from 25.5% to 36.3%; an increase of 11.1%. (*CALPADS 1.1 Enrollment Report*) Other major ethnic groups have remained relatively consistent with the difference over time being less than one percent change, while the Hispanic subgroup has consistently grown each year.

<table>
<thead>
<tr>
<th>Ethnicities</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Asian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Ethnicities</th>
<th>Year</th>
<th>White</th>
<th>Hispanic</th>
<th>African American</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>57.6%</td>
<td>25.5%</td>
<td>4.8%</td>
<td>1.9%</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>56.1%</td>
<td>28.3%</td>
<td>5.2%</td>
<td>1.9%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>62.1%</td>
<td>30.7%</td>
<td>5.5%</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>60%</td>
<td>31.4%</td>
<td>5.5%</td>
<td>1.0%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>56.3%</td>
<td>36.3%</td>
<td>4.0%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>
California Assessment of Student Performance and Progress (CAASPP)

During the 2014-15 school year, 3rd through 6th grade students took the Smarter Balanced Summative Assessments for English Language Arts and Mathematics. Because 2015 is the first year of operational administration for the Smarter Balanced Online Summative Assessments, there are no previous-year results with which to compare 2015 results; nor can results for the online assessments be compared to results of other tests, such as those administered for the Standardized Testing and Reporting (STAR) Program. SBAC scores are represented in four achievement levels: Standard Exceeded; Standard Met; Standard Nearly Met; and Standard Not Met.

Overall Comparison to State and LAUSD

LFCSA demonstrated higher percentages of students achieving the Met and Exceeded Standard targets as compared to the State and LAUSD in both English Language Arts (ELA) and Mathematics.
Percentage in Each Achievement Level per Grade Level

The following tables indicate the percentages of achievement levels for each tested grade level, as well as an Overall aggregation of results across all grade levels.

**English Language Arts**

English Language Arts (ELA) scores indicate that 52% of all students scored in the Standard Exceeded or Met ranges (3rd grade = 51%; 4th grade = 58%; 5th grade = 43%; 6th grade = 59%).

![SBAC: English Language Arts](image)

<table>
<thead>
<tr>
<th></th>
<th>3rd (n=72)</th>
<th>4th (n=99)</th>
<th>5th (n=75)</th>
<th>6th (n=17)</th>
<th>Overall (n=263)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>18%</td>
<td>30%</td>
<td>23%</td>
<td>6%</td>
<td>23%</td>
</tr>
<tr>
<td>Met</td>
<td>33%</td>
<td>28%</td>
<td>20%</td>
<td>53%</td>
<td>29%</td>
</tr>
<tr>
<td>Nearly Met</td>
<td>26%</td>
<td>21%</td>
<td>20%</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>Not Met</td>
<td>22%</td>
<td>20%</td>
<td>37%</td>
<td>6%</td>
<td>25%</td>
</tr>
</tbody>
</table>
**Mathematics**

Mathematics scores indicate that 36% of students scored in the *Standard Exceeded or Met* ranges (3rd grade = 42%; 4th grade = 41%; 5th grade = 25%; 6th grade = 42%).

![SBAC: Mathematics](image)

**SBAC Subgroup Comparisons with California, LAUSD, and Local Schools**

As LFCSA subgroup demographics continue to change, it is important to compare how well our program serves students in different subgroup populations. When comparing achievement scores from our significant subgroups, LFCSA has a higher percentage of students scoring Standard Exceeded and Standard Met than California overall, LAUSD overall, and most nearby comparison schools in both English Language Arts (ELA) and Math. A numerically significant subgroup is 30 students or more. LFCSA’s significant subgroups are Socioeconomically Disadvantaged & Hispanic subgroups.
**Economically Disadvantaged**

The percentage of Economically Disadvantaged students who scored in the Standard Exceeded or Standard Met ranges in ELA and Math are 36% and 27% respectively.

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>LFCSA</td>
<td>36%</td>
<td>27%</td>
</tr>
<tr>
<td>CA</td>
<td>31%</td>
<td>21%</td>
</tr>
<tr>
<td>LAUSD</td>
<td>27%</td>
<td>20%</td>
</tr>
<tr>
<td>Glassell</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>Fletcher</td>
<td>25%</td>
<td>17%</td>
</tr>
<tr>
<td>Atwater</td>
<td>29%</td>
<td>19%</td>
</tr>
<tr>
<td>Dorris</td>
<td>46%</td>
<td>37%</td>
</tr>
<tr>
<td>Elysian</td>
<td>31%</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Hispanic**

The percentage of Hispanic students who scored in the Standard Exceeded or Standard Met ranges in ELA and Math are 34% and 26% respectively.
English Learners
This subgroup is not numerically significant for comparison, due to the fact that less than 30 students were tested. For the purposes of Academic Performance Index accountability, a significant subgroup contains 30 students or more, or, for foster youth, a subgroup size of 15.

California Standards Test: Science
LFCSA has a higher percentage of students scoring Proficient or Advanced on the California Standards Test in Science, as compared to LAUSD and some schools nearest to us (Glassell Park, Fletcher, and Atwater). LFCSA scores lower than the State and some schools (Dorris Place and Elysian), where LFCSA is 57% Proficient and Advanced vs. the others are at 60% Proficient and Advanced.
**Physical Fitness Test**

Our whole child approach is evidenced in the results of the Physical Fitness Test, where LFCSA students demonstrated higher percentages in the Met 6 of 6 Standards criterion than comparison groups. Data reflects the most recent publicly released data, the 2013-14 administration of the exam.
Academic Performance Index (API)

Our API scores have remained above the State target of 800 for the majority of our years.

![Graph showing API scores for LFCSA from 2008 to 2013]

We attribute the decline in API to two possible factors:

- When we moved into the Glassell Park community in 2010, LFCSA experienced a rapid increase in the number of students it served, with a change from 275 to 483 students. This resulted in an increase in the number of teachers new to LFCSA.
- The change of school leadership

LFCSA has adopted several measures to address these two factors:

- Created a Response to Intervention program to address struggling students
- Created a New to LFCSA Teacher Induction professional development to help train new teachers prior to starting to teach at LFCSA.
- Created a Director Evaluation process in order to provide structured feedback to the school leader.
### 3-Year Average API with Significant Subgroups

We have a 3-Year Weighted Average API of 843.

<table>
<thead>
<tr>
<th></th>
<th>2011 Growth API</th>
<th>2012 Growth API</th>
<th>2013 Growth API</th>
<th>Weighted 3-Year Average API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>850</td>
<td>846</td>
<td>835</td>
<td>843</td>
</tr>
<tr>
<td>Black or African American</td>
<td>737</td>
<td>815</td>
<td>762</td>
<td>773</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>773</td>
<td>773</td>
<td>754</td>
<td>766</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>894</td>
<td>878</td>
<td>877</td>
<td>881</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>878</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>766</td>
<td>773</td>
<td>762</td>
<td>766</td>
</tr>
<tr>
<td>English Learners</td>
<td>689</td>
<td>616</td>
<td>642</td>
<td>648</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>571</td>
<td>530</td>
<td>667</td>
<td>605</td>
</tr>
</tbody>
</table>

The 7th decile in both the 2012 and 2013 API State Ranks.

<table>
<thead>
<tr>
<th>Year</th>
<th>Statewide Rank</th>
<th>Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>2013</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>
Los Feliz Charter School for the Arts has made strides in increasing its service of students in the local community. In analyzing our performance on the 2013 California Standards Test, data indicates that LFCSA offers a strong alternative academic program in comparison to the three nearest elementary schools: Glassell Park, Fletcher Drive, and Atwater.

**CST 2013: English Language Arts**
LFCSA had a higher percentage of students scoring Proficient or Advanced on the California Standards test in English Language Arts (ELA).

<table>
<thead>
<tr>
<th>School</th>
<th>ELA Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Feliz Charter</td>
<td>66.7%</td>
</tr>
<tr>
<td>Glassell Park</td>
<td>40.7%</td>
</tr>
<tr>
<td>Fletcher Drive</td>
<td>40.2%</td>
</tr>
<tr>
<td>Atwater</td>
<td>54.5%</td>
</tr>
</tbody>
</table>

**CST 2013: Mathematics**
In comparison with our three closest schools, LFCSA had a higher percentage of students scoring Proficient or Advanced on the California Standards test in Mathematics.

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1 API School Level Reports: http://api.cde.ca.gov/reports/page2.asp?subject=API&level=School&submit1=submit
### 2013 CST Math: Proficient and Advanced

<table>
<thead>
<tr>
<th></th>
<th>Los Feliz Charter</th>
<th>Glassell Park</th>
<th>Fletcher Dr.</th>
<th>Atwater</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST Math</td>
<td>64.3%</td>
<td>46.1%</td>
<td>48.8%</td>
<td>62.1%</td>
</tr>
</tbody>
</table>

![Bar Graph](image-url)
Achievement Gap between Subgroups and White Students: Comparison of 3 nearest schools
Using the 2013 API data, we analyzed the Achievement Gap between the White subgroup compared with the Hispanic, African American, and Socioeconomically Disadvantaged subgroups, using the California Charter Schools Association’s School Comparison Snapshot tool².

In this analysis, LFCSA demonstrated a stronger closing of the achievement gap as compared with the State average and the three closest elementary schools: Fletcher Drive, Atwater Avenue, and Glassell Park Elementary Schools. The significant comparable subgroups for comparison are Hispanic or Latino and Socioeconomically Disadvantaged.

The California State API for the White subgroup is 853. When comparing LFCSA’s subgroup scores, LFCSA demonstrates smaller achievement gaps compared to nearby schools. LFCSA shows a 94-point gap in achievement for Hispanics compared with 109 points for the State; an 86-point gap for African-Americans compared with 145 points for the State; and a 79-point gap for the Socioeconomically Disadvantaged compared with 110 points for the State. In addition, LFCSA’s White subgroup scored at a higher API than the State’s White Subgroup Average.

LFCSA continues to develop, implement, and refine programming aimed at reducing the Achievement Gap. Some examples of program offerings and refinements include: Response to Intervention, Supplemental Educational Services, and ongoing teacher professional development.

² http://snapshots.calcharters.org/comparison_snapshot
California English Language Development Test (CELDT)

We have a higher percentage of English Learners scoring Advanced or Early Advanced as compared to a majority of the comparison groups (i.e. State, District, and nearby schools).

<table>
<thead>
<tr>
<th>CELDT: Advanced or Early Advanced</th>
<th>LFCSA</th>
<th>CA</th>
<th>LAUSD</th>
<th>Glassell Park</th>
<th>Fletcher</th>
<th>Atwater</th>
<th>Dorris</th>
<th>Elysian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced /Early Advanced</td>
<td>44%</td>
<td>42%</td>
<td>38%</td>
<td>44%</td>
<td>26%</td>
<td>43%</td>
<td>62%</td>
<td>28%</td>
</tr>
</tbody>
</table>

School Based Assessments: NWEA MAP Scores 2014-15

In response to the discontinuation of the state standardized testing, LFCSA decided to administer the Northwest Evaluation Association’s Measures of Academic Progress (MAP) Assessments to obtain standardized assessment data to measure student academic progress. Assessments were administered three times in the 2014-15 school year. The Fall and Winter administrations were utilized as formative assessments to help teachers determine student progress and inform instructional decisions. The Spring administration was utilized as a summative assessment. One important note is that LFCSA administered the End Of Year (EOY) MAP assessment just after the window for the SBAC assessments, where both assessments were administered in the months of May & June. When analyzing the results, we expected the results to be lower due to consecutive administrations of standardized assessments. It was challenging for students to have two sets of standardized assessments at the end of the year.

Similarly to the SBAC results, with the Northwest Evaluation Association Measures of Academic Progress Assessments, allowed for the comparison of our students’ progress to nationally established normed Rausch Unit (RIT) scores for each grade level at the end of year. Our students generally performed higher in English Language Arts, and on the aggregate, exceeded the Expected End Of Year (EOY) normed scores. In the Mathematics assessment, although students did demonstrate growth throughout the year, students generally performed under
EOY expected scores across all grade levels. This trend of having stronger ELA scores than Math scores is consistent with results from other standardized exams.

**English Language Arts**
All grade levels except 5th grade exceeded Expected End of Year Normed RIT scores for MAP assessments.

**Mathematics**
Most grade levels demonstrated progress, but did not meet Expected End of Year Normed RIT scores.
**Response to Intervention**
In the Winter of 2013-14, LFCSA implemented its Response to Intervention Program (RTI), which not only focuses on helping students develop specific reading intervention strategies, it also protects the students' socio-emotional development by providing services in the classroom, in a manner that does not outwardly identify their challenges. This program focuses on students whom are not at benchmark, and are not identified as needing Special Education services. Using a school wide assessment, the Basic Phonics Skills Test, we identified the 100 lowest scoring students in the school. By the end of the semester, with 100 students served, there was an average increase in scores by 17.2%. In the 2014-15 school year, the RTI team began supporting 72 of the lowest scoring students who did not make benchmark, and by the end of the year 49% (35/72) of students met benchmark, with 97% (70/72) of students in RTI meeting benchmark or demonstrating progress. This year, LFCSA’s Response to Intervention Program has incorporated intervention support in mathematics as well as in English Language Arts.

```
<table>
<thead>
<tr>
<th>Grade</th>
<th>Met Benchmark</th>
<th>Did not meet benchmark but made progress</th>
<th>Moved into Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>1st</td>
<td>12</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>2nd</td>
<td>13</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>3rd to 6th</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>35</td>
<td>2</td>
</tr>
</tbody>
</table>
```
Self Reflection

LFCSA has continued to make strides towards the mission and vision of our charter. As we enter our third charter cycle, we find that we have been able to continue maintaining accomplishments from the first charter petition; we have grown in accomplishments in our second charter petition; and, in reflecting on our strengths and challenges, we have identified areas of continued work and new goals for this third charter cycle.

Continued Accomplishments

Operational Capacity
The first cycle of the charter focused upon both the implementation of our curricular vision and the securing of a permanent space to operate. As a new charter, during the first four years, we welcomed a new grade level each year; and began a full implementation of serving students in kindergarten through fifth grade students for the first time in the 2010-2011 school year. Within this time, we occupied three different campuses, and are now fully operating as a charter school serving over 500 elementary students from Transitional Kindergarten through Sixth grades.

Curriculum
We have continually focused on closely implementing the academic program, and the school has showed strength with our English Language Arts curriculum, our project-based social science units using the Different Ways of Knowing\(^3\) approach, and physical education program. In addition, we also laid the foundation of our Safe School method, a socio-emotional method of helping children learn how to resolve conflicts by understanding multiple perspectives, learning about cause and effect, developing empathy, and repairing with others. The use of Cool Tools has helped students, through specific directed lessons, learn a “tool chest,” full of strategies to use when faced with interpersonal issues, conflict, or bullying behavior. The program provides a common vocabulary for students, parents, and staff to use when discussing human behavior and interactions.

Arts Integration
With regard to arts integration, we have maintained the model where students are able to have lessons in visual arts, music, and dance each week. The school has several areas dedicated to the support of various types of art integration: Visual Arts Studio, Dance Studio, Music Studio with Recording Studio, Artist in Residence Studio, Drama Area, and a Design and Creativity Lab. We have continued to strengthen our arts-integrated curriculum by increasing the collaboration between the general education teacher and the arts specialists. This partnering has afforded for deeper interdisciplinary connections, and well connected outcomes for the students.

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addition to supporting integration within our curriculum, we have continued to utilize and/or collaborate with outside agencies (e.g. Inner City Arts, Armory, Arts for All, Arts for L.A., etc.) to focus on developing and/or implementing arts-integrated learning experiences.

**Physical Education**
Another strong area of our curriculum that we have been able to maintain is Physical Education with classes delivered to all students each week. The classes provide content in a rich physical education program, which all of our children love, regardless of each child’s natural physical abilities. Structured lessons in psychomotor skills, game skills, stamina, and flexibility are taught and reinforced in the PE classes. We believe that allowing young children to develop their gross and fine motor skill through a rigorous physical education program helps all students to become more confident persons. We have consistently demonstrated very strong results in the Physical Fitness Test over the years.

**Artist In Residence**
We have continued to offer our unique Artist In Residence program, where a practicing artist spends six to twelve weeks at our school, creating in a studio space and working on art that will be shared with our students. In a residency, artist engages students to discuss the progress toward a work of art, articulate the creative process, and demonstrate the thinking and formative assessment involved in completing a work of art. Students are able to visit with the artist at various points in the process, and the type of engagement varies by the type of residency. We have offered students a variety of experiences, including visual artists who use different mediums (e.g. mosaic, shadow puppets, painting), to urban architects who have helped students advocate for issues in the community, to dancers, and theater artists. As part of our selection process, we ask artists to describe how they might engage the children during their residency. This process allows us to continually offer our children dynamic and varied experiences with practicing artists. The children gain from these experiences, the ability to observe, first-hand, the messy, non-linear process of creativity. This metacognitive activity helps students to reinforce and understand their own creative thinking processes.

**Authentic Family Involvement**
Authentic family involvement continues to be a focus at Los Feliz Charter School for the Arts. We have been fortunate to have a culture where parents are actively engaged with the school. We view parents and guardians as partners and their involvement in all facets of school life, from volunteering in the classroom, to sharing ideas with school leaders, to helping with school events. We view their contributions are both valued and encouraged, and we would not have been able to achieve as much as we have without their efforts. LFCSA encourages parents to volunteer in many ways, such as: within the classroom, attending field trips, sharing special skills, serving on committees, etc. There is no requirement to volunteer.
New Accomplishments

Art Integration Defined
We have furthered our ability to focus on supporting Arts Integration with a few new accomplishments. First, we have adopted the Kennedy Center’s Definition of Arts Integration⁴:

“Arts Integration is an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM. Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.”

In doing so, we have been able to use the definition to clarify with our stakeholders the essence of our work. We emphasize the fact that we are not a performing arts school. Rather, we utilize the arts as a process of demonstrating learning with and through the arts. We focus the design of our lessons and units on integrating multiple disciplines with the arts.

To help further arts integration, this year we increased our allocations to have our art specialists as full-time employees. In the past years, specialist taught the art classes to the students, but struggled with having sufficient time to support art integration planning with the general education teachers. We expect to deepen our arts integration with these full-time positions. In addition, we have also created a part-time position of an Arts Integration Specialist, where this person helps to oversee the broad implementation of arts integration at LFCSA. This position is responsible for supporting the collaboration between general education teachers and art teachers, coordinating partnerships with other schools and agencies, and implementing our educational outreach plan.

Fiscal Reserve
Los Feliz Charter School for the Arts has worked through a few major transitions in its first two charter cycles, from the implementation of the educational program, to the addition of grade levels, to the occupying of three different facilities. In moving to our current facility, there was a great deal of financial need in order to implement the charter. Not only did the school obtain a construction loan, it also had to, during the economic downturn, sell its receivables in order to maintain cash flow. These resulted in the school’s challenge of being able to consistently maintain a positive net income and reserve.

This year, we are pleased that with strong forecasting and monitoring, we have been able to stop selling our receivables, and we have completed payments on our construction loan. We are also now able to demonstrate a reserve that meets the 5% threshold.

Scottish Storyline Method
In 2014, LFCSA implemented the Scottish Storyline method as an additional interdisciplinary project based method. The Storyline Method is based on the theory that knowledge is complex and many layered, and that learners construct their own meaning through action and experience. In a Storyline, students pose the problems and ask questions, and the students and the teacher explore ideas together. The approach is essentially experiential and constructivist. It draws the curriculum together using the environment and social subjects as a stimulus to explore, using expressive arts and language as a means of discussing, describing and explaining. We have found that the blending of the Scottish Storyline Method with the Different Ways of Knowing approach has afforded our students with rich, engaging, and complex learning experiences.

Professional Development
Because our curriculum is so unique, we require our teachers to be versed in the standards, and the ability to develop curriculum that is constructivist, rigorous, and relevant. In order to accomplish this, it is necessary to help teachers be successful at planning and delivering curriculum. In the past few years, LFCSA has built stronger infrastructure to support these needs.

First, the establishment of the Curriculum Committee, a group consisting of teachers from each grade level team and administrators, has allowed for schoolwide decisions to support teacher and school needs. The committee has been responsible for decisions such as, selecting schoolwide assessments, evaluating our vertical articulation, creating report cards, professional development needs, etc. This committee meets on a bi-weekly basis to increased the shared decision-making at the school, and develop, implement, and monitor curricular decisions.

With regard to the development of teachers’ content knowledge and instruction of standards, we integrate several models of professional development in order to further our students’ learning outcomes. As will be more fully described in the section on Professional Development, we meet as Professional Learning Communities, utilizing the Norms of Collaboration, to analyze data and create action plans based on S.M.A.R.T. goals. One of the activities that we have incorporated within the action plan for the S.M.A.R.T. goals is to conduct lesson studies on identified areas of need.

Because we recognize that teachers new to LFCSA are in need of good support to transition into our community, we have the following professional development structures that have now been established: New to LFCSA induction (prior to the start of the year); Summer Institute (prior to the start of the year); Shortened Days for grade level team and art specialist planning; Pupil Free Days for checking on progress with year long action plans, and to learn new material.

In addition, we have set in place a multi-year professional development plan, based on student data and teacher professional development needs. This first year, our focus is on Mathematics. Although we have demonstrated scoring above the average of schools nearby, our students’
scores in Mathematics are not as strong as their scores in English Language Arts. In addition, we felt a strong need to focus on the Mathematical Practice standards, as these require changes to how mathematics have traditionally been instructed.

**Response to Intervention**

In 2014, we developed and implemented a Response to Intervention (RTI) program school wide. The program initially focused on supporting students who were struggling with Reading. It focuses on those students who are behind, but are not identified as needing Special Education services. We utilized school wide assessments to identify students below benchmark, and then provide target support from our RTI Specialist team. The program emphasizes the support of the students’ sense of socio-emotional safety in learning, by providing services that are integrated in the classroom, in a manner that does not outwardly identify their challenges. This year we have included Mathematics into the intervention program.

**Technology Integration**

During this past charter cycle, LFCSA has shifted its students’ use of technology. Previously, students went to a computer lab twice a week to work on computer applications. These were mainly computer-centered programs (e.g. ST Math, Starfall), where the computers dictated what the students were to do. They were game-like in nature. The students only accessed technology when it was “lab” time, and did not have the ability to utilize technology throughout the day in the classroom.

With a shift towards technology integration, where technology use is student-centered, we dismantled the lab and put desktops into the lower grade classrooms and purchased laptops with mobile carts for the upper grade classrooms. We utilize the analogy that a computer should be used as a student’s tool, like a pencil, and should be accessible to them in the classrooms. For example, you wouldn’t create a “pencil lab” for students to go, and it makes little sense to have a room dedicated to one particular learning tool. Our use of technology has shifted from game-like programs to mostly research, publishing, and media editing activities.

**Design and Creativity Lab**

Just as an artist needs a studio, we have recently created a space that is an open-ended design area. The main difference between an artist’s studio and our Design and Creativity Lab is the fact that the lab is designed to foster collaboration on projects in teams. In considering initiatives for Science, Technology, Engineering, Arts, and Technology (STEAM), we envision this lab as a multi-function studio, that when fully realized will accommodate a variety of tools and processes to help students design and prototype their creations.

At its inception, the community was invited to create goals for the lab, and they are being rolled out in phases. Last year woodworking was introduced into the lab, where students learned how to safely operate hand-drills, clamps, saws, sanding, etc. as they worked in teams to create kinetic mobile structures. Each year we plan to introduce a new tool for students to engage in (e.g. sewing, 3-D printing, robotics, etc.).
Annual Survey
For the past two years, LFCSA has implemented a school wide Annual Survey to better assess the needs and priorities of our community. Questions in the survey address topics such as our core values, curriculum, safety, individual student support, etc. We use the data from this survey to help understand what our community feels we have done well, and what areas we need to continue to develop and improve. The feedback is shared with the community, and informs both the School Site Council and Board of Directors. We find this process to be helpful in building rapport, exhibiting transparency, and determining goals that are relevant to our community’s needs.

Civic Engagement
According to the 2014 National Assessment on Educational Progress’ Civics assessment⁵, which is designed to measure the civics knowledge and skills that are critical to the responsibilities of citizenship in America, only 23% of eighth graders were proficient or advanced. This and other data have influenced LFCSA to consider how to help students develop the knowledge, attitudes, and skills to be engaged citizens. Therefore, in the summer of 2014, during the Board of Director’s Annual retreat, there was a deep discussion about our school’s progress in our mission and vision work. The Board drafted a new mission and vision statement, and one major change was the addition of Civic Engagement into our mission statement. In doing so, this keeps at the forefront the notion of creating learning experiences that teach students about civic engagement, advocacy, and building human capital. Teachers, as they plan projects and lessons, are also charged to integrate experiences to help students learn how to engage and further issues they deem to be important in improving our society.

Educational Outreach
As a school that offers students an alternative to textbook-based curriculum, we believe that our ability to improve our curricular and instructional practices is best achieved through collaboration with others. In the past year, we have created several different types of opportunities to engage educators, artists, policy makers, administrators, etc., in inquiry and exploration on ways to integrate the arts and create student centered curricular experiences.

In November 2014, Los Feliz Charter School for the Arts hosted its first Catalyst Conference entitled The Catalyst Series: Arts and Democracy in Education. This conference brought together a passionate group of K-12 educators, university faculty, curriculum designers, teaching artists, activists, policy makers, professional development providers, researchers, school administrators, among others. We explored, shared, and developed knowledge about the impact of recurring experiences in arts education in the development of self-aware active citizens in a democratic society. Our goal is to continue hosting Catalyst Series events and dialogues. In addition to the Catalyst Conference, we have initiate offering free Catalyst Educator Days, and other partnerships to advance progressive education.

⁵ http://www.nationsreportcard.gov/hgc_2014/
Teacher Compensation
Teacher retention in charter schools has been a general issue of discussion in the charter world. In the Spring of 2014, LFCSA’s Human Resource committee, comprised of teachers and administrators, worked to create a definition of what is required of an LFCSA teacher in order to help bring clarity to job expectations. In addition to the definition, because there was a lack of transparency with regard to teacher compensation, the committee worked to norm teachers salaries to the LAUSD salary scale, as a measure to help retain teachers in a competitive salary market. This scale remains in place as the Human Resources committee works on a process for offering teachers a multi-year contract. Our hope is that, in this charter cycle, we will have developed a process that values continued teacher growth.
Continued Areas of Need and Next Steps

Strengthening Our Shared Vision
Los Feliz Charter School for the Arts has grown and changed significantly in its first two charter cycles; each cycle with different priorities and goals. From our first charter, we believe that we have stabilized with respect to growth in students, and having a permanent location. During our second charter, the school experienced several changes in leadership. For this next charter cycle, our efforts will be focused on strengthening the mission and vision work of the charter, by strengthening our shared vision. This will be accomplished by continued efforts to share information, seek feedback from stakeholders, strengthen committees, and continue to articulate the value systems behind our policies and practices. Strengthening the shared vision held by all of our stakeholders will help our collective efforts towards reaching our vision.

Adapting to a More Diverse Population
As noted above in our demographics section, LFCSA has seen an increase in the diversity of its student population. Our numbers of students in the Hispanic, Free and Reduced Lunch, Special Education, G.A.T.E., and English Learner subgroups have been increasing. This requires the school to be able to differentiate to the needs presented by these subgroups, from helping with gaining access to school programs, differentiation of instruction, offering alternative modes of instruction and assessment, etc. We believe that having a diverse population is strength, and it provides us with authentic opportunities to actively engage in issues of diversity, and respect thereof.

Open Concept & Sound Reduction
We view the learning environment as “the third teacher,” and we have created an “open concept” school that brings together a dynamic environment with our strong curriculum program. In this “open concept,” the children’s needs, interests, and abilities are integrated into the learning environment. With no barriers and no closed doors, an attitude of inclusiveness is created merely by the building’s design, fitting seamlessly with LFCSA’s goals and philosophy of student-centered, inquiry-based learning. This attitude is pervasive among the students and the employees. Everyone can observe everyone, and this is a model that implicitly fosters teamwork.

The challenge of having an open environment, along with a collaborative, project-based curriculum, is the amount of care that needs to be taken with respect to sound and its impact on the classroom environment. Teachers work closely together to try to schedule quieter or noisier activities at the same time. However, we would like to reduce the noise level in general, so that classrooms can employ quieter times for learning tasks. Thus, we will be undergoing an assessment of sound, and will be contracting with sound architects to pilot sound reduction solutions for the classrooms.

Increase Visibility In the Community
Because we are located in a business complex, and we are not directly visible from public streets, LFCSA has been challenged in helping the community know of its presence and offerings. LFCSA has an outreach plan and continues to conduct outreach activities and open its doors to the community. We participate in Glassell Park community events, and share events like our Halloween Town, Holiday Photo fundraiser, and Community Museum with our community. We will continue to strategize various ways to help our neighbors know of our presence and offerings.

**Surrounding Schools**

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students [2013-14]</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 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 Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glassell Park</td>
<td>467</td>
<td>81.2%</td>
<td>12.4%</td>
<td>57%</td>
<td>93.8%</td>
<td>1.9%</td>
<td>1.5%</td>
<td>742</td>
<td>No</td>
<td>No</td>
<td>742</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fletcher Dr.</td>
<td>390</td>
<td>94.1%</td>
<td>8.7%</td>
<td>39.7%</td>
<td>90.3%</td>
<td>5.6%</td>
<td>2.1%</td>
<td>747</td>
<td>Yes</td>
<td>No</td>
<td>743</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Atwater</td>
<td>351</td>
<td>82.3%</td>
<td>20.2%</td>
<td>34.2%</td>
<td>75.5%</td>
<td>14%</td>
<td>6.3%</td>
<td>775</td>
<td>No</td>
<td>No</td>
<td>778</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Dorris Place</td>
<td>322</td>
<td>84.2%</td>
<td>9.6%</td>
<td>28.0%</td>
<td>69.6%</td>
<td>18.9%</td>
<td>4.7%</td>
<td>872</td>
<td>Yes</td>
<td>Yes</td>
<td>870</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Elysian Heights</td>
<td>231</td>
<td>61.0%</td>
<td>10.8%</td>
<td>22.9%</td>
<td>80.1%</td>
<td>9.5%</td>
<td>5.2%</td>
<td>820</td>
<td>Yes</td>
<td>No</td>
<td>817</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Allessandro</td>
<td>450</td>
<td>86.0%</td>
<td>9.6%</td>
<td>24.9%</td>
<td>86.0%</td>
<td>4.2%</td>
<td>4.2%</td>
<td>840</td>
<td>Yes</td>
<td>Yes</td>
<td>832</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Ivanhoe</td>
<td>455</td>
<td>12.5%</td>
<td>3.1%</td>
<td>6.4%</td>
<td>62.2%</td>
<td>White</td>
<td>15.8%</td>
<td>944</td>
<td>Yes</td>
<td>Yes</td>
<td>940</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Charters</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>Celerity Octavia</td>
<td>453</td>
<td>92.3%</td>
<td>7.7%</td>
<td>43.9%</td>
<td>87.2%</td>
<td>4.0%</td>
<td>2.6%</td>
<td>903</td>
<td>Yes</td>
<td>Yes</td>
<td>904</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>LFCSA</td>
<td>520</td>
<td>27%</td>
<td>7.3%</td>
<td>6.7%</td>
<td>60.0%</td>
<td>White</td>
<td>31.4%</td>
<td>835</td>
<td>Yes</td>
<td>No</td>
<td>843</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

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6 Surrounding Schools sources:
- LAUSD Demographics: http://search.lausd.k12.ca.us/cgi-bin/fc cgi.exe?w3exec=sarc2&which=elem
- Charter Demographics: http://sarconline.org/Sarc/About/19647330122235 (LFCSA)
- http://sarconline.org/Sarc/About/19647330122655 (Celerity Octavia)
- School Performance Framework: http://schoolinfosheet.lausd.net/budgetreports/spfsearch.jsp
Student Population To Be Served

Los Feliz Charter School for the Arts serves a diverse population of more than 500 students in the Transitional Kindergarten through 6th grades. We are located in a light industrial media complex, and have the challenge of not being visibly accessible to the Glassell Park community. Thus, since we moved into the Glassell Park area, we have conducted annual outreach efforts to make our school more visible in the community. As indicated previously, the school’s demographics data has demonstrated growth in several subgroup populations. The major ethnicities in the Glassell Park area are Hispanic, at 66.1%, Asian, at 17.4%, and White, at 13.7%. With respect to education, 41.9% of Glassell Park residents have less than a high school education, ranking it as 66th highest out of 272 neighborhoods in Los Angeles. In considering income, 53.7% of households earn less than $40,000 per year.7

LFCSA has traditionally attracted families interested in a more hands-on, arts-integrated educational program. Since our move into the Glassell Park community, we have also been attracting students who would have attended Glassell Park Elementary School. This has resulted in a shift in our demographics with increasing percentages of Hispanic students and Economically Disadvantaged students.

Enrollment Projections

These enrollment projections are based on the current enrollment trends in 2015-16 school year. Our current operational capacity is 520 students. We generally see attrition in the upper grades due to the fact that the majority of students elect to begin middle school rather than stay for 6th grade. These numbers are adjusted annually based on actual enrollment in the different grade levels.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional K</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>75</td>
<td>81</td>
<td>75</td>
<td>81</td>
<td>85</td>
</tr>
<tr>
<td>1st Grade</td>
<td>90</td>
<td>75</td>
<td>81</td>
<td>75</td>
<td>81</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>81</td>
<td>90</td>
<td>75</td>
<td>81</td>
<td>79</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>81</td>
<td>81</td>
<td>90</td>
<td>75</td>
<td>81</td>
</tr>
<tr>
<td>4th Grade</td>
<td>78</td>
<td>78</td>
<td>81</td>
<td>90</td>
<td>75</td>
</tr>
<tr>
<td>5th Grade</td>
<td>75</td>
<td>75</td>
<td>78</td>
<td>78</td>
<td>79</td>
</tr>
<tr>
<td>6th grade</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>520</td>
<td>520</td>
<td>520</td>
<td>520</td>
<td>520</td>
</tr>
</tbody>
</table>

Goals and Philosophy

**Mission**
To engage children in an inspiring, challenging, and civically active educational experience that embraces learning through the arts.

**Vision**
Los Feliz Charter School for the Arts is a place where students, teachers, parents, and the community collaborate to create a nurturing and inspiring learning environment where students can develop academic and life skills through creativity, inquiry, investigation, and reflection. Our arts integrated curriculum nurtures curiosity, confidence, collaboration, resilience, and civic engagement, enabling students to approach learning in different ways. Through project-based, constructivist learning, students are able to take risks and be actively engaged in their learning experience. In addition, LFCSA endeavors to become a model arts integration school and training facility that shares best practices and impacts our educational system and community.
Core Values

Focus on the Whole Child
At LFCSA, we challenge children to construct their own meaning from complex ideas and concepts. Acknowledging that students learn and demonstrate what they know in a variety of ways, our instruction allows children to see, hear, and express according to their individual learning styles.

Child-Centered Learning
We believe that differences in the way children learn and the paces at which they learn are natural. An education that benefits all children must be adapted to individual learning styles. Teachers respect these differences, and provide opportunities for students to be active participants in their own learning.

Project-Based
Our project-based curriculum is structured to allow students to pursue individual educational goals while at the same time requiring them to collaborate with others on a shared objective. Classroom learning is organized in meaningful, purposeful ways though rich, cross-disciplinary subject matter that corresponds to state standards. Project-based learning helps students develop the character, habits, and skills vital to our 21st century workforce.

Arts Integrated
The content and skills of dance, music, drama, and visual arts instruction are integrated into other content areas, such as math and language arts. Such integration enhances the learning of all subjects and gives all students meaningful access to the curriculum.

Authentic Family Involvement
Parents and guardians are viewed as partners and their involvement in all facets of school life, from volunteering in the classroom to sharing ideas with school leaders, is valued and encouraged.

Constructivism
At Los Feliz Charter School for the Arts, our curricular program is founded on the constructivist philosophy of learning, where we strive to develop individual interests and potentials.

Constructivism is a learning theory that is rooted in the idea that individuals construct new knowledge from their experiences. Because each learner is a unique individual, with his/her own learning style, interests, and background, each learning experience is received and perceived differently. Constructivist practices promote problem solving, reflection, and multiple perspectives. By allowing for different perspectives and interpretations of learning, children are able to learn that the world is complex and that there are different ways to solve a problem. Innovation and creativity comes from analyzing different solutions for their strengths and then applying them to foster the best possible outcome. At LFCSA, such practices are evidenced in
our use of *Developmentally Appropriate Practices* from the National Association for the Education of Young Children, differentiated instruction, project-based learning, the interdisciplinary method of Scottish Storyline, and Different Ways of Knowing methods.

The following table offers a comparison of the difference between traditional and constructivist classrooms (Brooks & Brooks, 1993)\(^8\).

<table>
<thead>
<tr>
<th>Traditional Classroom</th>
<th>Constructivist Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students primarily work alone</td>
<td>Students primarily work in groups</td>
</tr>
<tr>
<td>Curriculum is presented part to whole, with emphasis on basic skills</td>
<td>Curriculum is presented whole to part with emphasis on the big concept</td>
</tr>
<tr>
<td>Strict adherence to a fixed curriculum is highly valued</td>
<td>Pursuit of student questions is highly valued</td>
</tr>
<tr>
<td>Curricular activities rely heavily on textbooks of data and manipulative materials</td>
<td>Curricular activities rely heavily on primary sources</td>
</tr>
<tr>
<td>Students are viewed as “blank slates” onto which information is etched by the teacher</td>
<td>Students are viewed as thinkers with emerging theories about the world</td>
</tr>
<tr>
<td>Teachers generally behave in a didactic manner, disseminating information to students.</td>
<td>Teachers generally behave in an interactive manner mediating the environment for students</td>
</tr>
<tr>
<td>Teachers seek the correct answers to validate student lessons.</td>
<td>Teachers seek the student’s point of view in order to understand student learning for construction of subsequent conceptions.</td>
</tr>
<tr>
<td>Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing.</td>
<td>Assessment of student learning is interwoven with teaching and occurs through teacher observation of students at work and through exhibitions and portfolios.</td>
</tr>
</tbody>
</table>

We believe that our mission, vision, and core values focus our work on providing a constructivist, child-centered, arts integrated educational program that is responsive to the varied needs of our diverse population. These goals address the needs of students by providing an educational program that engages their interests and thinking, differentiates to their needs, and builds their mastery of standards.

**What It Means To Be an Educated Person in the 21\(^{st}\) Century**

As we begin the 21\(^{st}\) century, we find that the world is constantly changing and more interconnected than ever before. In order to be an educated and productive citizen, a person needs to possess characteristics that promote life long learning such as, perseverance,

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creativity, flexibility, resilience, reflection, collaboration and determination. In developing the individual, society benefits by having a richer and more diverse population from which ideas and innovations evolve.

Previously, education addressed the needs of the “Industrial Age” which was characterized by teaching and learning prescribed sets of facts, and of gathering the necessary information to be productive in adulthood. Currently, in the “Information Age,” facts, figures, and information of all types are readily available. Today’s educated person needs to utilize higher order thinking skills to discern what information is needed for a given situation, determine where to get it, and know what to do with it.

Furthermore, as a member of a multicultural society, a person must be committed to understanding, respecting, and promoting acceptance of the differences and similarities of individuals and other cultures. One must be able to solve problems through collaboration and communication, using skills that allow them to adapt to changing environments and diverse populations. We work to foster students’ ability to build bridges and foster collaboration over larger distances, and understand robust and complex perspectives. At LFCSA, it is our charge to inspire such individuals.

Also, as previously described, we have furthered our work in integrating technology within our curriculum by dismantling our computer lab, and purchasing additional technology for the classrooms. More importantly, how we utilize technology has shifted from computer-centric game-like programs to student-controlled tools. Our focus is to ensure that students utilize technology to research, publish, and edit media, and present learning.

The educational goals of Los Feliz Charter School through the Arts are inevitably tied to our collective definition of an “educated person in the 21st century.” Our understanding of this concept guides the criteria for the curricula and helps determine how we chose to evaluate student work. According to our definition, the educated person in the 21st century:

**Questions** the world around him/her, taking into account different sources of information and the basis of differing opinions. He/She examines that which is given and that which is possible.

**Communicates** clearly, honestly, respectfully with the world, through multiple means of expression.

**Respects** oneself, others, and the environment we share. He/She has developed a sense of justice, integrity, and responsibility, with a healthy regard for truth and learning.

**Pursues Knowledge** of the surrounding world: nature, geography, languages, religion and culture; and knowledge of oneself: personal interests, needs, strengths and weaknesses; continuing that pursuit in order to effectively and empathetically navigate through life’s big and small challenges.
Pursues Balance in life between leadership and cooperation. Matches responsibility of self and of service to others; and, compliments self-confident actions with self-improvement efforts.

Challenges oneself, in mind, body and spirit, to see beyond their own individual needs. Pushing past the familiar in order to develop one’s best skills and inspire those around to do the same.

Achieves his or her potential: intellectually, artistically, athletically and morally.

Helping students develop these characteristics for learning will both foster and strengthen our students’ ability to learn the English and math knowledge and skills needed to qualify for and succeed in their chosen college or career.

How Learning Best Occurs
As we consider how to educate our students, it is imperative that we not only explore the many theories of learning; but also use that exploration to push the classroom experience forward and create the “educated person of the 21st Century.” LFCSA pulls from an extensive scientific research base that incorporates a wide range of disciplines and perspectives: constructivist learning theory; theory of multiple intelligences; balanced literacy, English language acquisition; project-based assessment, thematic, interdisciplinary instruction, the role of the arts in learning and authentic assessment. LFCSA draws from these learning concepts in order to create a comprehensive learning program that will achieve the most dynamic educational environment. The following information framed our thinking as we developed our curricular program:

Learners Learn What Matters To Them
In line with the research of Jean Piaget and the Constructivist theory of learning, children choose how to construct their “mental models.” This choice by the student is what really matters. By developing an environment that provides each student with the opportunity to discover personal interest in a subject, it ensures the most significant learning occurs.

Learners Learn Deeply Through The Arts
Research has shown that the arts can be an effective vehicle for developing skills and habits that will benefit students throughout their academic, professional and personal lives. Arts education has been shown to improve the ability to approach all subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement.

Learners Construct Meaning for Themselves
The constructivist theory holds that students learn when their existing set of beliefs, theories and perceptions are challenged through conversation, hands-on activities or experiential activities. Arts-integrated instruction, combined with a constructivist approach, blend together...
to create an inventive learning structure where students expand innate knowledge about subjects, and compose new meanings that impact them individually.

**Learners Use Multiple Intelligences**
Learners must have access to several modalities to discover and enhance their learning. Howard Gardner’s *Theory of Multiple Intelligences* reminds us to incorporate all learning styles into instruction, as well as assessment for the students. An effective curriculum expands children’s multiple intelligence – their artistic, social, verbal, math, intuitive and logical thinking strategies.

**Learners Use Content Knowledge And Skills as Tools to Learn More**
Intellectual tools that will serve students for a lifetime should be developed through rich, cross-disciplinary research with a focus on a theme.

**Learners Use The World As Their Laboratory**
It is important for students to understand and appreciate their community. By exploring resources outside the classroom and inviting outside experts to share information, children come to recognize the entire world as their classroom.

**Learners Explore Their Learning Over Multiple Drafts**
Students explore, refine and elaborate their meanings, which they construct over multiple drafts and express their evolving understandings through a variety of presentational formats, which may include art, dance, drama and music as well as oral and written language.

**Learners Never Stop Learning**
The measure of true learning is not the recall of old material; but new questions addressing new possibilities, leading the learner into new realms of exploration. It is important to end not only with the question, “What did you learn?” but also “What will you learn next?”

These learner concepts, in tandem with LFCSA’s 21st century educated person characteristics (e.g. questions, communicates, pursues knowledge, etc.), help LFCSA students become and remain self-motivated, competent, and lifelong learners.
## Local Control Funding Formula State Priorities

### LCFF State Priorities

#### Teacher Assignments and Credentialing

**State Priority #1: Basic Services**

**Annual Goals** (Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method for Measuring:</strong> Annual Credential Review</td>
<td></td>
</tr>
<tr>
<td>Teachers are required to hold a credential and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. Only candidates with their certification to teach will be considered for core teaching positions; credential renewal will be mandatory for continued employment; annual review of credential to ensure compliance.</td>
<td>100% of teachers with valid teaching credential; 95% of teachers with valid EL authorization</td>
</tr>
</tbody>
</table>

#### Access to Instructional Materials

**State Priority #1: Basic Services**

**Annual Goals** (Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method for Measuring:</strong> Annual Review of Materials, Curriculum Plans &amp; Assessment Results</td>
<td></td>
</tr>
<tr>
<td>LFCSA will provide all students, including all subgroups access to 100% of standards-aligned instructional materials necessary to engage fully in the educational program. All materials will align to CA, CCSS, NGSS, &amp; Arts Core Standards. Annual review of RTI, ELD and special education programs to identify and obtain all necessary instructional materials to increase educational benefit.</td>
<td>Schoolwide 100% of students, with needs identified by subgroups will have access to standards aligned instructional materials</td>
</tr>
</tbody>
</table>
### FACILITIES MAINTENANCE

**STATE PRIORITY #1: BASIC SERVICES**

**ANNUAL GOALS**
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method for Measuring:</strong> Facility Inspection Checklist; Annual Survey</td>
<td></td>
</tr>
<tr>
<td>100% compliance in facilities operations.</td>
<td>100% compliance in facilities operations.</td>
</tr>
</tbody>
</table>

- **Maintain a clean and safe facility.**
  - Conduct routine maintenance and regular facility inspections.
  - Review Annual climate survey results for stakeholder responses towards the cleanliness of the facility.

### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

**STATE PRIORITY #2**

**ANNUAL GOALS**
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method for Measuring:</strong> Teacher Participation in Professional Development/Arts Integration Checklist</td>
<td></td>
</tr>
<tr>
<td>PD focus: Interdisciplinary Lesson/Unit Planning; 95% attendance</td>
<td>PD focus: Math (major); 100% attendance</td>
</tr>
</tbody>
</table>

- **The curriculum will be aligned with CCSS, NGSS, CA, and Core Arts standards, and differentiated to support student attainment of proficiency, as measured by CAASPP exams.**
  - Teachers will participate in annual professional development on the implementation of standards based curriculum planning.
  - Arts Specialists: Increase Dance, Music, Visual Arts from 4 days to 5 days for fuller Arts and CCSS integration.
  - Principal and faculty evaluate instructional materials prior to implementation; proof of professional development; collection and development of a resource system/ library for created curricula; evaluation of projects after every implementation.
  - PD focus: Full-time Art Specialists for Arts & CCSS integration
  - Professional Development Time for Reflection and Revision of instructional materials/curricula at the end of year.

Los Feliz Charter School for the Arts  
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### PARENT INVOLVEMENT
#### STATE PRIORITY #3

<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: Committee membership, Annual Survey, calendar of events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain parent representation on the Site Council; maintain parent representation on the school’s committees; increase the percentage of parent volunteers and participation in school activities and events. Offer workshops and town halls.</td>
<td>Each spring, the Site Council nominates and elects parents to serve as new members; hold monthly Site Council meetings. Each new year, parents will be invited to join school committees. Monitor Annual Survey questions on level of input and involvement. Conduct a minimum of six family meetings per year July – June (e.g. Dialogues with the Principal; Friendly Friday Coffee; New Family Social; End of Year Picnic; Back to School Night; New family orientation); Weekly Blasts; Weekly Newsletters; At least 2 Parent Teacher conferences each year. Ensure tracking of participation via sign-ins.</td>
<td>Site council members goal is 5 parents Site council members goal is 5 parents Site council members goal is 5 parents Site council members goal is 5 parents Site council members goal is 5 parents Site council members goal is 5 parents</td>
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<tbody>
<tr>
<td>Work to increase survey approval ratings until 95% or higher is reached. Maintain a minimum of 6 meetings per year.</td>
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</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: SBAC Assessments</th>
</tr>
</thead>
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</tbody>
</table>

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Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate then local schools on the CA MAPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.

Increase the percentage of students scoring Standard Exceeded or Standard Met on SBAC assessments annually. When at >30 students per subgroup.

<table>
<thead>
<tr>
<th>Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Professional Development</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
</tr>
<tr>
<td>Use of Interim Assessments as formative assessments to obtain data to inform instruction, curriculum design, differentiation, and intervention supports.</td>
</tr>
</tbody>
</table>

| Overall ELA: 52% |
| Overall Math: 36% |
| Economically Disadvantaged ELA: 36% |
| Economically Disadvantaged Math: 27% |
| Hispanic ELA: 34% |
| Hispanic Math: 26% |
| English Learner ELA: 9%** |
| English Learner Math: 4%** |
| Special Education ELA: 21%** |
| Special Education Math: 29%** |

** = < 30 students (not a significant subgroup)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method for Measuring:</strong> API Reports or equivalent as determined by the CA Department of Education</td>
<td></td>
</tr>
</tbody>
</table>

### ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
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<th>MEASURABLE OUTCOMES</th>
</tr>
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</table>

Los Feliz Charter School for the Arts
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Page 47 of 214
School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education

<table>
<thead>
<tr>
<th>Instruction will incorporate strategies to help students prepare for CA MAPP (e.g. Technology skills; instructional lessons aligned to state standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>API weighted average 843</td>
</tr>
<tr>
<td>Meet or exceed growth targets schoolwide and for all significant subgroups</td>
</tr>
<tr>
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<tr>
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<tr>
<td>Meet or exceed growth targets schoolwide and for all significant subgroups</td>
</tr>
</tbody>
</table>

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

#### STATE PRIORITIY #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</th>
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<tr>
<td><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
<td><strong>METHOD FOR MEASURING</strong></td>
</tr>
<tr>
<td><strong>TARGET #4:</strong> STUDENT ACHIEVEMENT</td>
<td><strong>ANNUAL ACTIONS</strong></td>
<td><strong>EXPECTED OUTCOMES</strong></td>
</tr>
<tr>
<td>N/A</td>
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</tbody>
</table>

#### ENGLISH LEARNER ADEQUATE PROGRESS RATE

**STATE PRIORITIY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
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<td><strong>METHOD FOR MEASURING</strong></td>
</tr>
<tr>
<td><strong>TARGET #4:</strong> STUDENT ACHIEVEMENT</td>
<td><strong>ANNUAL ACTIONS</strong></td>
<td><strong>EXPECTED OUTCOMES</strong></td>
</tr>
<tr>
<td>Increase EL academic performance by ensuring students are accessing and engaging in the curriculum.</td>
<td></td>
<td></td>
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<tr>
<td>Create and Implement ELD monitoring folders</td>
<td></td>
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<tr>
<td>Professional Development for ELD standards and ELD folder monitoring of progress.</td>
<td></td>
<td></td>
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<tr>
<td>Monitor EL progress to identify potential students ready for reclassification.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train and Implement ELD folder monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue PD for ELD folder monitoring of progress.</td>
<td></td>
<td></td>
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<tr>
<td>Provide further PD for ELD standards and ELD folder monitoring of progress.</td>
<td></td>
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<tr>
<td>Continue monitoring internal assessments for ELD progress to identify</td>
<td></td>
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<tr>
<td>Continue evaluating ELD folder implementation</td>
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<tr>
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<tr>
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</tbody>
</table>
### ENGLISH LEARNER RECLASSIFICATION RATE

**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</th>
<th>Method for Measuring: ELD Monitoring Portfolios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase reclassification rate annually; at or above the District average</td>
<td>EL students will receive in-class instructional support, which includes individual support; small group instruction; usage of SDAIE and ELD instructional strategies. Monitor ELD progress and Reclassification using electronic schoolwide assessment data system</td>
<td>Baseline 2016-2017</td>
<td>2016-2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Increase reclassification rate</td>
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<td></td>
<td>Purchase data system and enter paper-based data into system</td>
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</tbody>
</table>

### AP EXAMINATION PASSAGE RATE [High Schools 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</th>
<th>Method for Measuring: ________________</th>
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</table>

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

**State Priority #4: Student Achievement**

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<tr>
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</tbody>
</table>
### SCHOOL ATTENDANCE RATE
**State Priority #5: Student Engagement**

<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: Monthly Attendance Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will maintain a high attendance rate to ensure students are accessing and engaging in the curriculum</td>
<td>Increase attendance rate annually, of all students and subgroups until we are above the District average. Hire half-time office assistant to monitor and report on attendance and work with parents on attendance issues.</td>
<td>For LAUSD, 71% of students attend at or above 96% attendance rate. LFCSA attendance rate: 66% of students attended at or above 96% attendance rate.</td>
</tr>
</tbody>
</table>

### CHRONIC ABSENTEEISM RATE
**State Priority #5: Student Engagement**

<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: Monthly Attendance Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will maintain a low chronic absenteeism rate to ensure students are accessing and engaging in the curriculum</td>
<td>Lower chronic absenteeism rate annually, of all students and subgroups, until we are above the District average. Hire half-time office assistant to monitor and report on attendance and work with parents on attendance issues.</td>
<td>Establish Baseline Decrease 1% from previous year. Decrease 1% from previous year. Decrease 1% from previous year. Decrease 1% from previous year. Decrease 1% from previous year.</td>
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</tbody>
</table>

### DROPOUT RATE [Middle and High Schools Only]
**State Priority #5: Student Engagement**

<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: Monthly Attendance Reports</th>
</tr>
</thead>
<tbody>
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<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATION RATE [High Schools Only]</td>
<td></td>
<td>N/A</td>
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</table>

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<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE PRIORITY #5: STUDENT ENGAGEMENT</td>
<td></td>
<td>N/A</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: Suspension Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE PRIORITY #6: SCHOOL CLIMATE</td>
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<td>N/A</td>
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<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: Expulsion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE PRIORITY #6: SCHOOL CLIMATE</td>
<td></td>
<td>N/A</td>
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</tbody>
</table>

The school will maintain a low annual suspension rate. Employees will be trained and implement the Safe School System and Cool Tools; Teachers will use positive behavior supports and hold community circles to address issues; Administration will work with teachers, staff and families to manage student behavior issues and concerns.

3.8% Decrease percentage annually until at zero. Decrease percentage annually until at zero. Decrease percentage annually until at zero. Decrease percentage annually until at zero.
The school will maintain a low annual expulsion rate.

Employees will be trained and implement the Safe School System and Cool Tools; teachers will use positive behavior supports and hold community circles to address issues; Administration will work with teachers, staff and families to manage student behavior issues and concerns.

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: Annual Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual School Wide Survey of students, parents, and employees for broad mission and vision work.</td>
<td>Demonstrate growth in each area towards an approval rating of 95% or higher on items in the annual school wide survey</td>
<td>Demonstrat e growth in each area towards reaching an approval rating of 95% or higher on items in the annual school wide survey</td>
<td>0% No more than 2% annually for all students and subgroup populations</td>
</tr>
</tbody>
</table>

[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
STATE PRIORITY #6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>BROAD COURSE OF STUDY</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: Academic Calendar and Budget</th>
</tr>
</thead>
</table>

Maintain Shortened days 6 Full day Professional Development days $500 for conferences

Maintain established supports

Maintain established supports

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<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: Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need to increase art integration learning experiences for students to further the mission and vision of the charter.</td>
<td>Increase Art Specialist availability to support fuller Arts and CCSS integration.</td>
<td>Maintain Full-time Art Specialists Positions</td>
</tr>
<tr>
<td>Maintain Full-time Art Specialists Positions</td>
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</tr>
</tbody>
</table>

**STATE PRIORITY #8**

- Development conferences per individual per individual per individual

[OTHER STUDENT OUTCOMES]
**Instructional Design**

All choices in pedagogy and curriculum reflect our objective to enable students to become self-motivated, competent, life-long learners.

- The theoretical principles of constructivist pedagogy will define our classroom approach.
- The emphasis on valuing and developing “multiple intelligences” will allow students to develop skills and abilities within a positive context that utilizes their areas of strength. By fostering the ability to use one’s current strengths to develop skills, LFCSA will enable students to become life-long learners.
- The project-based nature of assessments resembles more authentic representations of knowledge than traditional tests, and allows students to make choices and seek answers to their questions, thus becoming self-motivated learners.
- The “backward design” approach is used to create and adapt lessons and curriculum, to ensure that learning objectives and mastery of the CCSS are met by students.
- We ensure that the CCSS and other standards are being addressed within our daily lesson plans and long-term unit plans. Modifications as to what standards to emphasize are based on ongoing analysis of student mastery.

**Multiple Intelligences**

Using Howard Gardner’s *Theory of Multiple Intelligences* as a guide, teachers will create learning experiences that present material in several ways. Students will also be expected to present their knowledge and skills in multiple ways. While all students will be required to become competent in the verbal and mathematical intelligences measured by standardized tests, the multiple intelligence approach will value the other intelligences as distinct from each other and supporting of each other.

Strategies for implementing multiple intelligences include: Giving lectures and facilitating student note-taking (Linguistic Intelligence); using calculators, classification, problem-solving, quantification (Logical-Mathematical Intelligence); giving students opportunities to create visualizations, and using color cues and graphic symbols (Spatial Intelligence); using gross motor activities, ‘acting out’ content, hands-on materials and manipulatives (bodily-kinesthetic Intelligence); using rhythm, sounds, raps, music, or chants to represent content and concepts (Musical Intelligence); peer sharing, cooperative groupings, simulations (Interpersonal Intelligence); student reflection activities, connecting curriculum to students’ lives and feelings, giving students choices (Intrapersonal Intelligence).

Teachers will begin by first assessing their students in order to determine an appropriate balance to the lessons.

**Project-Based Instruction**
Teachers will present lessons, using the interdisciplinary curriculum materials (DWOK), to our students, so as to integrate the arts as much as appropriately possible, and to culminate the learning in authentic projects, fieldwork, and service. In future years, as teachers are more knowledgeable of the project-based design, the specific grade level standards for each discipline, and the concept of lessons development around the “big idea,” they will begin to adapt or construct their own units of study.

Lessons on specific academic-related skills such as reading, writing, mathematical reasoning, scientific experimentation, and analysis will engage students because the skills will be presented as practical tools necessary for the completion of their project, not ends, in and of themselves, being learned in a vacuum. As students work through the project, they will be acquiring and exercising problem-solving and critical thinking skills in practical situations. Students will be given choices within each project in order to give them ownership of the learning process. With assistance from educators and peers, learners will develop new insights, assimilate new ideas, and generate strong connections to previous learning. In addition, the student’s learning will have a public unveiling that will allow projects to be shared with family members, community members, and experts working in the related field of study; thus, students increase core competencies and improve practical skills, as well as complete a tangible, authentic project.

**Backward Design of Curriculum Materials**

LFCSA teachers have been developing their understanding and application of the aforementioned pedagogy. LFCSA teachers plan units of study with other grade-level faculty using the ‘backward design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises teachers to begin with the question, “What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

1. **Identify desired results:** Using state educational standards and additional goals, teachers will determine a three-tiered hierarchical set of learning expectations:
   - Enduring understandings
   - Information and skills worth being familiar with
   - Important knowledge and skills
   As teachers select and prioritize these learning expectations, they will use the following four questions to guide them:
   - To what extent does the idea, topic, or process represent a ‘big idea’ having enduring value beyond the classroom?
   - To what extent does the idea, topic, or process reside at the heart of the discipline?
   - To what extent does the idea, topic, or process require uncoverage? (meaning, what parts of these concepts do students typically have difficulty understanding)
• To what extent does the idea, topic, or process offer potential for engaging students?

2. Determine acceptable evidence: Teachers will select forms of evidence that can be assessed throughout the unit of study and will include such tactics as: informal checks, observation/dialogue, quiz/test, open-ended prompts, performance tasks, and projects.

3. Plan learning experiences and instruction: Now that the learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods, and select the appropriate materials and resources to achieve their goals.

**Standards Based Curricula**

The curricula for LFCSA is based on the California Common Core State Standards, Next Generation Science Standards, National Core Art Standards, and the California Content Standards in History/Social Science. As previously explained, the pedagogy used to deliver the rigorous standards-based curricula will be an arts-integrated, project-based, multi-disciplinary approach, guided by many of the tenants of constructivist learning.

Utilizing the backwards design model, teachers design unit and lessons that attach a theme; generally, a Different Ways of Knowing theme, Science theme, or Universal Concept. Within the theme, CCSS, CA content, NGSS, National Core Arts, VAPA, and Technology standards are integrated into the unit. Teachers work to incorporate standards that are considered essential standards; standards that meet the following criteria:

- **Endurance** - The knowledge and skills are of greater value that last over time.
- **Leverage** - The standard provides leverage in learning other standards.
- **Readiness** – The knowledge and skills are necessary for the next level of learning.

LFCSA focuses on the essential standards within our project-based units and within our core instructional times. Other standards are also addressed in our regular core instructional times. In order to ensure that the standards are being covered sufficiently, grade level teams, with support from school leadership, create year long plans that incorporate both our project based units and daily core instruction.

**Different Ways of Knowing** (DWoK) is an inquiry-based, arts-infused, interdisciplinary professional development initiative. For most participating educators, DWoK is a central part of their school's and district's plans for continuous school improvement. The academic and social success of every child forms the motivation for their work in the classroom and with one another. The vision we have for all students is stated best by Eliot W. Eisner (1997) in his description of two especially important aims of education, “We would like our children to be well-informed—that is, to understand ideas that are important, useful, beautiful, and powerful.
And we also want them to have the appetite and ability to think analytically and critically, to be able to speculate and imagine, to see connections among ideas, and to be able to use what they know to enhance their own lives and to contribute to their culture.” Recognizing that every child has talent and that children learn by doing, the DWoK curriculum provides clear and flexible guidelines for learner-centered classroom practice.

Students pursue solutions to problems and issues by:

- Asking and refining questions
- Debating ideas
- Making predictions
- Designing plans and/or experiments
- Collecting and analyzing data
- Drawing conclusions
- Communicating their ideas and findings to others
- Asking new questions, and
- Creating artifacts of learning

**Scottish Storyline Method** provides a structure for planning an interdisciplinary project-based learning experience. It is based on the theory that knowledge is complex and many layered, that learning is guided by one's prior knowledge and experience, and that learners construct their own meaning through action and experience. The Storyline unit creates a context for learning with the active involvement of the child. It provides tasks that arise from the context, which the child sees as significant and meaningful within it. The Storyline topic gives the child opportunities to develop understanding and skills with the support of the context.

The essential elements of the Storyline topic are setting, characters and events. Creating a narrative provides a structure and logic to curricula connections. The difference between thematic studies and the Storyline Method is the presentation of key questions throughout the unit, which allows students to make deeper connections with the content.

A key feature of the approach is how it builds on pupils' existing experience and knowledge. It encourages a high degree of pupil involvement, both imaginatively and in practical problem solving. In a Storyline, students pose the problems and ask questions, and the students and the teacher explore ideas together. The approach is essentially experiential and constructivist. It draws the curriculum together using the environment and social subjects as a stimulus to explore, using expressive arts and language as a means of discussing, describing and explaining.

**Curriculum and Instruction**

**Published Programs**
Not only are standards taught through teacher designed lessons and project-based units, they are also addressed through our use of published curricular programs. For English Language Arts, we utilize a balanced literacy approach using the Teacher's College Reading and Writing
Project (TCRWP) to employ Readers and Writers Workshop. For mathematics, we have been utilizing Envision Math for the past three years, and are supplementing with more student-centered methods. For Science, we are continuing with the Full Option Science System, and are also supplementing with other instructional materials as we transition to the Next Generation Science Standards.

**Reading (Core)**
We utilize the Units of Study for Teaching Reading, developed by the Teachers’ College Reading and Writing Project within a Readers Workshop model. The workshop model allows students learn strategies for reading and comprehension. It allows teachers to differentiate and meet the needs of all their students. More importantly, it helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance. It is based on a few core principles: readers need long stretches to read; they need opportunities to read high-interest books of their own choosing; they receive explicit instruction; they need opportunities to talk and respond to texts; and they receive assessment feedback that is specifically tailored to their strengths and needs through individual conference.

**Writing (Core)**
We employ the Writers’ Workshop model for all grade levels at LFCSA. We utilize curriculum developed by the Teacher’s College Reading and Writing Project: *Units of Study in Opinion/Argument, Information, and Narrative Writing A Common Core Workshop Curriculum*. Utilizing this curriculum, we help students learn that writing is a lifelong process during which we continually lift the level of our writing skills and continually grow as writers. Students learn that all writing has essential traits that are important when developing a writing piece. Writers learn various ways to find topics they wish to write about. They learn to make purposeful decisions about the structure and organization of a piece. They learn a repertoire of methods for elaborating. They learn to craft their pieces using literary language and devices and to employ the conventions of written language. Teachers can teach qualities of writing in whole-group mini-lessons, small-group strategy sessions, or individual conferences. The teacher can tailor teaching to the specific, individual needs of all the students in the class. The assessments within the Units of Study provide teachers with concrete tools, benchmark samples, and rubrics to further differentiate their instruction. Through conferencing, teachers can make an individual learning plan for each individual student.

**Mathematics (Core)**
Currently, for mathematics, we utilize Envision Math, and supplemental methods and material. We have found that our published program is not fully effective in helping students develop conceptual knowledge, and have made the decision to research other programs and methods. We have been exploring the use of more hands-on methods, like Counting Collections and math workshop, a model that allows the teacher to more effectively differentiate to students needs. In addition, we have been using Cognitively Guided Instruction (CGI) as a means to help students develop their mathematical reasoning. It is based on the assumption that children bring an intuitive knowledge of mathematics to school with them and that this knowledge
should serve as the basis for developing formal mathematics instruction. There is an emphasis on assessing the processes that students use to solve problems.

**Science (Core)**
We utilize the Full Option Science System (FOSS) as our curriculum. The FOSS curriculum is a hands-on program that focuses upon active investigation, posing hypothesis, recording data and observations, and testing ideas. Like mathematics, as we are in transition from CA Content standards to CCSS and the Next Generation Science Standards, the FOSS curriculum is being supplemented in order to better address student needs and the Next Generation Science Standards.

**Social Studies (Core)**
We employ the Different Ways of Knowing (DWOK) curriculum to address History/Social Science standards. The DWOK curriculum is a hands-on, collaborative learning program focused on thematic, integrated teaching. Students acquiring deep social studies content knowledge through an inquiry-base, arts-infused, interdisciplinary approach.

**Visual and Performing Arts (Non-Core)**

**Art Integration**
Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process, which connects an art form and another subject area, and meets evolving objectives in both.

**Learning through the arts**
The content and skills of dance, music, drama and visual arts instruction are integrated into other content areas, such as math and language arts. Such integration enhances and enriches the learning of all subjects and gives students meaningful access to the curriculum. While it is important to emphasize that we are not a “performing arts” school, students are encouraged to use their knowledge of the arts to show what they have learned in other content areas. Example: dancing fractions, using music to understand the mathematical concept of fractions.

Music, dance and visual arts are taught and valued as individual subjects. Students receive a minimum of one 50-minute class per week of standards based instruction in each of these areas. They are taught the discipline and fundamentals of the arts, and they are encouraged to explore their own creative process through various modes of expression. Students show what they have learned by presenting a finished project or performance.

**Music (Non-Core)**
Students are taught listen to, analyze, and describe music elements and forms. Students, as they learn content in music, they apply their knowledge in expressions of creative form that is integrated with core subject material they are learning in the general education classrooms.
Dance (Non-Core)
LFCSA not only considers Dance as an art, it is also considers it to be a part of our Physical Education program. Students attend classes 50 minutes per week, and not only do they work on learning physical movements, accuracy, and control, they also do so while integrating Dance concepts as they related to core subject material they are learning in the general education classrooms.

Visual Arts (Non-Core)
In the Visual Arts classes, students develop their perceptual skills and artistic vocabulary, and analyze elements of art and design principles. They apply this knowledge towards creative expression, often integrating their learning of art within various historical and cultural contexts that are being studied in the general education classes. Students are learning to use various forms/ mediums such as painting, sculpting, weaving, woodworking, photography, videos, etc. We have recently begun to incorporate civic engagement opportunities and the study of critical media literacy.

Health/P.E. (Non-Core)
Our Health and Physical Education program focuses on improving students’ academic achievement and health literacy. Students are provided 100 minutes per week of Physical Education classes. These 100 minutes are comprised of 50 minutes of Physical Education classes, and 50 minutes of Dance classes. Within the Physical Education and general education classes, students learn various forms of physical exercises, nutrition, injury prevention, sportsmanship, human development, and practicing health enhancing behaviors. Within the Dance classes, students learn motor skills and movement patterns, moving through space and time, and manipulate themselves and other objects with accuracy. In addition to physical wellness, LFCSA also focuses upon socio-emotional wellness through its Safe School System.

Safe School System & Cool Tools
Our Safe School System offers a comprehensive approach to fostering children’s physical, mental, and socio-emotional well-being. It is an approach that guides students towards becoming confident, well-adjusted and productive adults, and works to ensure all children’s right to learn at their fullest potential. Under the Safe School guidelines, any kind of taunt, with attempt to hurt, whether in person or online, is unacceptable (see Safe School Guidelines). Our Safe School system teaches children skills for successful collaboration and conflict resolution.

When Safe School guidelines are not followed, the incident is viewed as an opportunity for learning.

Children are encouraged to listen to multiple perspectives on a given incident and to express their own views. They are then helped to mediate a resolution that gives them replacement
behaviors for similar problems in the future. Thus, teachable moments can become lifelong lessons.

To make the lessons memorable, teachers use carefully selected, highly motivating, concrete objects organized in a toolbox to represent “tools” for resolving conflict in constructive and ethical ways. Using the tools in the context of real-life incidents (or “teachable moments”) as well as in regular instruction helps children put ethical values into action and demonstrate good character in their everyday problem solving. Teaching values hand-in-hand with social action skills maximizes opportunities for children to learn the language of conflict resolution.

The School Safe School system is organized around seven critical components:

- Create a community of safety, where all members view the practices as a way of life
- Focus on prevention by setting up clear safeguards and rules
- Ensure an immediate response and follow-through for all incidents
- Offer instructional interventions to generate replacement behaviors
- Monitor and advocate for the system
- Integrate lessons on responsible behavior into the academic program
- Use ongoing assessments to guide development of the system and meet the changing needs of children and the school community

**Safe School Procedures**

All children will have discussions, guided by the teacher, on how to create a safe school environment and together set up classroom behavior rules. All stakeholders are expected to participate in the Safe School mediation process. When incidents occur, teachers and/or administrators guide those involved to work out problems by discussing what happened and the effect of their choices on others and themselves. When incidents involve children, the adults will assist them in figuring out safe options or strategies that could have helped resolve the problem. Sometimes they will ask the class to resolve the problem together. When all points of view are considered, mediations are productive ways to help children work through their part in the problem and find resolution in terms of safer strategies they could use the next time a similar situation arises. If resolution is not possible, a parent conference or other type of follow-up intervention may be arranged. When incidents involve adults, a similar process is followed.

**Safe School Guidelines**

As a SAFE SCHOOL, we are committed to a caring community for learning in a safe environment, whether in person or online. Therefore, we will adhere to the following guidelines.

(1) We will respect differences of all types—physical, mental, emotional, social and spiritual. We will choose our words and actions to help, not hurt, others. We will work to keep our school free of verbal and nonverbal put-downs regarding the following:

- academic progress
● age
● appearance/body image/mannerisms
● athletic ability
● belief systems
● cultural, ethnic and/or racial background
● family background and family composition
● friendships
● languages
● learning styles
● physical challenges
● sexual harassment of any type, including gender stereotypes and homophobic taunts

(2) We will use language appropriate for school
(3) We will not tolerate physical abuse, taunts or threats

As a SAFE SCHOOL, we will accept responsibility for our words and actions without excuses.

Cool Tools Documents
We will use “Sort-It-Out” forms to help children capture the conflict and reflect on the repair.

Cool Tools curriculum is built around the belief that the social-emotional student health is fundamental to learning. Cool Tools were developed at Corrine A. Seeds University Elementary School at UCLA. Using metaphors and props, Cool Tools guides students toward positive decision-making strategies that are empowering. Below are examples of some of the Cool Tools strategies your child will be learning:

Put Ups not Put Downs
A put up is saying something supportive and encouraging, recognizing good behavior, acknowledging special efforts. The emphasis is on highlighting the positive rather than calling attention to the negative. The put ups need to be authentic statements.

The children learn that it takes 5 put ups to repair a single put down, but because put downs are like toothpaste squeezed out of a tube, negative or hurtful statements cannot ever be completely taken back and they should work on not making them to begin with.

Bubble of Space
Students are shown that everyone deserves their own personal space that doesn’t interfere with or displace others. By imagining a “bubble’ around their body, they can visualize what it means to “pop someone’s bubble” and how they can show respect by making room for each other.
**Choice of Voice**
Students discover that tone of voice is as important as their spoken words. They are encouraged to choose “cool blue” not “red hot,” voices.

**Exit Shoes**
When your child feels intentionally excluded, picked on or is involved in any “red hot” interaction, they are encouraged to use their “exit shoes” and take themselves away from a negative situation. This will allow room for the situation to cool down before a repair can be sought out.

**Repair Square**
Conflicts that don’t get resolved on the playground may end up as “repairs.” Children are instructed to put their name and the name(s) of those they need to make “repairs” with on the Repair Square. They are empowered to make “repairs” on their own; however, if they need support they can enlist help from their teacher.

**English Language Development**
LFCSA utilizes both integrated and designated supports for English Learners. With integrated ELD instruction, ELs are given effective instructional experiences throughout the day and across the disciplines, that are interactive and meaningful, develop both content knowledge and academic English, and are appropriately scaffolded to help them become independent. There are also designated supports with respect to specific times where teachers help ELs in developing discourse practices, grammatical structures, and vocabulary. When possible, teachers group ELs by proficiency in order to target specific language needs.

**Technology Integration**
As described in our *New Accomplishments* section, LFCSA has moved away from a computer lab model and toward an integrated model with technology being made available for use within the classrooms, rather than only during scheduled lab time. Support for student development of technology-related skills begins in the earliest grades, where students learn how to utilize programs and maneuver basic computer functions (e.g. menu selection, quitting, saving). As children move through the grades, they learn to utilize tools such as word processors for writing, browsers for researching, and media editors for project presentations. We have 65 laptops and 32 desktops in our technology inventory, with an ipad for each teacher. Currently, the lower grade student to computer ratio is 6:1, and the upper grade ratio is 3.3:1. We anticipate adding at least another 35 laptops, to help increase access, and increase the availability to train whole classes on utility programs (e.g. word processing, publishing, media editing) and increase their ability to research information. The additional laptops will bring our upper grade student to computer ratio to be 2.5:1. We will continue to assess our students’ technology readiness, and make adjustments to program offerings as needed.
Finally, with respect to preparation for the State computerized testing system, our decision to move towards more student-directed applications, rather than computer-directed programs, will help students continually build their ability to manipulate both hardware and software. The purposeful use of technology for word processing, editing, publishing, etc., will help our students be more prepared to construct responses and manipulate tools in the State computerized testing system.

**Transitional Kindergarten**
Transitional kindergarten (TK) is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. A child, who completes one year in a TK program, may continue in a kindergarten program for one additional year. A Kindergarten Continuance Form is not needed for children who are age-eligible for TK. A child is eligible for TK if they have their fifth birthday between September 2 and December 2 (inclusive) and each school year thereafter (EC 48000[c])

LFCSA’s Transitional Kindergarten (TK) program is based on the Common Core State Standards, Next Generation Science Standards, California Content Standards, Art Core Standards, and LFCSA’s constructivist-based, arts-integrated, project-based curriculum. It follows the requirements of SB 1381 in providing a modified curriculum that is both age and developmentally appropriate.

**Enrichment and Intervention Opportunities**
Enrichment opportunities are naturally offered within LFCSA’s instructional program. We provide varied experiences that connect with our curriculum, like: field trips, interactions with Artists in our Artist in Residency program, Guest speakers and performers that are connected with their content learning, community events such as community clean up or Build Day, participation in the PTA Reflections contest, and so much more. We also believe that our students have continual opportunities for enrichment with our arts-integrated approach, where students are able to attend, visual arts, music, and dance on a regular basis.

With respect to intervention, as previously mentioned, LFCSA is able to differentiate its curriculum to meet students’ needs, and for struggling students, they are provided extra support through our Response to Intervention program, and we also provide access to Supplemental Educational Services to eligible students.
**Academic Calendar and Schedules**

LFCSA follows a traditional single-track calendar, with 180 instructional days. Once a week we dismiss an hour early for teacher professional development. In addition, we have 6 Pupil Free days that are used for both Parent Conferences and professional development. We exceed the number of instructional minutes as set forth in Education Code 47612.5 for all grade levels. We follow a staggered bell schedule to facilitate smooth drop-off and pick-up operation.

**Academic Calendar** *tentative*

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<th>School Name</th>
<th>LOS FELIZ CHARTER SCHOOL FOR THE ARTS</th>
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<tr>
<td>Location Code</td>
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<td>Spring Break</td>
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**Bell Schedule**

Due to the fact that we are located in a business complex, we employ a staggered schedule to be able to operate smoothly with respect to traffic. We utilize shortened days in order to give grade level teams and arts specialists the ability to collaboratively plan arts integrated, project-based lessons and units.

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<th>Start</th>
<th>Recess start</th>
<th>Recess end</th>
<th>Lunch start</th>
<th>Lunch end</th>
<th>MWRF dismissal</th>
<th>Tue dismissal</th>
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Los Feliz Charter School for the Arts
Renewal Charter Petition – November 23, 2015  
Page 65 of 214
Sample Daily Schedule
8:00 a.m.  Community Circle
8:15 a.m.  English Language Arts/ELD
9:50 a.m.  Recess
10:10 a.m.  Mathematics
12:00 p.m.  Lunch
12:45 p.m.  Art Specialist
1:30 p.m.  Science/Social Studies/Interdisciplinary Project
2:30 p.m.  Dismissal

This schedule slightly varies by grade level due to the staggered start time for each grade level.

Sample Shortened Day Schedule
8:00 a.m.  Community Circle
8:15 a.m.  English Language Arts/ELD
9:50 a.m.  Recess
10:10 a.m.  Mathematics
12:00 p.m.  Lunch
12:45 p.m.  Science/Social Studies/Interdisciplinary Project
1:30 p.m.  Dismissal

Instructional Days and Minutes Calculator

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<th>Number of Early Dismissal Days</th>
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<th>Minutes Rec'd Per State Law</th>
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<th>Number of Instructional Minutes Above/ Below State Reg's</th>
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Professional Development

How Professional Development Topics are Determined

Professional development topics are addressed at several levels of the organization: school wide topics, grade level teams topics, and individual topics. At the school wide level, professional development topics are chosen from several sources: student outcome data for areas of growth, teacher identified needs, and any new information or programs (e.g. standards, assessments). The Curriculum Committee analyzes these source of information and then makes a multi-year professional development plan, which it then proposes to our School Site Council. The School Site Council reviews, revises, and makes suggested budget allocations to the plan. The plan, with expenditures is then recommended to the LFCSA Board of Directors, for ultimate budget and organizational approval. The plan is revisited on an annual basis. With the grade level teams, professional development is further differentiated to their needs through the Professional Learning Communities and Lesson Studies, where teams, through collaborative inquiry, create action plans and analyze instruction. At the individual level, teachers are supported through peer observations, cognitive coaching, and teacher evaluations.

Recruitment

To ensure the recruitment of teachers who are able to deliver our educational program, we have a hiring committee, consisting of teachers and administrators, and our process has several phases. We begin with posting of available positions using Edjoin. From the applicant pool, we first start with a screening of applications. We then invite select candidates for a preliminary interview. For those that pass the preliminary interview, they are invited to present a demonstration lesson, post-lesson reflection conversation, and discussion of a curricular performance task. The final selection is conducted by committee consensus.

Induction

In order support “New to LFCSA” staff in delivering our rich curricula, LFCSA employs a pre-service professional development. The focus of this pre-service is to provide training in the curricular methods that focus on our core values, and unique methods. Any new team member, regardless of years of teaching, is provided this training.

Summer Institute

Prior to the start of the year, teachers, aides, intervention/special education staff, after school instructors, etc., are invited to the “Summer Institute” training. During the Institute, we provide differentiated training to the various teams, and schoolwide we review our progress, discuss new goals, and collaboratively troubleshoot schoolwide issues. The Summer Institute serves as both a training and team building opportunity. For LFCSA, it is important that our staff see their contributions to the school overall.
Ongoing Professional Development Models
During the year, grade level teams and peer-to-peer support is naturally embedded in our planning time. In addition, LFCSA has created a differentiated professional development plan (see LCAP) that addresses both teacher professional development as well as student academic needs. At the individual level, cognitive coaching is used to help individuals identify areas of growth, plan for growth, and reflect on change. In order to deliver a constructivist, arts-integrated, project-based curricula, we have structured two hours of professional development/planning time weekly. In addition, our Pupil Free days also serve as professional development time to address schoolwide needs.

Professional Learning Communities (PLC)
This type of professional development is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. LFCSA uses this model to implement a school wide effort focused on improving student outcomes. Grade level teams meet on at the beginning of the year to review data, determine an area of focus, and create a SMART goal (Sustainable, Measurable, Attainable, Results-Oriented, and Time Bound) action plan. Within this action plan, teachers determine instructional practices, materials, and lessons that are to be investigated to help address the identified area of need. The process is cyclical and iterative. Teachers meet to review progress in their action plan at least twice during the year, and at the end of the year, they meet to reflect on the successes and challenges that deepened their individual and collective learning.

Lesson Studies
Lesson study is a professional development process that teachers engage in to examine their practice, with the goal of becoming more effective. Throughout the year, teacher teams collaborate on studying specific lesson topics to improve their curriculum development and instructional delivery. This studies focus on a small number of "study lessons" which are topics selected by the team based on needs identified from both student assessment data and areas of challenge in instructional delivery. The process involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the lesson studies.

While working on a study lesson, teachers jointly draw up a detailed plan for the lesson, which one of the teachers uses to teach the lesson in a real classroom (as other group members observe the lesson). The group then comes together to discuss their observations of the lesson.

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9 http://www.allthingsplc.info/about
Often, the group revises the lesson, and another teacher implements it in a second classroom, while group members again look on. The group will come together again to discuss the observed instruction. Finally, the teachers produce a report of what their study lessons have taught them, particularly with respect to their research question.

Questions teacher use to guide their selection:

- Think about the aspirations that you have for your students. What kind of students do you want to foster and help develop at your school? What qualities do you want your students to have by the time they leave your school?
- What gaps do you see between these aspirations and how children are actually developing at your school?
- Discuss these gaps with your group. As a group, select a “gap” that you would like to focus on with your lesson study. What “gap” have you selected?
- Write a group goal that states the quality you would like to develop in your students, in order to address the gap that you have chosen.

The process is iterative and teachers continue to study the topic until they determine the need to change to a subsequent topic.

LFCSA harnesses the power of the lesson studies by asking teacher teams to select topics of study based on identified schoolwide areas of need. For example, currently, our professional development plan has identified CCSS mathematics as an area of need, and all teacher teams are studying within that core content area.

**Peer Observations**

This is also a job embedded model of professional development. Teacher-driven observation empowers teachers to refine their instruction. Through teacher-driven observation, teachers engage peers in gathering and analyzing classroom data—data that speak to the unique context of their own classrooms. This approach has demonstrated potential to meaningfully improve instruction and student achievement. LFCSA encourages teachers to self-select when they want to share, and for those who want to observe. We believe that by providing support to conduct observations, without administrators, empowers teachers to reflect on practice without the added component of evaluation. Within the teacher evaluation process, there is also a peer support component, however it is more formalized, and serves to inform a teacher’s evaluation.

**Cognitive Coaching**

Cognitive Coaching is a model that supports individuals and organizations in becoming self-directed, and in turn, become self-managing, self-monitoring and self-modifying. The results are

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stronger individuals within a team and better organizational teams overall\textsuperscript{12}. This model resonates with LFCSA’s core values that “Learners never stop learning.”

Cognitive Coaching capitalizes upon and enhances cognitive processes. The process invites the individual and others to shape and reshape their thinking and problem solving capabilities, and modifies their capacity to modify themselves.

In Cognitive Coaching model, the person being coached evaluates what is effective or ineffective about his/her work. It can be utilized to help individuals plan, reflect, and resolve conflicts. This model of professional development mirrors our constructivist ideals, where the learner is in control of their learning.

In this model, the “coach” is actually a mediator whose goal is to help the “coachee” become more aware of what is going on inside his/her head, as it is important for the individual to “see” the thinking that goes on behind his/her behavior. The model is based on, and fosters, trust and rapport with the person being coached.

\textit{Individual Teacher Professional Development Conferences}

LFCSA also values differentiation of professional development for individual teachers. Each year teachers are given an allocation allowing them to select conferences that they determine to best fit their individual needs. When individuals attend external events and bring back information to share with others, this then helps to lift more than just the individual teacher.

\textbf{External Experts}

LFCSA also invites external experts to work with teachers in various areas of professional development. The determination of whom to invite is based on the professional development plan, and the needs established in our LCAP plan.

\section*{Meeting the Needs of All Students}

\textbf{English Learners (ELs) and LFCSA’s EL Master Plan}

The Los Feliz Charter School for the Arts’ English Learner Master plan embraces English Learners as an important part of our community, and we are committed to ensuring their success. English Learners face the challenging task of concurrently learning the academic curriculum and a new language. In addition, they need to learn English quickly enough and fluently enough to participate in and learn grade level mathematics, reading/language arts, social studies, and science standards. Described below is our plan on how to identify, assess, instruct, monitor, and reclassify English Learners within our educational program.

\textit{Process For Identifying English Learners}

Upon enrollment, the office staff will identify any Home Language Survey that indicates a language spoken at home other than English. Los Feliz Charter School for the Arts (LFCSA) administers the California English Language Development Test (CELDT) to all students whose home language is not English within 30 calendar days after they enroll for the first time in a California public school. The CELDT also must be given once each year to ELs until they are reclassified as Fluent English Proficient (RFEP).

**Educational program(s) for English language acquisition, including how, where, and by whom the English Learner program components will be provided**

Teachers use sheltering strategies such as connecting to student’s prior knowledge, providing pictorial input, building academic language through the content areas, and by providing ample opportunities for students to express themselves orally in order to practice language objectives.

**What services will be offered to students who are English Learners?**

The English Language Development (ELD) program at Los Feliz Charter School for the Arts is designed to enhance self-confidence and promote language proficiency for personal, social, and academic purposes. ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. LFCSA approaches ELD mostly through an integrated ELD approach, which is provided to ELs throughout the school day, and across all subjects by all teachers of ELs. The California ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English. Designated ELD time occurs within the English Language Arts block where teachers help ELs in meeting the ELD standards.

A balanced literacy program is used which encompasses Specially Designed Academic Instruction in English (SDAIE) strategies to address the needs of our second language learners. This allows our ELs to develop their ability to use English to communicate with others, gain knowledge, and acquire skills. All ELD lessons have a targeted form and/or function that is based on students’ language proficiency needs. Reading comprehension is emphasized, and students engage in oral discussions highlighting the relevance of literature to their life. Writing instruction is presented, using SDAIE strategies, through the techniques of modeling. Various multi-cultural experiences are incorporated into the curriculum instilling self-confidence and self-esteem. Cooperative learning techniques and project-based instruction are used to enhance social and academic development. These high leverage strategies promote differentiation and also allow students to engage in high-level vocabulary, increased literacy and increased comprehension skills.

LFCSA uses the Units of Study for Teaching Reading created by Teacher’s College Reading and Writing Project, published by Heinemann, as its core reading curriculum. This curriculum utilizes leveled reading books to LFCSA students from grade level libraries, which includes approximately 3000 titles.
LFCSA uses the *Units of Study for Writing* also created by Teacher’s College for its core writing curriculum. The Units of Study for both Readers and Writers workshop are aligned, at each grade level, with the California Common Core Language Arts standards for English Language Arts as well as California ELD Standards.

Additionally, LFCSA implements the *Scottish Storyline* method, which is intended to develop learners’ all-round communicative competence across content areas. Learners work in small groups and take on and retain the roles of characters in a story, which is set in a particular time and place. The story develops through the use of open-ended guiding questions that elicit student production of language via oral and written responses. The collaborative nature of this method encourages students’ language production in a more natural approach.

This key questions are created by the teacher on the basis of the curriculum content to be covered. Work on the key questions integrates theoretical and practical subjects. In the case of English language development, the aim is to create meaningful tasks and practice in a holistic way, the skills of reading, writing, speaking and listening. Activities provide practice for grammatical structures and vocabulary with which the learners are familiar, at the same time, it also creates opportunities for learning new grammar and vocabulary.

Another way in which LFCSA supports students in developing their listening, speaking, reading, and writing skills is through the implementation of Different Ways of Knowing (DWOK) modules. These modules are inquiry based, arts-infused, interdisciplinary, and social studies based. Students have the opportunity to practice a variety of verbal and nonverbal strategies that support their English language development.

**Speaking and Listening strategies:**

- Planning
- Gaining a sense of audience
- Questioning
- Debating
- Critiquing
- Interviewing
- Projecting
- Discussing
- Evaluating
- Communicating with voice, body, actions, images
- Creating
- Collaborating
- Taking turns
- Compromising
• Making group decisions

At LFCSA the home culture and language of all students are valued. While all students will develop as English speakers, readers, and writers, all cultures and languages will be honored and integrated as much as possible. At all times, students’ primary language will be honored and valued as both an instructional tool and learning resource for all students in the class. The entire school community will be enriched by the multi-lingual and multi-cultural qualities of its students.

**How, where and by whom the services will be provided?**

English Learners will receive English Language Development instruction throughout the day and across content areas by classroom teachers. Classroom instruction is differentiated to address the English Language Development Standards. In addition, students can also be identified for additional support with our Response to Intervention program.

In addition, LFCSA provides ongoing staff training in the area of English Language Development to help teachers accomplish both integrated and designated ELD supports. LFCSA will adhere to federal, state, and district mandates regarding ELD education and will be vigilant about timely reclassification of EL students.

**How will students who are English Learners be evaluated each year and how will the results of this evaluation be used to improve those services?**

The CELDT is one of the measures used to determine whether students progress from English Learners to Fluent English Proficient students. Students are also evaluated in other ways beyond the CELDT test. School-based assessments include both formative and summative assessments. The following is a list of school-based assessments used at LFCSA to track ELD level progression:

- Basic Phonics Skills Test (BPST)
- Reading Level Assessment – Fountas & Pinnell / TCRWP
- On demand writing piece
- End of writing unit piece
- Response to literature journal entry
- Presentation checklist
- Discussion checklist

Teachers collect student work samples like these, and evaluate students’ progress in meeting the English Language Development (ELD) standards. All teachers providing ELD services track students’ ELD level progression span throughout the year. To effectively track students’ progress we utilize LFCSA’s English Language Development Monitoring Folder. These monitor progress made based on school-based assessments at least three times a year, which coincides with LFCSA reporting periods.
Reclassification
The goal of the English Learner Program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. Los Feliz Charter School for the Arts uses multiple assessment tools to determine a student’s English Language proficiency level. Once students are determined to be English language proficient, they are eligible to exit the English Language Learner program.

The reclassification of students is a four-step process that begins with the review of annual CELDT results for English Language Proficiency. For this criterion, students need to meet the CELDT definition of proficiency, which is an overall score of early advanced or advanced, and scores are intermediate or above for each of the sub-skill areas: listening, speaking, reading, and writing. Students must also be at Met or Exceeds Standard on the state standardized testing in English Language Arts and Mathematics. Prior to reclassifying, the teacher is asked to report on student’s academic progress in reading and writing and whether or not student is ready to reclassify. Once teacher recommends reclassification, the parent is consulted and asked to approve or decline the reclassification from English Learner to Redesignated Fluent English Proficient.

<table>
<thead>
<tr>
<th>Reclassification Criteria Grades 1–2</th>
<th>Reclassification Criteria Grades 3–6</th>
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<tbody>
<tr>
<td><strong>Annual CELDT Scores:</strong> Overall performance of Early Advanced or Advanced with skill area scores of Intermediate or higher in listening and speaking.</td>
<td><strong>Annual CELDT scores:</strong> Overall performance of Early Advanced or Advanced with skill area scores of Intermediate or higher in Listening, speaking, reading and writing.</td>
</tr>
<tr>
<td><strong>Performance in Basic Grade Level Skills:</strong> Met benchmark goals in English Language Arts assessments (i.e. BPST &amp; TCRWP/Fountas &amp; Pinnell) for the previous and current academic year.</td>
<td><strong>Performance in Basic Grade Level Skills:</strong> Met Basic, Proficient, or Advanced level on State Standardized tests (i.e. CAASPP) from the previous and current academic years.</td>
</tr>
<tr>
<td><strong>Progress Report:</strong> Received marks of 3 or 4 in English Language Arts.</td>
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<tr>
<td><strong>Teacher Evaluation/ELD folder:</strong> Score reflects “bridging” the standards, as indicated on the ELD monitoring card.</td>
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</tr>
<tr>
<td><strong>Parent Notification and Approval</strong></td>
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**Ongoing Monitoring of Reclassified Students and Long Term English Learners (LTEls)**

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We will also monitor the progress of students reclassified as RFEP for two years following reclassification to ensure that these students maintain English proficiency. When students appear to not maintain proficiency, LFCSA will provide necessary support and intervention. For Long Term English Learners, the CELDT and ELD monitoring folders will be used to determine areas of need for LTEs. They will be given additional support to address these identified needs (e.g. increased designated ELD time from the classroom teacher, extra support from our Response to Intervention Specialists, access to after school tutoring, etc.). Parents will be notified of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as benefits to reclassification and ways to address to reclassification.

**Annual Evaluation of the EL Master Plan**
LFCSA will utilize the following benchmarks to determine areas of strength and need within our EL program. The percentages of students:

- Annual percentage of students meeting the CELDT Criterion
- Annual percentage of students reclassified
- Annual reflection from teachers on the implementation of the ELD monitoring folders
- Monitoring the percentage of Long Term English Learners and determining further supports.
- Monitoring, for two years, the percentage of Reclassified students who are able to maintain academic proficiency.

We have included benchmarks for monitoring English Learner subgroup progress in our Local Control Accountability Plan. Progress will be monitored throughout the year, and formally reviewed annually by teachers, our School Site Council and our Board of Directors.

**Gifted and Talented Students and Students Achieving Above Grade Level**
LFCSA’s instructional program is designed to differentiate instruction for students at different levels, students achieving above grade level are given access points beyond what is expected in the grade level standards. For example, in Readers Workshop, a classroom can have students reading at a wide range of levels. In addition, LFCSA’s project-based curriculum incorporates Gardner’s multiple intelligences, and is designed to allow all students to pursue their learning in an in-depth way and at a challenging pace. Most of our curricular programs have differentiation inherently built in. With our instructional methods, students are viewed to be learning on a continuum, rather than being “capped” at a grade level standard. Our Readers and Writers Workshops, DWOK, Scottish Storyline, and Cognitively Guided Instruction methods, all give teachers the capacity to instruct students beyond the grade-level standard.

We work to refer students for various Gifted And Talented Education (GATE) considerations through parent referrals, teacher referrals, and by school referrals for students who have attained advanced benchmarks in the State standardized tests. Referral applications are reviewed by the school’s G.A.T.E. Committee for approval for referral for testing.
**Students Achieving Below Grade Level**

LFCSA has implemented a Response to Intervention (RTI) program that is focused on intervening early on, and is divided into a three-tiered model. In Tier 1 (Core), interventions occur within the classroom and are implemented through the classroom teacher’s core instruction and lesson planning. These interventions are considered normal interventions that are utilized within the general curriculum. Tier 2 (Strategic) interventions occur for students whom are struggling to reach grade level benchmarks and are not demonstrating enough progress at the classroom level. Typically, students in Tier 2 receive intervention as a supplement to core instruction. Through school wide assessments, students are identified and referred to different intervention support systems, one of which is support from our Response to Intervention Specialists Team, which is currently comprised of the intervention specialists, our special education coordinator, and administrator. Another example of a Tier 2 support may be convene a Student Success Team (SST), which is generally comprised of parents, classroom teachers, administrators, and any other concerned parties. This team meets to share strengths and challenges in the classroom, pertinent health/home information, and collaborates on developing an action plan to support the student’s next step(s). The plan may include supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. The plan is monitored and revisited to evaluate progress. Tier 3 (Intensive) supports are for a smaller percentage of the population, where students whom show little or no progress from the Tier 1 and Tier 2 interventions may be supported through a 504 plan, behavior plan, specialized instructional materials, establishing communication norms for progress, additional support from different instructors or referred for evaluation for Special Education Services.

With most intervention programs, the students are pulled away from their normal classroom lessons in order to “catch them up.” Generally, students who are below grade level expectations are very self-aware they are “behind” their peers, and this awareness can be further heightened when they are pulled out for extra help. Also, pulling students out for intervention services can contribute to disruption in learning, due to the fact that students often miss part or all of important classroom lessons while receiving intervention. LFCSA’s model of Response to Intervention (RTI) does not just focus on helping students develop specific reading and math intervention strategies, it also works to protects the students' socio-emotional development by providing services that are integrated in the classroom, in a manner that does not outwardly identify their challenges.

Currently, students are identified through school wide assessments (e.g. the Basic Phonics Skills Test and Basic Math Assessment) to determine areas of need. From the identification of the lowest 100 students in the school, who are not in receipt of Special Education Services, and we then employ our Response to Intervention Specialists to provide targeted support. The RTI team meets on a regular basis to work out protocols and processes to help ensure efficient delivery of services. In order to not stigmatize the “targeted” students, the RTI specialists first
focus on developing relationships with students, prior to focusing on their challenge areas. By building strong rapport, the children are better able to feel safe to take learning risks, or be more comfortable in making mistakes. It is through the identification of the mistakes, that we are able to target their misunderstandings and help correct them.

Students in the RTI program are formally assessed at each trimester, to determine if intervention services need to continue, if the student has achieved benchmark and is exited, or if the student has not made progress and may need to be considered for additional services.

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

We will identify students who are socioeconomically disadvantaged/low income through National School Lunch Program applications. We annually survey economically disadvantaged parents for their feedback on our program, what informational topics they might find to be helpful, how supported they feel, etc. These results help us better understand how to implement stronger supports.

With respect to academic needs, Socio-Economically Disadvantaged are offered the same interventions and strategies that are employed school-wide. In addition, for those whom are underperforming, they are offered supplemental education services in the form of afterschool tutoring. LFCSA contacts with an outside vendor for these services, and student progress is monitored via a pre-test, post-test, and attendance at tutoring sessions.

Our community makes strong efforts to provide support by fundraising so that the school can continue to offer discounts or scholarships for enrichment activities or goods (e.g. yearbook, field trips, book fair). This support is provided in a way that protects the students whom are participating in the National School Lunch Program.

**Students with Disabilities**

LFCSA is currently participating in the LAUSD’s Option 2 program for special education services. The District Required Language contains all provisions that address matters related to students with disabilities and special education.

**Students in Other Subgroups**

Currently LFCSA does not have significant subgroups within other subgroup types (e.g. Homeless, Foster, Standard English Learners). If our population should change to include other subgroups, we would be responsive by creating supports such as the following:

Foster youth can also benefit from many of the services provided for other subgroups, and we would assign a staff member to serve as the liaison between the school and the foster family or home, any others working with the child. Foster youth are identified through the a
statewide matching system in CALPADS, or they can also be locally matched through the Child Welfare System/Case Management System.

Students in subgroups such as foster and homeless youth have a designated administrator who will serve as the liaison between the school and all care providers.

Administrators, teachers, and any other relevant service providers will monitor progress for students in all the subgroups. The school administrator will remain in regular contact with all care providers to share data and develop systems that will meet the needs of each student.

“A Typical Day”
The following describes what a visitor should expect to see and hear on a typical day when the school’s vision is being fully implemented. The day is seen through the lens of a 5th grade student.

Alex’s Background:

Alex is a 5th grade student who lives within a half-mile of the school. He is biracial, and has one younger sibling. The language spoken at home is mostly English, with some Spanish. The community surrounding their single-family home is part residential and part industrial. The neighborhood is fairly clean, and has little foot traffic during the day, with the exception of students walking to and from a high school nearby. The residents in this community mostly have Hispanic backgrounds, and the home values are slightly less than the city’s median home value.

6:00 a.m. Building Opens
The school opens and custodial and office staff begin preparations for the day.

7:30 a.m. School Opens
The office is open to the community. The exterior of the building is bright and inviting, accented with greenery and simple décor. Upon entering the building, in the main lobby people are greeted with photographic images of children playing, building, and helping.

8:00 a.m. Classes Begin
Children begin to arrive to school, and our staggered schedule for starting class begins at 8:00 a.m. until 8:45 a.m. As they come into the school they either proceed to their classroom or socialize with friends on the playground. There are children sitting with other children chatting in small groups, and others are engaging a variety of activities offered on the playground before the school day “officially” begins (e.g. books, physical games).
Alex’s class begins at 8:45 a.m. As Alex enters the classroom, he settles in by greeting the teacher and his classmates. He goes to his cubby to put away his backpack, and takes out his sketchbook to show the teacher how he is progressing with the independent work for the class project. This term, the fifth graders are studying the universal theme of Power and the concept of Visual Hierarchy, by interpreting information in media. In this project, students integrate their work in Different Ways of Knowing (D.W.O.K), Visual Arts and Writing. They looked at posters from the civil rights era through the last presidential election, and investigated the different civic struggles and issues represented in the posters. The work that Alex brought in was his exploration on how he would change the posters in ways that he felt would communicate his ideas clearly and powerfully.

For the first few minutes of the day, everyone is interacting at a calm and comfortable level, much like a living room conversation. Some are reading together, some are chatting, and some are working on their on-going assignments. Prior to the students entering class, the teacher has organized her materials for the day’s lessons. She has students distribute new assignments to the independent learning centers and put reviewed assignments in their cubbies. She hangs a notice for the monthly parent planning night on her parent/home bulletin board. On this board are pictures of the students and families at home, parents at their work places, pictures of favorite places, accolades to volunteers, abridged copies of the week’s lesson plans, monthly class newsletter, site council minutes, and anything else that might be important for the community to know.

9:00 a.m. Language Arts
There are no bells at LFCSA; instead, a morning chime alerts the students to the daily announcements. Two representatives from the student leadership team greet the school and make announcements for the day. They begin with “Put-Ups” dedications, which are opportunities for people to publicly acknowledge the positive actions of others. They announce that Ms. Alvia, the 5th grade teacher thanked Mr. Phillips’ 3rd grade class for their presentation on healthy habits, and they most enjoyed learning about how they investigated the amount of fat in different foods. They read another “Star” given by Melanie, a 2nd grade student, to her classmate, Sofia, for peer editing her rainforest report. They then announce that there will be a special presentation in the “events” area during the lunchtime, where one of LFCSA’s parents, Mr. Juarez, will “Show and Tell” what he does for his work as a mechanic. A reminder is given to all classes that today’s “Don’t Pass on Trash” classroom, Ms. Harvey’s Kindergartners, will be tidying up the campus and organizing the lost and found area. As the announcement is going, the teacher is also actively listening. Once the announcement is done, the teacher clarifies as necessary.

Announcements are done and students go to their cubbies to take out their writing journal. Since they do not have specific seats assigned to them, Alex goes to one of his
favorite spots and begins to write about a particular experience he encountered – he writes about visiting his friend after school and playing soccer. After 15 minutes, they get invited by their teacher to join the community circle. Community Circle lasts around 15-20 minutes. Students and teacher sit in a circle on the ground and follow some very certain rules to help keep a conversation going: Appreciation of Others (i.e. no put-downs), Listen Attentively, Respect Everyone, Right to Pass (students can pass when it’s their turn.) The teacher facilitates the conversation. In today’s conversation, a student shares that she saw several advertisements on various bus stops that she thought was representative of their study on visual hierarchy. She shares that she notices most of the advertisements that have minorities show them in action movies or smaller rolls, and wonders why. The teacher writes her question on the chart, along with responses the other children made to her comment so that they could return to it as they encounter new learning in their unit. Here, our constructivist philosophy is embedded in the community circle as students are given a “space” to exploring their wonderings, and hold a question for further inquiry.

During Reading Workshop, Alex takes out his bag of various book titles that are at his reading level. He selects one and chooses a place to sit. As he is reading, he writes in his response journal different things that he encounters, from difficult words, to specific thoughts he has while reading. The teacher comes to sit next to him, to monitor what he is recording. She notices the words he is having difficulty with and makes note of the words to prepare a mini-lesson to support him with the specific syllable sounds. Around the class, students are working in groups; one group is reading independently from non-fiction books, articles, and papers related to the unit; another group is reading a story together and quietly discussing connections: text to text, text to the world, text to self; the third groups is working with the teacher on inferences. Differentiation occurs throughout the entire day. Students are working at their levels in small groups and independently. The teacher makes sure to meet with all the students to provide support and encouragement for progress to move forward. Those students working above grade-level also receive support to continually progress to the next level.

In the classroom, there are also parents of classmates helping small groups, individuals, or making presentations to class. The school encourages parents to volunteer so that they can see how the academic program functions, and to strengthen the home school connection. Alex’s mother is able to volunteer during the school day, and she is scheduled to share her expertise in embroidery later in the week. Because his friend’s parents are unable to volunteer during school hours, they are able to volunteer by participating on the school site council and gathering/prepping classroom project materials at home.

10:30 a.m. – 10:50 a.m. Recess

Students get their snacks from the snack bin and go outside to eat their snack first, use
the restroom and play (Various activities outside are free choice: same as the ones offered in the morning). Alex eats his snack, walks to the restroom and then goes to continue building wooden towers.

10:50 a.m. – 1:00 p.m.  **Scottish Storyline**
In Alex's book buddy classroom, where the 5th students are matched with 1st grade students to share in the joy of reading, the children are studying the universal concept of Relationships by working on an 8-week Scottish Storyline unit focused on creating an ideal community. In this classroom, Alex hears his book buddy talk about how their class received a letter from the Los Angeles City Planner’s Office asking the class for help with planning an ideal community. Students were asked essential questions about what makes up a community and what is necessary to have in order to have a well functioning community. Driven by these questions, the students decided what needed to be done, how to accomplish it and carry it out. Within the story, characters were created to fill in roles/jobs for the community, and as the community evolved, problems arose (e.g. someone stealing, dumping trash), resulting in the need to create laws. At this point in the Storyline unit, the students were writing down the laws that would be needed to help maintain their ideal community.

1:00 p.m. – 1:45 p.m.  **Lunch**
Students either bring their own lunches or receive a well-balanced, healthy meal. There are different entrées and fresh fruits and vegetables to choose from. They sit with a small group of friends and hold relaxed conversations. Adults are present, but they are not patrolling, rather they are engaging students in conversations, connecting learning to current events, and demonstrating respect and care. Some teachers bring their lunches out today to eat with the children and they begin a “family table” discussion about things that are happening in their lives. As students finish eating they can play a sport, go to the events area to listen to the parent “Show and Tell”, or continue socializing with friends. Students finish eating and wait for their turn to leave the tables. Everyone takes responsibility to ensure that there is no paper or trash on or underneath the tables before they leave the area to go play. Concurrently, classes are outside for Physical Education. Students have Physical Education/Dance for 50 minutes, twice a week.

1:45 p.m. – 2:15 p.m.  **Math workshop**
Upon entering the class, Alex goes to his cubby and gets his math journal, and begins working on the problem-solving activity he has been working on the last few days. It is tied into the Power unit. He needs to figure out the percentage of different minorities represented in the various types of movie billboard images that he has been able to record/document. He then takes his data to begin making a chart using one of the classroom’s laptops. Teacher sits down with Alex to hear him explain his data and how he is reporting his findings. The teacher challenges Alex by asking him to convert the percentages to fractions, as the teacher noticed that was an area Alex needed more
work on. In addition to the individual projects and small group instruction, games and other free choice activities are scattered around the room to strengthen mathematical skills and provide more student practice.

2:15 p.m. – 3:05 p.m.  **Specialists**
Alec and his class attend one of four weekly specialists classes. He has 50 minutes of music, dance, visual arts, and physical education each week. This week he is in music where the class is learning how to play guitar, with the goal of creating a song that will be used to in the grand opening of their ideal community that they are working on through the Scottish Storyline.

3:05 p.m. - 3:15 p.m.  **Circle Time/Closing**
During this time, all students meet at the rug. With their backpacks on their lap and their communication folders in their hands (communication folders are used to inform parents about their child’s day; effort/behavior and to allow parents to ask questions or share comments or concerns they have about what is going on in the class), they get ready to share something from the day. During this time, the teacher helps students recall major points of learning, and to explore whether any answers were found to their ongoing questions.

3:45 p.m. – 4:45 p.m.  **Committee Meetings**
There are several committees at the LFCSA. Committees meet at various intervals to make decisions and implement work towards the school mission and vision. As Alex prepares to leave school, he sees as he walks by a classroom a group of teachers, the principal and some of her friends’ parents talking about what next month’s “Show and Tell” will be. Parents receive information on upcoming agendas and minutes for meetings through emails, on the school website, phone calls, and handouts students bring home on a weekly basis. They are also invited to attend the meetings or can observe the meetings on the school website.

5:00 pm  **Parent classes offered**
At LFCSA, parents are afforded opportunities for expanded development through adult education classes (e.g. ESL, Spanish, technology, nutrition, citizenship, etc.) The school also serves as a networking center for community activities and resources.

6:00 p.m.  **School Board of Directors meeting**
Trustees of the school meet monthly to take in information, feedback and data to make decisions that will further the successful efforts in reaching the vision of the school.
Parents often attend and speak at meetings to offer information, suggestions, and concerns.

6:30 p.m.  The school office closes
The after school program supervisors and teaching staff as well as custodians still have access to the office facility for emergencies.

9:00 p.m.  School closes
All classes are cleaned and prepared for the following day. The yard, bathrooms, halls and outdoor areas are serviced, and all maintenance work for the day is completed. The custodians shut down and close the school for the night.

**ELEMENT 2- MEASURABLE PUPIL OUTCOMES**
**ELEMENT 3 - METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**
Measurable Goals of the Educational Program

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

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

Standardized Testing

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

Measurable Goals of the Educational Program

The measurable goals of the program are aligned to the State priorities. Please refer to Local Control Funding Formula table in Element 1.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance targets are aligned to the State priorities. Please refer to Local Control Funding Formula table in Element 1.
Other Performance Targets

Other performance targets are aligned to the State priorities. Please refer to Local Control Funding Formula table in Element 1.

Assessments

Los Feliz Charter School for the Arts uses a variety of assessments, both formative and summative, to monitor and report student progress on learning and mastery of standards.

The following list describes the types of assessments we utilize:

<table>
<thead>
<tr>
<th>State Standardized Assessments</th>
<th>Grade Level(s)</th>
<th>Type</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced Assessments: English Language Arts &amp; Math</td>
<td>3rd-6th</td>
<td>Summative</td>
<td>Annual</td>
</tr>
<tr>
<td>California English Language Development Test (CELDT)</td>
<td>All</td>
<td>Summative</td>
<td>Annual</td>
</tr>
<tr>
<td>California Standards Test (CST)/CMA/CAPA: Science</td>
<td>5th</td>
<td>Summative</td>
<td>Annual</td>
</tr>
<tr>
<td>Physical Fitness Test (PFT)</td>
<td>5th</td>
<td>Summative</td>
<td>Annual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Los Feliz Charter School for the Arts Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
</tr>
<tr>
<td>Teachers College Reading and Writing Project (TCRWP)</td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Benchmark Reading Assessments</td>
</tr>
<tr>
<td>Basic Phonics Skills Test</td>
</tr>
<tr>
<td>SBAC Interim Assessment Blocks</td>
</tr>
<tr>
<td>SBAC Interim Comprehensive Assessments</td>
</tr>
<tr>
<td>Teacher Created Assessments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mathematics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Envision Math Benchmark</td>
</tr>
<tr>
<td>Envision Math End of Year Test</td>
</tr>
<tr>
<td>Cognitively Guided Instruction</td>
</tr>
<tr>
<td>SBAC Interim Assessment Blocks</td>
</tr>
<tr>
<td>SBAC Interim Comprehensive Assessments</td>
</tr>
<tr>
<td>Teacher Created Assessments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Science</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Option Science System</td>
</tr>
<tr>
<td>Teacher Created Assessments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social Science</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Different Ways of Knowing</td>
</tr>
<tr>
<td>Teacher Created Assessments</td>
</tr>
</tbody>
</table>
Method for Measuring Pupil Progress Towards Outcomes: Formative Assessment

Teachers utilize many forms of formative assessments to monitor and measure student progress. They are employed regularly through our published curricular programs, and at specific, relevant points in our project-based units. Following are descriptions of the types of assessments teachers utilize to inform their instruction. Many of these are measured by rubrics, and we work to employ student self-assessment and peer assessment within many of our rubrics.

**Authentic Assessment**

Students’ performance will also be assessed authentically throughout the year. In this form of assessment, students are asked to construct their own responses rather than select from ones presented. Authentic assessments replicate challenges faced in the real world. All assessments will be directly connected to state standards and universal concepts taught throughout LFCSA.

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Authentic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting a Response</td>
<td>Performing a Task</td>
</tr>
<tr>
<td>Contrived</td>
<td>Real-life</td>
</tr>
<tr>
<td>Recall/Recognition</td>
<td>Construction/Application</td>
</tr>
<tr>
<td>Teacher-structured</td>
<td>Student-structured</td>
</tr>
<tr>
<td>Indirect Evidence</td>
<td>Direct Evidence</td>
</tr>
</tbody>
</table>

**Product**

In response to a prompt (assignment) or series of prompts, students construct a substantial, tangible product that reveals their understanding of certain concepts and skills and/or their ability to apply, analyze, synthesize or evaluate those concepts and skills. Examples include:

- **Product-like examples**
  - Short-answer essay questions
  - "Show your work"
  - Brief summaries
  - Peer editing
Journal response; literary journal reflections
Homework reflections; article reflections / rubric
Evaluating work of others
Self-assessment
Self and group evaluation
Reflections

• **Response items**
  Essays, stories, or poems
  Projects / rubric
  Literary analysis
  Character analysis
  Argument analysis / rubric
  Analyzing primary sources
  Surveys
  Preparing for a discussion
  Posters
  Collages
  Pamphlets
  Brochures
  Magazine covers
  Games
  Comic strips
  Books; Booklets

**Performance**
In response to a prompt (assignment) or series of prompts, students construct a performance that reveals their understanding of certain concepts and skills and/or their ability to apply, analyze, synthesize or evaluate those concepts and skills. It is similar to a constructed-response item in that students are required to construct new knowledge and not just select a response. However, performances typically are more substantial in depth and length, more broadly conceived, and allow more time between the presentation of the prompt and the student response than constructed-response items. Examples include:

• **Performance-like examples**
  Conducting an experiment
  Skits
  Role-plays
  Book talks
  Debates
  Panel discussions
  Fishbowl discussions
**SBAC Interim Assessments**

As we investigate the new SBAC Interim assessments, both the Interim Comprehensive Assessments and the Interim Assessment Blocks, LFCSA will determine which interim assessments to employ, and the frequency by which they will be administered. We have trained teachers on understanding the differences between the two types of interim assessments, and have begun to train all of our teachers for local hand scoring of constructed responses and essays.

**Data Analysis and Reporting**

**Cycle of Inquiry**

As a professional learning community, we utilize an ongoing process in which teachers and administrators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for our students. We utilize an ongoing process that fosters continual improvement by:

- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing those strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying new knowledge in the next cycle of continuous improvement

Teachers analyze data throughout the year, both formally and informally. As grade level teams, data about current instructional practices and the levels of achievement of the students are utilized to inform the development of S.M.A.R.T. goal action plans for identified areas of need. Along with the data, teams also explore both best practices in teaching and best practices in learning to help inform the activities in the action plan.

Progress towards S.M.A.R.T. goals is monitored at various times in the year, with a culminating reporting of results towards the end of the year. To track student achievement data, teachers, administrators, and related service providers, will be using the OARS data system to enter, disaggregate, analyze, and report student performance. In addition, with this program teachers also have the capacity to create both formative and summative assessments aligned to CCSS from their item test bank.

Results from data analysis are used to inform instruction, create intervention groups, and to report on student progress three times a year.
Grading, Progress Reporting, and Promotion/Retention

Grading Policy
Teachers utilize a variety of assessments to inform grades. Grade level teams determine the assessments to be used to inform progress reporting and final grades, so that we can ensure standardization. We utilize a 4-point scoring system for both academic grades and learner habit grades.

<table>
<thead>
<tr>
<th>Progress Reporting</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making No Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Some Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Adequate Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Exceeded</td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Grades</th>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
</tr>
</thead>
</table>

Student Progress Reports
Individual student’s progress will be evaluated at the end of each grading period. Parent-Teacher conferences will be scheduled twice a year to coincide with these assessments. A final report card is sent home at the end of the school year.

LFCSA teachers have collaborated on the development of the school's narrative Progress Report, which is issued at the end of each trimester. A four-point rubric, developed by teachers across all grade levels, is used to grade students on progress towards achievement of academic standards in the following content areas: English Language Arts, Mathematics, History/Social Studies, Science, Physical Education, Visual Arts, Dance, and Music.

Social Skills and Learning Habits are graded using a rubric describing the student's practice of the skill and habit. A comment section allows teachers opportunities for further written elaboration about the student and his/her development and achievement towards goals.

Parents are informed of student progress and achievement of standards through face-to-face teacher-parent conferences at the end of the Trimester 1 and 2. The final Report Card is given to parents at the end of Trimester 3. Parents or teachers may also request interim conferences as necessary to confer on increased support for academic or behavioral issues.

Promotion/Retention
Due to the school’s capacity for differentiation, retention is not often used as a method to address student needs. The Light’s Retention Scale is used as one tool to inform discussion on retention. A student’s socio-emotional, physical, academic, and linguistic needs are considered. The school first addresses students who don’t make progress through various supports (e.g. RTI, SSTs, and grade level differentiation). Any request for promotion and retention requires a meeting with parents, teacher, and administration.
ELEMENT 4 – GOVERNANCE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Responding to Inquiries**

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

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

Notification of the District

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

Student Records

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

Parent Engagement

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

Board of Directors Composition and Member Selection

Board Composition
Per the Bylaws of Los Feliz Charter School for the Arts, the organization is governed by a Board of voting directors, comprised of no fewer than seven and no more than nine members, with the following characteristics:

(a) One (1) or two (2) parent representatives (parent/legal guardians of currently-enrolled students at LFCSA);
(b) At least two (2) educators with expertise in K-12 education;
(c) Representatives of school partnerships and the local community;
(d) At least one (1) Director with expertise in School Business Management;
(e) In accordance with Education Code section 47604(b), LAUSD may appoint a non-voting representative to the Board;
(f) At least one (1) Director must be Spanish speaking;
(g) At least one (1) Director must be an arts practitioner;
(h) There can never be 50% or more of board members with children currently enrolled in LFCSA.
The LFCSA Board of Directors is responsible for the academic, financial, operational soundness of the Charter School. Its responsibilities include, but are not limited to:

- Setting the direction for the school's mission and vision
- Strategic planning
- Board governance (e.g. bylaws, officers, membership)
- Budget approval and monitoring
- Fiscal management monitoring
- Policy approval and monitoring
- Fund Development
- Approve major contracts over $5000
- Hires, monitors, and evaluates the Executive Director/Principal

The Executive Director/Principal responsibilities include, but are not limited to:

- Work towards the mission, vision, and strategic plan
- Guide and mentor the Administrative staff
- Enforce the agency's policies and procedures

**Selection of Directors**

Parent/legal guardians: Parents will choose their representatives for the Board. There will be open nominations of candidates. Candidates will give brief presentations regarding their qualifications for service, and the assembled parents will vote by secret ballot.

Educators/representatives of school partnerships/Community members: The Board will determine the selection process for these representatives, with an attempt to achieve the desired mix of skills and expertise necessary to effectively govern the school.

**Term of Office**

Directors will serve two (2) years in staggered terms. To create the staggered effect, the following process is used: The directors shall be divided into two classes of approximately equal number with the terms of office of the first class slated for expiration at the next succeeding annual meeting, and with the terms of office of the second class slated for expiration at the second succeeding Annual meeting. When there are vacancies upon an increase in the number of directors, each vacancy shall be allocated to one of the two classes, so that they are of approximately the same size. Each director shall hold office for the lesser of two years and the remaining term of his or her class and until a successor has been elected and qualified. If classes become disproportionate, the Board may reallocate vacancies so that the classes become approximately equal in number, but such reallocation may not have the effect of removing a director from office prior to the expiration of the director's term. A director may be re-elected for two additional terms. At the expiration of the additional terms, the
director will leave the Board for at least one year before being eligible for re-election to the Board.

**Board of Directors Bios**

**Leonardo Bravo**
Leonardo Bravo is the Director of School Programs for the Music Center. He brings over 15 years of experience in the arts education field where he has developed in-depth expertise and knowledge on key issues impacting public education and the arts. Bravo is responsible for supervising all aspects of program design implementation, administration and evaluation as well as cultivating long-term relationships with the Music Center’s education and program partners. Prior to joining the Music Center he was the Founder and Lead Consultant of Open Links and was the Director of Arts Education for P.S. ARTS where he was in charge of the strategic planning and implementation of arts programs to twenty-four Title 1 schools and school districts in urban and rural regions of California. Bravo has designed and implemented a Professional Development strategy plan for the Arts Education Branch of the Los Angeles Unified School District, served as a member of the National Faculty of coaches for The Galef Institute, and has worked with some of the leading museum education programs in Los Angeles. Leonardo Bravo received his MFA from the University of Southern California and his BFA from Otis Art Institute.

**Juan Devis**
Juan Devis is a Public Media artist and producer, whose work crosses across platforms – video, film, interactive media and gaming. His work, regardless of the medium is often produced collaboratively allowing for a greater exchange of ideas in the production of media and art. Juan is currently the Vice President of Arts and Culture Programming for the largest independent television station in the United States, KCETLink. In this capacity, Devis has had to develop strategic partnerships with funders, organizations and independent production houses to ensure a new slate of content, securing funds and maintaining an editorial vision and cohesiveness for the station’s new mission. Devis has also charted the stations’ new Arts and Culture initiative, ARTBOUND, consisting of a television series, an online networked cultural hub and the creation programmatic partnerships with cultural institutions in Los Angeles. Devis has spear headed a new slate of series that are either in production or development, some of them include the Japan Prize Winner, DEPARTURES, the Emmy nominated LIVE @ THE FORD, OPEN CALL, CITY WALK, among others. Juan’s film, television, and interactive work has been screened and exhibited across the world. In the press, Juan Devis was presented as a major “influencer” in Los Angeles by the LA Weekly news publication, and his transmedia series Departures was celebrated by the New York Times as a new twist on public media; Devis has won numerous awards that include the Japan Presidential Prize, National Arts Journalism Awards, LA Press Awards, Webby awards, Emmy nominations
among others. Devis has received numerous grants from the National Endowment for the Arts, the Macarthur Foundation, Boeing, DCA, L.A. County Arts Commission, Adobe, the Ford Foundation, NHK, the United Nations, among others.

Mary Ann Gallo
Mary Ann Gallo grew up in the Los Angeles area. After graduating from Bryn Mawr College in Pennsylvania with a degree in English Literature, Mary Ann returned to L.A. and worked in the entertainment industry in a variety of capacities such as research assistant and production coordinator in live action, visual effects and animation.

After the birth of her first child, she shifted focus to her children’s education, serving on the board of their co-op preschool and becoming involved with the founding of Los Feliz Charter School for the Arts. In the years since, she has served in numerous volunteer roles throughout the LFCSA organization including community engagement, PTA, Capital Campaign fundraising, as a member of the School Site Council, and as a member of the Board of Directors for the past three years. Most recently, Mary Ann has been instrumental in developing a family program at Against the Stream Buddhist Meditation Society in East Hollywood. Believing wholeheartedly in LFCSA’s commitment to providing a high-quality, progressive, public education to all its students, it is her honor to serve on the Board of Directors.

Amarpal M. Khanna
Amarpal M. Khanna, is an arts advocate with over fifteen years’ experience as an Arts Education administrator, visual/media arts educator and a professional artist. Khanna was born in Puerto Rico, and raised by immigrant parents in New York, Florida, and Texas before settling in Southern California. Mr. Khanna is one of the founding instructors and administrators of ICEF Public Schools, a Los Angeles based charter management organization with 12 campuses serving over 4,200 students in the South Los Angeles region. In his role as Director of Visual and Performing Arts, Mr. Khanna created and developed an innovative arts department delivering high quality, college prep arts curriculum aligned to state and national standards. During his tenure ICEF Public Schools was the first charter organization group to partner with the Los Angeles County Arts Commission’s Arts for All program in the 10-year history of the County program.

Mr. Khanna has produced many successful programs, designed curriculum, and supervised workshops in many diverse education communities. These include Los Angeles County Museum of Art; Dr. Paul Cummins’ New Visions Foundation/Camp Community Partners working with incarcerated youth, AnimAction, Inc. in Los Angeles and New York, among others. As an arts advocate, Mr. Khanna was involved with the state level CREATE CA initiative, including being a Arts Education Taskforce member and contributing to the Blueprint for Creative Schools report. Mr. Khanna holds a BFA in
Illustration from Otis College of Art and Design, an MA in Education Studies from Loyola Marymount University.

**Miguel Luna**
Miguel Luna is the founder and Executive Director of Urban Semillas and a Principal at GML. Miguel specializes in cultivating relationships with and between community-based organizations, businesses, elected officials and their representatives, environmental organizations, academia, governmental agencies and individual stakeholders. He guest lectures at Universities throughout the state presenting on topics like: “Understanding Diversity within Diversity”, “Cultivating Community Relationships vs. Marketing”, “Sight, Site, Cite: Having a vision, Choosing a project location, Developing a plan” and “Community Reconnaissance: Outreach.” Miguel is passionate about educating our youth and providing them with the tools necessary for them to engage and participate in water dialogues, social justice and environmental equity issues. He is a native of Colombia, an avid reader and longtime advocate of community playing an active role in city, state and nationwide policies. He has been an urban resident of Los Angeles for 25+ years.

**Qiana Patterson**
A former teacher, Qiana taught middle school for five years before becoming the dean at John Burroughs Middle School, one of the most diverse and academically enriched middle schools within Los Angeles Unified School District. She has a deep understanding of schools and current technology trends. She was the Chief Operating Officer of an Educational Technology Firm, and when not focused on work, she takes time to speak at schools, run half marathons and climb mountains. A Seattle native, she relishes the outdoors and secretly wishes she could bring Mt. Rainier to California with her.

**Tiffany Siart**
Tiffany is President and CEO of Big Brothers Big Sisters of Greater Los Angeles. As the nation’s largest donor and volunteer supported mentoring network, Big Brothers Big Sisters makes meaningful, monitored matches between adult volunteers (“Bigs”) and children (“Littles”), ages 6 through 18, in communities across the country. Ms. Siart came to Big Brothers Big Sisters from Human Rights Watch (HRW) where, as Southern California Director, she managed a large network of volunteer committees to support HRW through educational outreach, fundraising and advocacy on human rights issues. Prior to HRW, Tiffany spent over five years in private law practice at Milbank, Tweed, Hadley & McCloy, LLP, where she worked closely with corporations and their Boards on issues related to corporate governance and best practices. She also developed a robust pro bono practice focusing on the rights of children and immigrants, working with the ACLU of Southern California and Public Council. Prior to her law practice, Tiffany served as a press aide to Texas Senator Kay Bailey Hutchison and as a research assistant to...
former Mayor of Los Angeles, Richard Riordan. Tiffany received her Bachelor’s degree in political science from the University of California at Berkeley, and her Law degree from the University of Michigan.

**School Site Council**
LFCSA’s School Site Council is comprised of representatives of our learning community, parents, teachers, principal, and other non-credentialed staff members. The School Site Council is responsible for annual reviewing and updating its plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities. Other committees make recommendations to the Site Council.

The School Site Council is comprised of 10 members, selected by their peers, as follows: 3 certificated classroom teachers; 1 non-certiﬁcated staff member; 5 parents or community members; the school principal shall be an ex officio voting member.

The School Site Council is responsible for the development of the Local Control Accountability Plan and Single School District Plan.

The Site Council shall carry out the following duties: Develop and approve the Single School District Plan; Obtain recommendations for the proposed plan from all stakeholders and any applicable school advisory committees; Develop and approve the plan and related expenditures to the governing board for approval; Provide ongoing review of the implementation of the plan with the principal, teachers, and other school staff members.; Make modifications to the plan whenever the need arises.; Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures; Annually elevate the progress made toward school goals to raise the academic achievement of all students.

**Charter School Committees**
In order to foster a shared decision-making culture, LFCSA has both standing and ad hoc committees. Teachers serve on various committees to make decisions that further the mission and vision of the school. Currently, teachers can serve on the Curriculum Committee, Human Resources, PTA, Site Council, and one position as a Teacher Representative to the Board. Parents also serve on a variety of committees to address school needs such as the Parent Teacher Association, Build Committee, Technology Committee, Room Parent, Garden, Library, etc.

**Parent Teacher Association, (PTA)**
LFCSA’s PTA brings together our school’s parents, teachers and staff to enhance our students’ school experience. Through our programs and events, enrich LFCSA students’ lives and create strong community relationships.

The LFCSA PTA sponsors activities and programming and brings our community together and improves the relationship between school and home. With these goals in mind the LFCSA PTA funded construction of our new playground, continuing education seminars for our teachers at Columbia Teachers’ College and field trips for our students. To support our various projects, the PTA also sponsors several fundraisers throughout the year, including our annual Jog-a-Thon, our Book Faire, the Groove Celebration, and t-shirt sales. To identify which projects and programs are right to fund with the proceeds, the Executive Board works closely with the administration. Ultimately, it is the responsibility of the LFCSA PTA membership to vote and approve the use of every dollar we raise. Our PTA is part of a statewide network of PTAs that advocate for students across California.

**Build Committee**
The Build Committee is a volunteer team of parents and local community members with architectural, design, contracting, landscaping, organizing and materials acquisition expertise.

**Technology Committee**
This committee supports the school’s academic and operational technology use. Support ranges from infrastructure development, to software review, to simple maintenance and repair.

**Executive Director/Principal**
The Executive Director/Principal is responsible for the implementation of decisions from the Board of Directors and School Site Council. The Executive Director/Principal oversees the Academic Program, Operations, Human Resources, Administration, and Financial/Business Services. S/he will ensure the delivery of high quality TK-6 educational programming while managing growth, and enforces the agency’s policies and procedures and comply with all applicable State of California and Federal laws for the LFCSA workforce and students, operations and facilities. The Executive Director/Principal is evaluated by the Board of Directors.

**Contracted Business and Operations Management Services**
LFCSA utilizes a back office provider. This enables school site staff to focus on instructional and curricular issues. The business services provided LFCSA includes: budgeting, fiscal planning, vendor management, accounts payable, attendance tracking systems, completion and submission of compliance reports, monitor adherence to applicable laws, and serve as a liaison with the District. The contracted organization employs generally accepted accounting principles.
Governance Procedures and Operations

Meeting Frequency
Meetings of LFCSA's Board of Directors will be held at 2709 Media Center Drive, Los Angeles, California 90065. The LFCSA Board may also designate that a meeting may be held at any place within the LAUSD boundaries, which has been designated by the LFCSA Board by resolution and by proper notice under the provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Section 54950.

At least 72 hours before a regular meeting, at the location of the meeting, the Board of Directors, or its designee posts an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. At least 24 hours before a Special Meeting, at the location of the meeting, the Board of Directors, or its designee, posts an agenda, containing a brief general description of each item of business to be transacted or discussed at the meeting.

The agendas are distributed to the Board of Directors and interested parties prior to the meeting. The secretary keeps minutes of all the Board of Director's meetings, electronically and in hardcopy. The minutes are approved at the following meeting, placed on the Charter School's website, and kept in a binder in the school office for public viewing.

Regular meetings of the Board of Directors shall be held on the second Thursday of September, November, January, March, and June. Additional meetings will be scheduled at the discretion of the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda will be posted on the outside community bulletin board of the Charter School at 2709 Media Center Drive, Los Angeles, California, 90065. It will also be posted on LFCSA's Website.

Committees of the Board meet on a regular basis. At least 72 hours before a regular committee meeting, the committee chair, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda will be posted on the outside community bulletin board of the Charter School at 2709 Media Center Drive, Los Angeles, California, 90065. It will also be posted on LFCSA's Website.

An annual retreat will be held once a year. The purpose of the retreat is for team building, strategic planning, and the integration of new Board members into the culture of the organization.

Special meetings of the Board of Directors may be called in accordance with the Brown Act. The President of the Board of Directors or a majority of the Board of Directors may call a special meeting, for any purpose at any time. The Board of Directors shall determine the place, date, and time of any such special meeting to be held within the boundaries of the territory of local
jurisdiction. Notice of a special meeting will be provided to the Board of Directors and to the public at least 24 hours prior to the special meeting. At least 24 hours before a special meeting, the Board of Directors, or its designee, the Principal, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, on the outside community bulletin board of the school and on the LFCSA Website.

**Teleconference Meetings**
Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

(a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
(b) All votes taken during a teleconference meeting shall be by roll call;
(c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice agenda of the meeting.
(d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda.
(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

**Quorum**
A majority of the voting directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of a majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board, unless a greater number be required by law or by the Articles. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors if any action taken is unanimously approved or approved by at least a majority of the required quorum for such meeting.

**Stakeholder Involvement**
LFCSA conducts an Annual Survey to better assess the needs and priorities of our community. Questions in the survey address topics such as our core values, curriculum, safety, individual student support, etc. We use the data from this survey to help understand what our community feels we have done well, and what areas we need to continue to develop and improve. The
feedback is shared with the community, and informs both the School Site Council and Board of Directors.

In addition, stakeholders are involved at many levels of the organization, from helping to address issues at the classroom, committee, Site Council, and Board of Directors levels.

**LCAP Feedback and Meetings for all Stakeholders**
Stakeholders are able to contribute to the LCAP planning process contribute via the Annual Survey, Site Council meetings, Board of Directors meetings, and school based meetings.

The Charter School holds LCAP informational sessions, and gathers input from parents, teachers, and community members to include in the LCAP to determine progress on goals, potential next steps and any new goals from data points. The development, implementation, and monitoring of the LCAP is first vetted by the School Site Council. Feedback on is then solicited from all stakeholders via electronic communication and meetings. The School Site Council creates a final draft and makes its recommendations to the LFCSA Board of Directors for final approval.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

Equal Employment Opportunity

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

ESEA/NCLB and Credentialing Requirements

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

Employee Positions and Qualifications

Title: Executive Director/Principal
Reports to: Board of Directors

The Los Feliz Charter School for the Arts (LFCSA) is a non-profit, public elementary school with an emphasis in project-based learning in and through the arts. Recognizing the need for quality elementary education extends well beyond the student population we serve, LFCSA endeavors to become a model school and training facility for best practices in arts-integrated education and professional development.

Our LFCSA Executive Director/Principal is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-
solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the Charter School’s values and charter- child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning. In this role, the Executive Director/Principal will support and nurture a very collaborative and transparent leadership model wherein all staff and directors have direct access to the board, and teachers and directors regularly report to the board and the community.

**Purpose Statement**
The Executive Director/Principal will guide and mentor the Administrative staff and oversee Academic Program, Operations, Human Resources, Administration, and Financial/Business Services. The Executive Director/Principal will ensure the delivery of high quality TK-6 educational programming while managing growth. The Executive Director/Principal will enforce the agency’s policies and procedures and comply with all applicable State of California and Federal laws for the LFCSA workforce and students, operations and facilities. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the Charter School’s values and charter- child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning.

**Leadership**
- Support, develop and engage the Board of Directors charged with providing guidance, actively supporting fundraising goals, and increasing networks for LFCSA throughout Los Angeles.
- Lead strategic board development, training and recruitment efforts.
- Manage fundraising activities including developing foundations relationships, corporate sponsorships and individual donor solicitation strategies
- Provide inspirational leadership and direction to the Leadership Team and staff to ensure the continued development of a professional, collaborative and efficient school culture.
- Assure alignment of LFCSA’s mission, vision and values to the established goals and objectives.
- Continually look for creative and innovative ways to meet the needs of the community and implement sustainable business models to ensure consistency in the operations of LFCSA.
- Work collaboratively with the Board in leading and aligning the budget, staff and priorities with the LFCSA strategic plan.
• Work with community volunteers to promote greater community involvement; lead community engagement efforts engaging parent community, PTA, board and external stakeholders and partners.
• Oversee the fiscal activities of LFCSA in partnership with ExEd, our management service organization, including budgeting, reporting and audits to ensure financial accountability and guide the Board on all fiscal decisions.
• Cultivate a strong and transparent working relationship with the Board and ensure open communication about the financial, fund development and programmatic performance of LFCSA.
• In partnership with the Board, help build a diverse and inclusive Board representative of the community that is highly engaged with the goals of LFCSA.
• Perform personnel functions (e.g. interviewing, evaluating, supervising, mentoring, determine release of employees etc.) to maintain adequate staffing, enhancing productivity of personnel and achieving objectives within budget
• Guide and support Assistant Principal and Office Manager in all personnel matters, with overall responsibility for compliance with California and federal employment laws and regulations (e.g. benefits, retirement, medical leaves, etc.).
• Assist LAUSD Charter Division in reviewing programs for compliance with the rules and standards of the California Educational Code and other CA and Federal laws and regulations.

Instructional Leadership:
• Develop and implement instructional goals and guidelines.
• Report directly to the LFCSA Board of Directors on all matters relating to academic and curricular vision, goals and plans.
• Coordinate with administrators, board and staff to provide staff development to improve student achievement
• Collaborate with internal and external stakeholders (e.g. district personnel, community organizations, parents etc.) to implement and maintain services or programs, and to identify and assess student needs
• Develop long and short-range plans/programs to ensure that the LFCSA’s resources are effectively utilized to improve student achievement for all students

Infrastructure and Operations
• Oversee Operations ensuring local, state and federal laws and city ordinances for each facility are enforced including, safety planning, suspension/expulsion, technology, valid permits, licenses and privileges granted by the school districts and the towns served.
• Facilitate collaboration and strengthen internal communication with staff, board and families.
• Create and promote a positive, culture and work environment that supports consistency throughout the LFCSA’s strategy, operational methods and data collection needs.

• Oversee the financial status of the Agency including developing long and short-range financial plans, monitoring the budget and ensuring that financial controls are in place.

• Set financial priorities accurately to ensure LFCSA is operating in a manner that supports the needs of the programs and services being offered.

• Work with the Leadership Team and the Board in setting the annual budget and meeting financial goals.

• Ensure appropriate resources are available to support operations, staff, special projects and facilities.

**Marketing, Fund Development and Communication**

• Provide leadership and guidance in the development of communication, marketing and branding strategies.

• Participate in the development and promotion of community events that inform the public of opportunities to enter LFCSA, with the goal of ensuring that LFCSA maintains the diversity in population set forth in its charter and by LAUSD Charter Division targets.

• Interact with parents, school officials and community members in addressing issues and complaints or seeking new methods for improvement.

• Maintain and build strong working relationships with staff, community partners, LAUSD, Town and City Managers/Administrators and other community partners that add value to LFCSA.

**Professional Development**

• Facilitate the development of leadership teams such as: School Site Council, Curriculum Committee, Human Resources, etc.

• Create an annual professional development plan in collaboration with the Curriculum Committee

• Keep staff informed through presentations at monthly staff meetings and bi-weekly updates throughout the school

**Parent and Community Engagement:**

• Assess parent and staff concerns for the purpose of engaging them on program content, their responsibilities, and to negotiate solutions

• Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school

• Establish parent informational forums that address various topics that improve a partnership between parents and the school
• Support and provide leadership development opportunities for the Parent-Teacher Association (PTA)

**Required Skills, Experience and Attributes:**

• Commitment to the mission, vision and values of LFCSA
• Possession of a Master’s Degree or higher (MBA, MPP, MPA, PHD)
• Minimum ten years (10) of progressive experience in leadership of a school, nonprofit, business and/or government that provide diverse services to the community.
• Knowledge of the cultural landscape of Los Angeles and surrounding communities and an ability to build collaborations with a variety of existing and new community contacts
• Strong experience managing a highly capable team using outcomes measurement and goal-setting
• Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
• Significant fiscal management experience and budget development for budgets over $2 million is required.
• Human Resources knowledge and understanding of California and Federal employment laws and regulations.
• Proven experience leading organizational success and promoting employee growth and development.
• Strong knowledge of LAUSD Charter School systems, policies and procedures
• Any equivalent combination of education and experience that meets the minimum requirements.
• Criminal Justice Fingerprint/Background Clearance
• Keen analytical, organizational and problem solving skills that support and enable sound decision making.
• Financially savvy with strong analytical skills and knowledge of public sector budget development.
• Strong fiscal management experience with the ability to lead financial planning and understand trends.
• Possesses the ability to plan, organize and oversee all programs offered by LFCSA.
• Sound unbiased judgment with the ability to analyze facts, review challenges and come to conclusions that balance the needs of the students, the community and LFCSA.
• Experience creating and maintaining high-level relationships within the philanthropic community, school districts, government and private sector

**Communication Skills**

• Excellent communication and community-building skills
• Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders.
• Persuasive negotiator that is able to achieve consensus amongst differing opinions, while developing leadership in others.
• Possesses the ability to interpret and translate complex data and information.
• Politically astute leader with the ability to respond to inquiries or complaints from families, regulatory agencies, and the community.
• Outstanding presentation skills and proclivity to be an outgoing spokesperson and relationship builder.
• Possess the ability to write speeches and articles for publication that conform to prescribed style and format.

Required Skills and Experience

• Commitment to the mission, vision and values of LFCSA
• Strong experience managing teams using outcomes measurement and goal-setting
• Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
• Possession of a Master’s Degree or higher (MBA, MPP, MPA, Ed.D, Ph.D.)
• Minimum ten years (10) of progressive experience in leadership of a school, nonprofit, business and/or government that provide diverse services to the community.
• Minimum five years (5) experience teaching
• Excellent communication and community-building skills
• Fiscal management experience and budget development for budgets over $2 million is required.
• Human Resources knowledge and understanding of California and Federal employment laws and regulations.
• Proven experience leading organizational success and promoting employee growth and development.
• Strong knowledge of LAUSD Charter School systems, policies and procedures
• Any equivalent combination of education and experience that meets the minimum requirements.
• Criminal Justice Fingerprint/Background Clearance
• TB Clearance
Title: Assistant Principal, Elementary Instructional Specialist  
Reports to: Executive Director/Principal

The Los Feliz Charter School for the Arts (LFCSA) is a non-profit, public elementary school with an emphasis in project-based learning in and through the arts. Recognizing the need for quality elementary education extends well beyond the student population we serve, LFCSA endeavors to become a model school and training facility for best practices in arts-integrated education and professional development.

Our LFCSA Assistant Principal, Elementary Instructional Specialist (APEIS) is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the School’s values and charter- child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning. In this role, the APEIS will support and nurture a very collaborative and transparent leadership model wherein all staff and directors have direct access to the board, and teachers and directors regularly report to the board and the community.

The Assistant Principal, Elementary Instructional Specialist supports the principal in implementing Los Feliz Charter School’s vision and mission; building the capacity of the faculty and staff in supporting students’ needs.

Purpose Statement
The job of Assistant Principal, Elementary Instructional Specialist was established for the purposes of implementing and maintaining necessary student support service programs (e.g., SST, RTI², 504, PBIS, GATE, counseling, and special education) in conformance with district and state guidelines; providing information and serving as a resource to others; ensuring that the defined objectives are achieved in compliance with established policies and within budget; and providing administrative assistance as assigned by the Charter School’s Executive Director/Principal.

Essential Functions
- Administers and coordinates SSTs, RTI, 504, PBIS/Safe School, GATE and Special Education services.
- Manages a wide variety of program components: student support services, counseling and guidance, prevention and early intervention programs, professional development training, and related parent education programs) for the purpose of delivering services that conform to established guidelines and regulations within related timeframes.
• Supervises internal and external personnel for the purpose of implementing and maintaining services and programs in both general education and special education.
• Develops long and short-range plans aligned to annual budget for the purpose of ensuring that the district’s resources are effectively utilized.
• Compiles data from a wide variety of sources for the purpose of analyzing issues and developing as well as evaluating programs in compliance with financial, legal and administrative requirements.
• Organizes, facilitates, and/or actively participates in meetings, workshops, and seminars for the purpose of supporting staff, conveying and/or gathering information required to perform functions and representing the school and programs as appropriate.
• Assists with personnel functions (e.g., interviewing, evaluating, supervising, training) for the purpose of maintaining adequate staffing, enhancing productivity of personnel, and achieving objectives within guidelines.
• Prepares a wide variety of often complex materials (e.g., plans, funding requests, proposed budgets, reports, data analysis, recommendations, procedures) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, and providing support materials for requested actions.
• Researches a variety of topics required to manage programs and services (e.g., relevant policies, new regulations, current best practices) for the purpose of developing master plans and programs, ensuring compliance, securing general information, and responding to requests.
• Composes a wide variety of documents in both written and electronic formats (e.g., reports, memos, letters, policies) for the purpose of documenting activities, providing written reference, and conveying information.
• Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in negative impact or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issues.
• Provides general supervision to students.
• Serves as administrative head of the school in the absence of the principal.
• Maintains positive relationship with parents and community.
• Assists in other administrative duties to support the school’s infrastructure as assigned.

Skills
Specific skills required to satisfactorily perform the functions of the job include: learning a variety of pertinent software applications, ability in planning and managing projects, preparing and maintaining accurate records, analyzing data, creating reports on the Charter School’s progress in established data benchmarks and actionable items.
Knowledge
Specific knowledge required to satisfactorily perform the functions of the job include: instructional practices, conflict resolution, principals of student support programs, budget preparation, pertinent federal, state, and local regulations, personnel processes, standard business practices, program planning and development, concepts of due process, and stages of child development.

Ability
Specific ability required to satisfactorily perform the functions of the job include: building collaborative teams, adapting to changing work priorities, communicating with diverse groups, meeting deadlines and schedules, setting priorities, working independently as well as a team member, and working with detailed data / information.

Education and Experience
- Masters Degree in Education
- Current California Administrative Credential or enrollment in an approved program leading to the credential is desirable.
- Minimum 5 years teaching or administrative experience within an elementary school setting.
- Experience working as administrative designee or lead teacher is desirable.
- Valid Teaching Certificate.
- Experience teaching at the elementary level.

Clearances
- Criminal Justice Fingerprint / Background Clearance; TB clearance
Title: Classroom Teacher
Reports to: Executive Director/Principal or Assistant Principal

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Our LFCSA classroom teacher is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the Charter School’s values and charter-child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning.

Purpose Statement
Our LFCSA Classroom Teacher is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the Charter School’s values and charter-child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning.

Candidates must possess the following qualifications:

- A valid California Teaching Credential
- Experience teaching in an elementary school classroom
- Natural demeanor and interaction with students
- Desire to integrate the arts into classroom curriculum
- Ability to adapt to and embrace an interdisciplinary curriculum
- Willingness to devote personal time toward planning and professional development
- Ability to exercise initiative and sound judgment
- Educational vision and ability to motivate others towards educational success
- Ability to foster effective relationships with a diverse community of students and their families
- Ability to stimulate and organize parent involvement in the classroom
- Creates an inclusive and positive environment within the classroom and community
- Ability to collaborate within and across grade levels
- Strong organizational and time management skills
- Developed oral and written communication skills
- Critical thinking and problem-solving skills
- Classroom management and disciplinarian skills
- Bilingualism (preferred but not required)
Title: Resource Specialist Teacher  
Reports to: Assistant Principal

The Los Feliz Charter School for the Arts (LFCSA) is a non-profit, public elementary school with an emphasis in project-based learning in and through the arts. Recognizing the need for quality elementary education extends well beyond the student population we serve, LFCSA endeavors to become a model school and training facility for best practices in arts-integrated education and professional development.

Our LFCSA Resource Specialist Teacher is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the Charter School’s values and charter-child-centered, constructivist, project-based, arts-integrated, family involvement, character education and service learning.

Purpose Statement
The Resource Specialist Teacher supports the Charter School in implementing Los Feliz Charter School’s vision and mission; building the capacity of the faculty and staff in teaching an arts-integrated, project-based, interdisciplinary curriculum. This person assists in the developing, implementing, evaluating and refining of LFCSA’s instructional program within the Special Education program and connected to the general education program.

Primary Responsibilities and Associated Tasks
- Uphold the values and mission of LFCSA while making significant professional contributions
- Assist in fostering an environment that fosters interdisciplinary collaboration, innovation, risk-taking, efficient planning, peer-to-peer mentoring, leadership and reflection
- Coordinate with administrators and staff to provide staff development to improve achievement of all students in all subjects
- Facilitate the establishment of a professional learning community
- Complete assessment plans, initial evaluations, additional assessments and three year re-evaluations within district, state and federal guidelines
- Case management of students receiving RSP and related services as per the IEP
- Provide direct Services of academic, behavioral and organizational supports as outlined in the IEP
- Attend and participate in IEP, Student Study Team and other assigned meetings and conferences concerning students with special needs; collaborate with staff
and administrators in the formulation, development and implementation of IEP’s, behavior plans and related services, and goals and objectives.

- Consult and work collaboratively with all other school district personnel, parents and other agencies.
- Attend and participate in various site based meetings, in-services, committees and workshops as directed;
- Develop, implement and conduct in-service training sessions for parents and staff as requested.
- Serving on school committees for the improvement of the educational process
- Apply for, administer, and coordinate programs for grants
- Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties

**Required Skills and Experience:**

- Valid California Teaching Credential in Special Education
- Professional, self starter with ability to work independently
- Knowledge of principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment assessment functions;
- Knowledge of applicable and appropriate psychological and achievement appraisal instruments, techniques, and procedures
- Knowledge of social services and youth services agencies in the local and greater metropolitan area
- Knowledge of academic, behavioral, social, emotional and behavioral characteristics of pre-school and school age students; evaluation and research techniques, strategies and procedures.
- Effectively work with site and district personnel, parents, advocates, social services and youth service agencies in resolving student problems and learning plans
- Clear, concise excellent communicator in oral and written form
- Follow applicable state and federal timelines
- Understand and carry out oral and written directions with minimal accountability controls
- Bilingual (preferred)

**Communication Skills**

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Persuasive negotiator that is able to achieve consensus amongst differing opinions, while developing leadership in others
- Possesses the ability to interpret and translate complex data and information.
• Politically astute leader with the ability to respond to inquiries or complaints from families, regulatory agencies, and the community.
• Outstanding presentation skills and proclivity to be an outgoing spokesperson and relationship builder.

Title: School Psychologist
Reports to: Assistant Principal

The Los Feliz Charter School for the Arts (LFCSA) is a non-profit, public elementary school with an emphasis in project-based learning in and through the arts. Recognizing the need for quality elementary education extends well beyond the student population we serve, LFCSA endeavors to become a model school and training facility for best practices in arts-integrated education and professional development.

Our LFCSA School Psychologist is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the Charter School’s values and charter-child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning.

Purpose Statement
The School Psychologist supports the school in implementing Los Feliz Charter School’s vision and mission; building the capacity of the faculty and staff in teaching an arts-integrated, project-based, interdisciplinary curriculum. This person will perform a variety of professional activities involved in the planning, development and consultation of related Individualized Education Plans (IEP’s) behavior plans, and educational goals and services.

Primary Responsibilities and Associated Tasks
• Uphold the values and mission of LFCSA while making significant professional contributions
• Complete assessment plans, initial evaluations, additional assessments and three year reevaluations within district, state and federal guidelines
• Observe and interview students and conduct psychological assessments and evaluations; administer and interpret results of psychological assessment tests; write detailed and individualized reports concerning psychological observations, assessments and evaluations; provide input in the formulation of educational,
developmental and remediation plans and strategies for various disabilities, disorders and other student issues.

- Perform a variety of professional activities involved in the observation, assessment and treatment of mental health issues and problems among the student population at assigned school sites.
- Assist in the development of behavior support plans for both regular education and special education students; conduct FAA’s and develop behavior intervention plans as appropriate.
- Attend and participate in IEP, Student Study Team and other assigned meetings and conferences concerning students with special needs; collaborate with staff and administrators in the formulation, development and implementation of IEP’s, behavior plans and related services, and goals and objectives.
- Consult and work collaboratively with all other school district personnel, parents and other agencies.
- Attend and participate in various site based meetings, in-services, committees and workshops as directed;
- Supervise school psychologist interns as assigned.
- Develop, implement and conduct in-service training sessions for parents and staff as requested.
- Assist in resolving behavioral difficulties exacerbated by social emotional needs
- Provide DIS counseling services for students with IEPs requiring the service.
- Facilitate change in negative or self-destructive attitudes or behavior
- Counsel students who demonstrate difficulties with classwork due to carelessness, boredom, or lack of self-confidence
- Consult with parents, teachers and administrators regarding behavior, academic, social and emotional development
- Inform director and district regarding students with severe student behavioral problems.
- Refer parents to appropriate community agencies and follow up as required

Qualifications:

- Possession of a valid California Pupil Personnel Services Credential
- Knowledge of principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment assessment functions;
- Knowledge of applicable and appropriate psychological and achievement appraisal instruments, techniques, and procedures
- Knowledge of social services and youth services agencies in the local and greater metropolitan area
- Knowledge of social, emotional and behavioral characteristics of pre-school and school age students; evaluation and research techniques, strategies and procedures.
- Effectively work with site and district personnel, parents, social services and youth service agencies in resolving student problems and learning plans
• Clear, concise excellent communicator in oral and written form
• Follow applicable state and federal timelines
• Understand and carry out oral and written directions with minimal accountability controls
• Establish and maintain effective organizational, public and community relationships.

**Required Skills and Experience:**
• Minimum 2 years experience in an elementary school setting
• Maturity and ability to establish and maintain effective relationships with Special Education students
• Able to read/write English at a level necessary for successful job performance
• Ability to understand and manage with varying emotional difficulties, sensory-related issues, and difficult behaviors
• Natural demeanor and interaction with students with learning disabilities
• Ability to set and enforce limits and boundaries
• Advanced oral and written communication skills used effectively with students, parents, teachers, and the case supervisor when issues arise
• Ability to foster effective relationships with a diverse community of students and their families
• Open towards feedback
• Ability to collaborate
• Strong organizational and time management skills
• Critical thinking and problem-solving skills
• Self starter, able to take initiative in ensuring the student needs are met
• Bilingualism (preferred but not required)

**Communication Skills**
• Excellent communication and community-building skills
• Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
• Possesses the ability to interpret and translate data and information.
Title: Counselor  
Reports to: Assistant Principal  

The Los Feliz Charter School for the Arts (LFCSA) is a non-profit, public elementary school with an emphasis in project-based learning in and through the arts. Recognizing the need for quality elementary education extends well beyond the student population we serve, LFCSA endeavors to become a model school and training facility for best practices in arts-integrated education and professional development.

Our LFCSA Counselor is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the Charter School’s values and charter- child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning.

Purpose Statement  
Under the direction of the Assistant Principal, the Counselor will perform a variety of professional activities involved in the planning, development and consultation of DIS Counseling services on the Individualized Education Plans (IEP’s) behavior plans, as well as providing direct services on an individual, group, or family level to promote student social emotional well being.

Primary Responsibilities and Associated Tasks  
- Uphold the values and mission of LFCSA while making significant professional contributions  
- Assist in fostering an environment that fosters interdisciplinary collaboration, innovation, risk-taking, efficient planning, peer-to-peer mentoring, leadership and reflection  
- Coordinate with administrators and staff to provide staff development to improve achievement of all students in all subjects  
- Facilitate the establishment of a professional learning community  
- Assist in resolving behavioral difficulties exacerbated by social emotional needs  
- Facilitate change in negative or self destructive attitudes or behavior  
- Counsel students who demonstrate difficulties  
- Consult with parents, teachers and administrators regarding behavior, academic, social and emotional development  
- Maintain confidential records and reports  
- Inform director and district regarding students with severe student behavioral problems
- Refer severe cases as appropriate
- Refer parents to appropriate community agencies and follow up as required
- Conduct or participate in meetings and in service training programs as appropriate

**Required Skills and Experience:**
- Minimum 2 years experience in an elementary school setting
- Maturity and ability to establish and maintain effective relationships with Special Education students
- Able to read/write English at a level necessary for successful job performance
- Ability to understand and manage with varying emotional difficulties, sensory-related issues, and difficult behaviors
- Natural demeanor and interaction with students with learning disabilities
- Ability to set and enforce limits and boundaries
- Advanced oral and written communication skills used effectively with students, parents, teachers, and the case supervisor when issues arise
- Ability to foster effective relationships with a diverse community of students and their families
- Open towards feedback
- Ability to collaborate
- Strong organizational and time management skills
- Critical thinking and problem-solving skills
- Self starter, able to take initiative in ensuring the student needs are met
- Bilingualism (preferred but not required)

**Communication Skills**
- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Possesses the ability to interpret and translate data and information.
Title: Arts Integration Coordinator
Reports to: Executive Director/Principal

The Los Feliz Charter School for the Arts (LFCSA) is a non-profit, public elementary school with an emphasis in project-based learning in and through the arts. Recognizing the need for quality elementary education extends well beyond the student population we serve, LFCSA endeavors to become a model school and training facility for best practices in arts-integrated education and professional development.

Our LFCSA Arts Integration Coordinator is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the Charter School’s values and charter- child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning. In this role, the Arts Integration Coordinator will support and nurture a very collaborative and transparent leadership model wherein all staff and directors have direct access to the board, and teachers and directors regularly report to the board and the community.

Purpose Statement
The Arts Integration Coordinator supports the Principal in implementing Los Feliz Charter School’s vision and mission; building the capacity of the faculty and staff in teaching an arts-integrated, project-based, interdisciplinary curriculum. This person assists in the developing, implementing, evaluating and refining of LFCSA’s instructional program; the fostering of community partnerships; and moving the school towards becoming a model arts-integrated school.

Primary Responsibilities and Associated Tasks
- Uphold the values and mission of LFCSA while making significant professional contribution

Visual Arts Specialist - .4 FTE
- Designs and implements the scope and sequence of the visual arts curriculum for grades TK-6
- Maintains interest in current theory, research, and developments in the area of specialization and applies this knowledge in the development of high quality, differentiated, constructivist, and process-based curriculum
- Employs a variety of instructional strategies and media, while guiding her planning and instruction using VAPA standards, National Arts Core Standards, Common Core Standards, and LFCSA’s curricula
• Attends and participates in all staff meetings, arts team meetings, and professional development sessions
• Assesses student progress, and grades students at the end of each trimester

**Arts Integration Coordinator (Internal) - .4 FTE**
• Assist in fostering an environment that fosters interdisciplinary collaboration, innovation, risk-taking, efficient planning, peer-to-peer mentoring, leadership and reflection
• Develops an integrated curriculum with teachers and specialists in collaboration with appropriate school and/or community resources.
• Establishes innovative linkages across all subject areas, using the arts and technology to enhance learning experiences in all content areas.
• Collaborates with LFCSA administration, specialists, classroom teachers, and staff to improve instruction, assessment, and achievement for all students
• Provides an opportunity for effective and regular collaborations with artists, cultural and community resources in and out of classrooms.
• Initiates collaborative learning opportunities that engage and connect students to real-life situations.
• Trains and coordinates training for and with teachers on art and design processes and research to support the implementation of arts integrated curriculum
• Coach the Arts Specialist team through reflections on lesson plans and lessons on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development
• Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties

**Arts Integration Coordinator (External) - .2 FTE**
• Coordinates external professional development days (e.g. Catalyst, Educator Days)
• Builds strong local networks with schools and educators to begin sharing our learning towards advocating for systemic regional change
• Builds long term and deep partnerships with teacher training and arts programs in the region to advance knowledge and dialogue about arts integration, project based, and civically engaged education
• Works on visibility and the sharing our model by committing to an annual schedule of conference presentations by students, teachers and arts specialists
• Engages in research and interdisciplinary projects with local universities
• Builds and nurtures strategic community partnerships with local for profit, non-profit and community organizations to support curricular work (i.e.: FOLAR, USC Innovation Lab, JPL)
- Apply for, administer, and coordinate programs for grants
- Assist in developing relationships with donors and foundations.
- Assist with activities relating to community engagement, outreach and fund development

**Required Skills and Experience**
- Commitment to the mission, vision and values of LFCSA
- Strong experience in managing teams, using outcomes measurement, and goal-setting
- Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
- Excellent communication and community-building skills
- Proven experience leading organizational success and promoting employee growth and development
- Strong knowledge of LAUSD Charter School systems, policies and procedures (preferred)
- Valid California Teaching Credential (preferred)
- Experience teaching in Elementary school levels
- Extensive knowledge of curriculum development
- A record of success in professional development of teachers
- Any equivalent combination of education and experience that meets the minimum requirements
- Bilingual (preferred)

**Required Skills and Experience:**
- Commitment to the mission, vision and values of LFCSA
- Strong experience in managing teams, using outcomes measurement, and goal-setting
- Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
- Excellent communication and community-building skills
- Proven experience leading organizational success and promoting employee growth and development
- Strong knowledge of LAUSD Charter School systems, policies and procedures (preferred)
- Valid California Teaching Credential (preferred)
- Arts degree or substantial experience leading arts programs
- Experience teaching in Elementary school levels
- Extensive knowledge of curriculum development
- A record of success in professional development of teachers
- Any equivalent combination of education and experience that meets the minimum requirements
• Bilingual (preferred)

Communication Skills
• Excellent communication and community-building skills
• Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
• Persuasive negotiator that is able to achieve consensus amongst differing opinions, while developing leadership in others
• Possesses the ability to interpret and translate complex data and information.
• Politically astute leader with the ability to respond to inquiries or complaints from families, regulatory agencies, and the community.
• Outstanding presentation skills and proclivity to be an outgoing spokesperson and relationship builder.
Title: Specialist (Visual Arts, Dance, Music, Physical Education)  
Reports to: Executive Director/Principal

The Los Feliz Charter School for the Arts (LFCSA) is a non-profit, public elementary school with an emphasis in project-based learning in and through the arts. Recognizing the need for quality elementary education extends well beyond the student population we serve, LFCSA endeavors to become a model school and training facility for best practices in arts-integrated education and professional development.

Our LFCSA Specialist is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the Charter School’s values and charter- child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning.

Purpose Statement
The Specialist supports the Principal in implementing Los Feliz Charter School’s vision and mission; building the capacity of the faculty and staff in teaching an arts-integrated, project-based, interdisciplinary curriculum. This person assists in the developing, implementing, evaluating and refining of LFCSA’s instructional program; the fostering of community partnerships; and moving the school towards becoming a model arts-integrated school.

Primary Responsibilities and Associated Tasks
- Uphold the values and mission of LFCSA while making significant professional contribution
- Designs and implements the scope and sequence of the specialist subject curriculum for grades TK-6
- Maintains interest in current theory, research, and developments in the area of specialization and applies this knowledge in the development of high quality, differentiated, constructivist, and process-based curriculum
- Employs a variety of instructional strategies and media, while guiding planning and instruction using VAPA standards, National Arts Core Standards, California Common Core State Standards, and LFCSA’s curricula
- Attends and participates in all staff meetings, team meetings, and professional development sessions
- Assesses student progress, and grades students at the end of each trimester

Required Skills and Experience
• Commitment to the mission, vision and values of LFCSA
• Strong experience in managing teams, using outcomes measurement, and goal-setting
• Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
• Excellent communication and community-building skills
• Proven experience leading organizational success and promoting employee growth and development
• Strong knowledge of LAUSD Charter School systems, policies and procedures (preferred)
• Valid California Teaching Credential (preferred) (or will be supported by a General Education Teacher)
• Experience teaching in Elementary school levels
• Extensive knowledge of curriculum development
• A record of success in professional development of teachers
• Any equivalent combination of education and experience that meets the minimum requirements
• Bilingual (preferred)

Communication Skills
• Excellent communication and community-building skills
• Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
• Persuasive negotiator that is able to achieve consensus amongst differing opinions, while developing leadership in others
• Possesses the ability to interpret and translate complex data and information.
• Outstanding presentation skills and proclivity to be an outgoing spokesperson and relationship builder.
Title: Office Manager  
Reports to: Executive Director/Principal

The Los Feliz Charter School for the Arts (LFCSA) is a non-profit, public elementary school with an emphasis in project-based learning in and through the arts. Recognizing the need for quality elementary education extends well beyond the student population we serve, LFCSA endeavors to become a model school and training facility for best practices in arts-integrated education and professional development.

Our Office Manager is an individual who is committed to supporting the operations and management of the school, and thus supporting the arts, child-centered learning, and a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the Charter School’s values and charter-child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning.

Purpose Statement
The Office Manager supports the Executive Director/Principal in implementing Los Feliz Charter School’s vision and mission. The Office Manager is responsible for organizing, coordinating and scheduling school office activities; performing difficult and specialized secretarial duties for the principal; training and assigning work to school office personnel; and to perform related duties as assigned. This person assists in the developing, implementing, evaluating and refining of LFCSA’s operational infrastructure; the fostering of community partnerships; and moving the school towards becoming a model arts-integrated school.

Primary Responsibilities and Associated Tasks
- Uphold the values and mission of LFCSA while making significant professional contribution
- Plans, organizes, coordinates and schedules a wide variety of activities and clerical functions in a school office.
- Performs secretarial duties and provides assistance to the principal for the completion of administrative tasks; schedules and arranges appointments, meeting and conferences.
- Trains, assigns and directs the work of clerical and other office personnel.
- Monitors workflow and adjusts duties as needed to complete assignments or projects in a timely manner.
- Communicates with administrators, teachers, classified staff, parents and the public in order to coordinate school activities and operations; resolve conflicts and exchange information; maintains confidentiality of sensitive issues.
• Provides information concerning school policies, procedures, actions, activities and schedules as appropriate; maintains school calendar and serves as coordinator of events.
• Reviews and screens incoming correspondence and communications, refers specific correspondence or communications to principal or staff members for their information, review, response, or for the collection of data or information for a response.
• Reviews outgoing correspondence and materials for consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation.
• Collects, compiles, organizes and records a variety of data related to attendance, enrollment, personnel, school budget, equipment inventory and student activities; prepares and maintains related records, files and logs.
• Independently or in accordance with general instructions, composes correspondence concerning a wide range of subjects requiring through knowledge of policies, regulations and operational procedures of the school.
• Operates a variety of business and office equipment including a personal computer, printer, typewriter, calculator, facsimile machine and copier.
• Assists the principal with budget planning and expenditure control.
• Serves as Custodian of Records
• Performs related duties as assigned.

Required Skills and Experience
• Commitment to the mission, vision and values of LFCSA
• Strong experience in managing teams, using outcomes measurement, and goal-setting
• Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
• Excellent communication and community-building skills
• Proven experience leading organizational success and promoting employee growth and development
• Strong knowledge of LAUSD Charter School systems, policies and procedures (preferred)
• Any equivalent combination of education and experience that meets the minimum requirements
• Bilingual (preferred)

Communication Skills
• Excellent communication and community-building skills
• Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
• Persuasive negotiator that is able to achieve consensus amongst differing opinions, while developing leadership in others
- Possesses the ability to interpret and translate complex data and information.
- Outstanding presentation skills and proclivity to be an outgoing spokesperson and relationship builder.

Title: Facilities/TA Supervisor

Reports to: Executive Director/Principal

The Los Feliz Charter School for the Arts (LFCSA) is a non-profit, public elementary school with an emphasis in project-based learning in and through the arts. Recognizing the need for quality elementary education extends well beyond the student population we serve, LFCSA endeavors to become a model school and training facility for best practices in arts-integrated education and professional development.

Our LFCSA Facilities/TA Supervisor is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the School’s values and charter- child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning.

The Facilities/TA Supervisor supports the principal in implementing Los Feliz Charter School’s vision and mission, and building the capacity of the CAP Program staff in supporting students’ needs.

Purpose Statement

Under the supervision and direction of the Executive Director/Principal, plan, organize, supervise, control and direct the maintenance, repair and operations, of the school facility; plan, organize, and train employees on the school safety plan; oversee carpool operations; train, schedule, supervise and evaluate the performance of aides.

Essential Functions

- Monitor and maintain school safety procedures and policies, and evaluate work site for safety concerns to minimize workplace injuries
- Inspect facility and determine maintenance requirements of building and equipment to maintain a safe and efficient operation of those facilities
- Train, schedule, supervise and evaluate aides (e.g. carpool, yard supervision, lunch service)
• Train, coordinate and evaluate custodial and grounds keeping personnel regarding methods and procedures of work, supply and equipment requirements, and assisting with and solving existing problems.
• Represent the mission of LFCSA to provide quality educational and enrichment experiences for students.
• Attend staff meeting, school meetings, off-site meetings, trainings and events, as scheduled
• Maintain accurate records. (i.e. safety drills, facility inspections, timesheets)
• Maintain documentation relating to staff performance issues; provide guidance to staff as needed
• Implement LFCSA policies and procedures
• Performs other duties as assigned

Qualifications

• Bachelor degree (preferred)
• Excellent organizational skills (written and verbal)
• Strong troubleshooting skills
• Ability to supervise and work in a team environment
• Must have knowledge of computers and software applications
• Ability to work with varied populations, such as administrators, teachers, parents, and students
• Must pass a criminal background check (Live Scan fingerprinting)
• Must present proof of negative Tuberculosis skin test (Mantoux) prior to beginning employment dated within 60 days
• Completion of other required trainings (i.e., worker's compensation, training against harassment, etc.) when assigned
Title: Coyote Arts Program (C.A.P.) After School Program Coordinator  
Reports to: Executive Director/Principal

The Los Feliz Charter School for the Arts (LFCSA) is a non-profit, public elementary school with an emphasis in project-based learning in and through the arts. Recognizing the need for quality elementary education extends well beyond the student population we serve, LFCSA endeavors to become a model school and training facility for best practices in arts-integrated education and professional development.

Our LFCSA After School Program Coordinator is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual’s personal and professional values are aligned with the Charter School’s values and charter-child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning.

The After School Program Coordinator supports the principal in implementing Los Feliz Charter School’s vision and mission, and building the capacity of the CAP Program staff in supporting students’ needs.

Purpose Statement
The job of After School Program Coordinator will develop, implement, and oversee after school program that provides daily after school academic, recreation, and enrichment activities for students. The primary responsibilities will include but are not limited to:

Essential Functions
- Manage day-to-day operations of the after school program
- Organize schedule of academic, recreation, and enrichment activities
- Supervise staff of approximately 10 afterschool instructors and/or enrichment instructors
- Train and supervise staff in the after school program
- Establish and maintain communication with regular day and after school staff, school administrators, students and families regarding all aspects of student involvement in the program
- Follow school procedures and policies for safe operation of after school program
- Assist in conducting surveys for periodic program evaluations, including surveys of students, staff and parents
- Collect, review, approve and submit timesheets by the deadline
- Submit all required documentation on a timely basis, including attendance, emergency cards, permission forms, and surveys
• Represent the mission of LFCSA to provide quality educational and enrichment experiences for students.
• Attend staff meeting, school meetings, off-site meetings, trainings and events, as scheduled
• Maintain accurate records. (i.e. attendance, student registration forms, staff sign-in sheets, etc.)
• Maintain documentation relating to staff performance issues; provide guidance to staff as needed
• Pick-up and issue pay checks on pay day
• Adhere to workplace safety guidelines
• Evaluate work site for safety concerns to minimize workplace injuries
• Report workplace injuries via appropriate forms
• Implement LFCSA policies and procedures
• Performs other duties as assigned

Qualifications

• Bachelor degree preferred
• Must have experience in working with elementary school students
• Two years of experience working in after school programs
• Excellent communication skills (written and verbal)
• Excellent customer service skills
• Strong troubleshooting skills
• Ability to supervise and work in a team environment
• Must have knowledge of computers and software applications
• Ability to work independently and work under time pressure and meet time-sensitive deadlines
• Ability to work with varied populations, such as administrators, teachers, parents, and students
• Must pass a criminal background check (Live Scan fingerprinting)
• TB clearance
• Completion of other required trainings (i.e., worker's compensation, training against harassment, etc.) when assigned
• Some evenings and weekends may be required
• CPR/First Aid Certified (Within 90 Days of Employment)
ELEMENT 6—HEALTH AND SAFETY PROCEDURES

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

Health, Safety and Emergency Plan

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

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

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

Immunization and Health Screening Requirements

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

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

Safe Place to Learn Act

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

Custodian(s) of Records

In accordance with California Department of Justice requirements, the Office Manager serves as the Los Feliz Charter School’s Custodian of Records.

Health and Wellness of Students

Wellness Policy

LFCSA recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The school has adopted a Local Wellness Policy that coordinates and aligns the school’s efforts to support student wellness through health education, physical education and activity, health
services, nutrition services, psychological and counseling services, and a safe and healthy school environment.

Indicators used to measure the implementation and effectiveness of the district activities related to student wellness shall include, but are not limited to:

- Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
- An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
- Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program
- Results of the state's physical fitness test at applicable grade levels
- Number of minutes of physical education offered

The implementation and effectiveness of this policy is reviewed at least once every two years.

**Emergency Preparedness**

**Drills**

Fire drills are conducted monthly and disaster preparedness drills are conducted periodically to practice safe and efficient egress from classrooms and our site. These drills are mandated by Education Code and occur on every campus throughout the State. If a disaster occurs, students will remain on campus (if circumstances allow) until parents and/or their designees sign them out. Students will not be released to anyone who is not listed on the Emergency Card. All adults must be prepared to show photo identification.

Lockdown drills are conducted twice annually during the school year to ensure that students and staff are familiar with this important emergency procedure. The school may be placed under lockdown if an emergency situation, on campus or in the vicinity of the school, endangers student and staff safety. During a lockdown, staff immediately implement several security measures: doors and windows will be locked; gates will be locked; no one will be permitted to leave campus; and no parents or visitors will be allowed to enter campus. The Police Department will instruct staff and parents of specific procedures given the unique circumstances of the incident.

Earthquake drills. At the beginning of each year, students are trained to prepare for earthquakes. They are instructed on how to safely Drop, Cover, and Hold. In addition, LFCSA participates in the Great CA Shakeout, a full simulation earthquake drills that is conducted on an annual basis. The school has enough supplies to shelter in place for three days. If a disaster
occurs, students will remain on campus (if circumstances allow) until parents and/or their
designees sign them out. Students will not be released to anyone who is not listed on the
Emergency Card. All adults must be prepared to show photo identification.
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHIC BALANCE

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

Court-ordered Integration

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

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

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

Federal Program Compliance

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

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

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

Outreach and Recruitment

Since LFCSA opened its doors in the current location on Media Center Dr., representatives have been implementing an outreach plan to recruit students from all income, racial and ethnic backgrounds in the surrounding neighborhoods. Our community, Glassell Park, is considered moderately diverse ethnically with a high percentage of Asians and Latinos.

It is important that our school better represents the demographics of the community we serve. LFCSA has adapted its recruitment processes and lottery preferences giving priority to students who are socio-economically disadvantaged. We have and will continue to create partnerships
with local leaders in the region to help publicize the school and what we offer to the community. Our intent is to continue to reach out to families in the area and be sure that we are meeting the needs of the community.

**Recruitment Framework**

- Recruitment efforts will focus on our local community
- All outreach efforts will take place in Spanish and English and will be led by LFCSA representatives that are fluent in Spanish.
- All information being distributed including flyers, brochures and forms will be in both Spanish and English.

**Community Engagement at LFCSA**

- Annual Halloween Town Community Event; fliers in both English and Spanish are distributed and displayed at local preschools, community centers, libraries and businesses, and via social media postings. We also have support from the Glassell Park Community Development Office in distributing the event to a list serve of more than 2000 community members and leaders.
- Dia de Los Muertos event; flyers distributed in Spanish and English at local spots including Super King Market, local businesses and preschools
- School tours are offered in English and Spanish throughout the year
- Middle School meetings, to help inform our students about their various choices, will increase our ability to collaborate with local middle schools, thus increasing their awareness of our campus.
- Martin Luther King cleanup weekend in Glassell Park.
- Annual Community Museum event; flyers distributed in Spanish and English at local spots including Super King Market, local businesses and preschools
- Annual Catalyst Series event; conference convening local community members, university faculty, curriculum designers, teaching artists, activists, policy makers, administrators, among others, to discuss the arts in education.

**Outreach by LFCSA**

Since identifying the Media Center as a permanent site for LFCSA, each active recruitment of students has been extensively conducted in the Glassell Park, Cypress Park, Highland Park, Atwater Village, and surrounding areas. We have outreached to the community by attending/visiting preschools, neighborhood councils, local sporting events, community events, posting in local newsletters, etc. Communications are offered in Spanish and English. The Glassell Park Neighborhood Council wholeheartedly supports outreach activities and continues to be involved in this effort, helping LFCSA target various groups.

**Reflective Racial and Ethnic Balance**

As shown in the demographic information table located in Element I, the racial and ethnic ratio in the schools surrounding LFCSA is predominately Latino. Our current Hispanic population is
approaching 40%, reflecting an increase from 25.5% in 2010 (our first year in the Glassell Park community) to 36.3% in the 2014-15 school year.

We will continue to work towards achieving the LAUSD Racial and Ethnic Balance Ratio of 60:40, which represents the percentage of Predominantly Hispanic, Black, Asian, Other (PHBAO) students compared to Other White (OW) students.
ELEMENT 8 – ADMISSION REQUIREMENTS

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

Documentation of Admissions and Enrollment Processes

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

Homeless and Foster Youth

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

Non-Discrimination

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

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

Admission to LFCSA is open to any resident of California that is of legal age to attend public school (e.g. old enough to join kindergarten). LFCSA admits all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A).

Lottery Preferences and Procedures

Application and Enrollment Process
LFCSA uses a Public Random Drawing (PRD) Application form that collects basic contact information. The Charter School holds at least three parent information meetings from November to February so parents can learn more about the school before they apply. Parents/legal guardians must sign the application form.

Fair Execution of Lottery Procedures
If the number of applications for admission to a grade exceeds the number of available slots in that grade, the spaces for that grade are to be filled by public random drawing (PRD). Numbers, each representing an application submitted to LFCSA, are drawn at random. Drawings are held on a grade-by-grade basis to fill the available slots. The PRD is held in the auditorium of the school. The public is welcome to attend the drawing and is given notice of this event on the application, on the website, and via information sheets sent by email.

Timeline for Admission Process
PRD Applications for admission are made available in November of the previous year and must be received by LFCSA or postmarked by the last day in February of the year of enrollment. Each application receives a number in the order it was received by LFCSA.

Public Random Drawing Date and Time
The PRD will be held at 6:00 p.m. on the first Tuesday in March. The public is welcome to attend the drawing and is given notice of this event on the application, on the website, and via information sheets sent by email. LFCSA will post to its website the rules to be followed during the lottery process for all interested parties to view.

Preferences
The Public Random Drawing is conducted with the following admissions preferences being given:

i. Students who are currently attending the charter school and pupils who reside in LAUSD;
ii. Siblings of students already attending the school;
iii. Children of school personnel and LFCSA Board of Directors who reside or work in the territorial jurisdiction of the LAUSD (up to 10% limit);
iv. Students who are currently enrolled in Glassell Park Elementary School and to students who reside in the Glassell Park Elementary School attendance area (40% per grade level) in lottery order;
v. Students eligible for the National Free & Reduced Lunch Program (40% per grade level) in lottery order;
vi. Students residing in California, but not residing within the territorial jurisdiction of the LAUSD.

These preferences are included to help ensure that LFCSA serves the Glassell Park community and increase its diversity. If the number of applications does not exceed the number of spaces in the school, there will be no PRD and all students who submitted applications will be enrolled. Currently enrolled students do not participate in the random drawing, as they are automatically reserved a space for the following year.

**Waiting List**

Once the PRD has met the max enrollment for each grade level, a waitlist is then created for those who did not get accepted through the lottery to be enrolled. Families who are not sent an enrollment packet receive a letter from LFCSA within two weeks of the PRD, with the waitlist number assigned to them based on the order the applicant was pulled during the lottery process. Families are informed by mail and the waitlist is available on the LFCSA website for families to track their waitlist status.

**Family Contact and Timeline of Admission/Enrollment**

If a student does not accept enrollment, the first person on the waitlist is offered enrollment. During the application process, LFCSA asks for several phone numbers and methods of communicating with each family, and all are utilized to connect with each applicant when their number comes up. A call is made, by the office staff, to offer enrollment to a family when their number is chosen. The family needs to contact office staff within a day, either in person or by phone, or email, whether they accept the opening. If they accept, they come to the school to pick up an enrollment packet. The parent must return, in person, with the completed packet with necessary documentation of immunization records and birth certificate within 72 hours to the office staff. This process is continued in the order applicants were pulled during the lottery until full enrollment is again met.

**Enrollment Process**

Within two weeks after the PRD, families who were selected during the admissions process receive an official letter of enrollment eligibility and all enrollment forms.

Each Spring, after the public random drawing for admission, the school holds several orientation meetings for parents within the time that enrollment forms are due. At these
meetings, staff and parents review school policies and are given the opportunity to ask questions and meet other families. At these orientation meetings, parents learn more about LFCSA active family community, and are given the opportunity to sign up with a parent action committee. Each family chosen for enrollment is encouraged to attend one of these meetings. If a family cannot attend one of these meetings, they may make a personal appointment with the school to address the information covered. A family's failure to do so does not affect their child's enrollment or admission.

**Records**

LFCSA keeps all applications and paperwork corresponding to the PRD for two years.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

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

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

In addition:

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

Annual Audit Procedures

Each fiscal year an independent auditor conducts an audit of the financial affairs of the Charter School to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and to review the Charter School's internal controls.

The LFCSA Board of Directors will select, based on the recommendation of the Audit Committee, a State-approved Charter School Auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other relevant criteria. The Executive Director, the Financial Advisor from our Contracted Business and Operations Management Services company, and office manager are responsible for working with the auditor to complete the audit, and they will not have a direct, personal financial stake in matters audited.

Auditors selected will conduct independent financial audits that will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government
Auditing Standards, issued by the Controller General of the United States. LFCSA will select auditors from the State Controller's Office Directory of certified public accountants or public accountants deemed by the State Controller's Office as qualified to conduct audits.

All auditors will report directly to the LFCSA Board of Directors. Pursuant to AB 1137, Los Feliz Charter School for the Arts will provide any necessary financial statements to LAUSD and the Los Angeles County Office of Education (LACOE), and the respective state agencies. The Audit Committee will review any audit findings, deficiencies, material weaknesses and/or audit exceptions, and report recommendations on resolution to the LFCSA Board of Directors. 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 for the same, with the goal being to address the finding before the following meeting.

The Executive Director/Principal shall ensure that all deadlines related to the Board’s review of the Audit and the submission of the Audit to all relevant agencies are met. The Executive Director/Principal will work with the Chair of the Audit Committee to advise and update the Board.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

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

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

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

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.
School Climate and Positive behavior support system

Los Feliz Charter School for the Arts’ Safe School and Positive Behavior Intervention and Support Systems are congruent with the principles of LAUSD’s Discipline Foundation Policy. In particular, our Safe School practices mirror the values promoted by Restorative Justice practices:

- Build community
- Celebrate accomplishments
- Intervene in offending behavior
- Transform conflict
- Rebuild damaged relationships
- Reintegrate students into the learning environment

We foster a culture of discipline grounded in positive behavior support and intervention. Positive behavior support is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to achieve both social and academic success for all. It is based on research that indicates the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior.

As a Safe School, we are committed to a caring community for learning in a safe environment. Therefore, we will adhere to the following guidelines:

We will respect differences of all types-physical, mental, emotional, social and spiritual. We will choose our words and actions to help, not to hurt others. We will work to keep our school free of verbal and nonverbal put-down regarding the following:

- Academic Progress
- Age
- Appearance/body image/mannerisms
- Athletic ability
- Belief systems
- Cultural, ethnic and/or racial background
- Family background and family composition
- Friendships
- Languages
- Learning Styles
- Physical challenges
- Sexual harassment of any type, including gender stereotypes and homophobic taunts
1. We will use school-appropriate language
2. We will not tolerate physical abuse, taunts or threats

As a Safe School, we will accept responsibility for our words and actions without excuses.

Through Safe School conversations we help our students:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Take responsibility for their actions and find a way to resolve the harm they have done
- Be given the opportunity to learn pro-social strategies and skills to use in the future

As we engage in these conversations, LFCSA considers the following:

- Age and maturity of students involved
- Prior incidents (including the nature of prior misconduct, the number of prior instances of misconduct, and the disciplinary/intervention measures applied)
- Nature, severity and scope of the behavior
- Circumstances/context in which the conduct occurred
- Frequency, duration and intensity of the behavior
- Number of persons involved in the behavior
- Student’s IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable

**Tiers of Supports**

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<tr>
<th>Tier I Supports</th>
<th>Teach and model school-wide positive behavior expectations and procedures</th>
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<td>• Positive reinforcement, recognition and rewards for all students</td>
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<td>• Consistent consequences for problem behaviors</td>
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<tr>
<th>Tier II Supports</th>
<th>Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier I</th>
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<td>• Target social skills instruction</td>
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<td>• Alternatives to suspension</td>
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<td>• Increased academic support</td>
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In School Suspension
During an in-school suspension, the student is sent to another classroom or room within the school for one or more class periods where he/she is supervised by a certificated staff member and required to complete his/her class work. Parents are notified via telephone of an in-school suspension.

Grounds for Out-of-School Suspension and Expulsion
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the Charter School or a School sponsored event, occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during recess/lunch period; d) during, going to, or coming from a school-sponsored activity.

Out of School Suspension

**Non-discretionary suspension and expulsion recommendation**
Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
1. Possessing, selling or furnishing a firearm
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possession of an explosive.

**Discretionary suspension/expulsion:**
Students may be suspended for any of the following when it is determined the pupil:
1. Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
2. Hate violence (defined by Section 48900.3)
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.
4. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any
   drug paraphernalia, as defined in Health and Safety Code 11014.5.
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.
6. 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.
7. 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.
8. Caused or attempted to cause damage to school property or private property.
9. Stole or attempted to steal school property or private property.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Knowingly received stolen school property or private property.
12. Engaged in, or attempted to engage in, hazing as defined in Education Code
    Section 32050.
13. Aided or abetted the infliction or attempted infliction of physical injury to
    another person.
14. Engaged in sexual harassment as defined in Education Code Section 48900.2.140
15. Engaged in harassment, threats, or intimidation directed against school district
    personnel or pupils as defined in Education Code Section 48900.4.
16. Made terrorist threats against school officials, school property or both as defined
    in Section 48900.7.
17. 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.

For a pupil subject to discipline under this section, the Executive Director/Principal may use his
or her discretion to provide alternatives to suspension or expulsion that are age appropriate
and designed to address and correct the pupil's specific misbehavior as specified in Section
48900.5.

Suspension Procedures
   Informal Conference
Suspension shall be preceded by an informal conference conducted by the Executive Director/Principal or Assistant Principal, with the student and the student’s parents or guardian. The conference is a meaningful opportunity for the student and family to be heard. The conference may be omitted if the Executive Director/Principal or Assistant 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 Executive Director/Principal, or Assistant Principal, as soon as practicable.

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 Executive Director/Principal, or Assistant Principal, shall make a reasonable effort to contact the parents/guardians by telephone or in person, and translated, if needed. Initial contact will be followed by a written notice. 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.

Determining Length of Suspension

The length of the suspension will be determined by the Executive Director/Principal, or Assistant 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 administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year. The suspended student will be provided with classroom material and current assignments to be completed at home during the length of the suspension. The classroom teacher 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 via email and mail, and all needed materials will be left in the front office to be picked up by a parent or guardian. The suspended student will be permitted to make up homework, class assignments, and missed tests upon return to the classroom setting and within one week of the suspension.

Suspension Appeal
To appeal a school suspension or in-school suspension, the parent/guardian shall submit a letter to the Executive Director/Principal or Assistant Principal with information as to why the appeal is being submitted and any data for the appeal no later than five (5) school days after the last day of suspension. The appeal will be heard by an impartial Appeal Review Panel, comprised of an LFCSA administrator, not involved with the suspension decision, and the LFCSA Board President or designee. The Appeal Review Panel will conduct a review of information submitted by the school and parent(s) within ten (10) school days of receiving the appeal letter. The parent will be notified in writing of the Appeal Review Panel decision within five (5) days of the decision. The decision of the Appeal Review Panel will be final.

**Expulsion Procedures**

**Notification of Potential Disciplinary Action**

If the Executive Director/Principal recommends expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. The conference is a meaningful opportunity for the student and family to be heard. This determination will be made by the Executive Director/Principal upon either of the following findings:

- The student’s presence will likely be disruptive to the educational process.
- The student poses a threat or danger to others.

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing. Students will be recommended for expulsion if the Executive Director/Principal finds that at least one of the following findings may be 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

**Authority to Expel**

A student may be expelled either by an impartial Expulsion Review Panel following a hearing before it, or by the Expulsion Appeal Panel.

**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
The expulsion hearing will be conducted in a manner consistent with the student’s due process rights and will follow general rules of administrative procedure. The Executive Director/Principal will ensure that all necessary evidence is secured and made available for presentation at the hearing. A decision by the Expulsion Review Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing.

For incidents involving sexual assault, if witnesses volunteer to testify, they may ask for up to two support persons to be present at the hearing. If, due to a
written request by the accused pupil, the hearing is held at a public meeting, and
the charge is committing or attempting to commit a sexual assault or committing
a sexual battery as defined in Education Code Section 48900, a complaining
witness shall have the right to have his or her testimony heard in a session
closed to the public. The Executive Director/Principal will obtain parental
consent if a student witness volunteers to testify on behalf of the Charter School.
In addition, an anonymous sworn declaration of witness may be used in lieu of
live testimony when the witness directly observed or is a victim of the incident
and the witness clearly articulates facts that would cause a reasonable person to
believe that some form of physical harm or retaliation would result from
testifying or having his or her identity revealed.

The decision of the Expulsion Review Panel shall be in the form of written
findings of fact. Reasonable accommodations will be provided, as well as
language support, as needed by the student, student’s family, and
representative.

A record of the hearing shall be made and may be maintained by any means,
including electronic recording, as long as a reasonably accurate and complete
written transcription of the proceedings can be made. These records will be
made available to parents / students through a written request made to the
school office.

After the Expulsion Review Panel conducts the hearing, the Panel makes a
recommendation based on the evidence provided at the hearing, within 24
hours of the hearing.

If the Expulsion Review Panel decides not to recommend expulsion, the pupil
shall immediately be returned to his/her educational program at the charter
school.

Expulsion Appeals
If the parent chooses to appeal the Expulsion Review Panel’s decision to expel,
the parent can submit their request for appeal to the LFCSA Board of Directors
within ten (10) school days of the conclusion of the hearing, or the written notice
of the decision to expel. The Board shall designate the formation of an impartial
Expulsion Appeal Panel, consisting of individuals not previously involved with
actions related to the expulsion decision. The panel will will consist of three
individuals at least two certificated and one board member. The Expulsion
Appeal Panel will hold an appeal hearing within twenty (20) school days
following the filing of a formal request for appeal. The parent will be notified in
writing of the Expulsion Appeal Panel decision within five (5) days of the
decision. The decision of the Expulsion Appeal Review Panel is final.
During the expulsion appeal process, the student will be considered suspended (out of school) until a hearing is convened to hear the appeal. The student will be provided with classroom material and current assignments to be completed at home during the length of the suspension. The classroom teacher 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 Notice to Expel

The Executive Director/Principal shall send written notice of the decision to expel to the student or parent/guardian. It will be mailed 10 school days from the conclusion of the expulsion hearing, as stated in Education Code 48918. This notice shall include the following:

- The specific offense(s) committed by the student
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- Notice of the right to appeal the expulsion to the LFCSA Board of Directors Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district
- Rehabilitation plan

The Executive Director/Principal shall send a copy of the written notice of the decision to expel to the District and the County. This notice shall include the following:

- The student’s name
- The specific expellable offense committed by the student

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should
include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission
The decision to readmit a pupil or to admit a previously expelled pupil from another school district when that student is currently serving the term of that expulsion or charter school shall be in the sole discretion of the LFCSA Board of Directors following a meeting with the Executive Director/Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director/Principal shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission. The student will have the right to appeal to the board for a second review.

Disciplinary Records
The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District and County upon request.
ELEMENT 11 EMPLOYEE RETIREMENT SYSTEM

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

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

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

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

Certificated Staff Members

Certificated employees of the Charter School will participate in the State Teachers’ Retirement System (STRS) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems.

For full-time certificated employees who participate in the State Teacher Retirement System (STRS), employees contribute the required percentage, and LFCSA contributes the employer’s portion required by STRS. All withholdings from employees and LFCSA are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. LFCSA uses a retirement reporting system compatible to LACOE. The school works with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings are forwarded to the appropriate agency (STRS, Social Security Administration, etc.) as required. The Executive Director/Principal will be responsible for ensuring that appropriate arrangements for coverage are made.

Classified/ Other Staff Members

Non-certificated and other employees of the Charter School will participate in the federal Social Security system in accordance with applicable law. LFCSA does not participate in PERS. The
Executive Director/Principal will be responsible for ensuring that appropriate arrangements for coverage are made.
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.

No student shall be required to attend this or any other charter school. Students who choose to not attend this Charter School may choose to attend other public schools in their District of residence or other rights extended to them by their 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

Los Feliz Charter School for the Arts
c/o Executive Director/Principal
2709 Media Center Drive
Los Angeles, CA 90065

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the
address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Specific address for written notifications to the school pursuant to the procedures set forth in the District Required Language for this Element.
ELEMENT 15 – EXCLUSIVE PUBLIC EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.
Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELP A) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement...
System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the
list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out
After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:
1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).
This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
ADDITIONAL PROVISIONS

Facilities

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with
applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to
obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**

  (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.
Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District’s self-
insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’
fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.
Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all
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

Los Feliz Charter for the Arts (also referred to herein as “LFCSA” and “Charter School”) shall:

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

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

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

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

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

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

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

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

Los Feliz Charter School for the Arts
Renewal Charter Petition – November 23, 2015
If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

**ENGLISH LEARNERS**

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

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

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**

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

**Special Education Program**

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

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

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

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

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

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

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

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

- **CBEDS (Including Charter Schools)**

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

- Dropout (Including Charter Schools)

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

- Monthly SESAC and Suspension data (Including Charter Schools)

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

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

**LEGAL AND POLICY COMPLIANCE**

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

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

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

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

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

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.
Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN

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

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

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

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

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

FEDERAL PROGRAM COMPLIANCE

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

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
Complete and submit Local Education Agency (LEA) Plan to CDE

Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

Maintain inventory of equipment purchased with categorical funds, where applicable

Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Participate in any applicable federal program monitoring conducted by the California Department of Education

Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

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

k. Provisional Budget – Spring prior to operating fiscal year
l. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Classification Report – monthly according to Charter School’s Calendar
r. Statistical Report – monthly according to Charter School’s Calendar of Reports
   In addition:
   • P1, first week of January
   • P2, first week of April
s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.
Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

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

**Outcome Data**

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

**Rehabilitation Plans**

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

**Readmission**

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

**Reinstatement**

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

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

**ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

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

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

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

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

**ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

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

**ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

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

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

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

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

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

5) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Charter School
[See Element 14]

6) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

**ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER**

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

**ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES**

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

**REVOCATION OF THE CHARTER**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the
violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**Closure Action**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to 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.

13. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the
Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the closure of Charter School

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students’ school districts of residence

8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure

4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school

5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure

6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

9. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

10. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

11. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

12. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

13. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

14. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

15. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

16. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.
Financial Close-Out
After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets
The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable
laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

h. Make final federal tax payments (employee taxes, etc.)

i. File its final withholding tax return (Treasury Form 165).

j. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising
under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**ADDITIONAL PROVISIONS**

**FACILITIES**

**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities *as a condition of the approval of the charter petition*. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities *prior to occupancy and commencing use*. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).
The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**: 
  
  (iii) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (iv) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (iii) **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (iv) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on
operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth
below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School
from claims which may arise from its operations. Each Charter School location shall meet the below insurance
requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or
sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in
   the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board
   of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall
   provide specifically that any insurance carried by the District which may be applicable to any claims or loss
   shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions
   in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000
   without the prior written approval of the Division of Risk Management and Insurance Services for the
   LAUSD.

6. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to
   protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation
   Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also
   include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of
   $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus
   service. If Charter School provides student bus services, the required coverage limit is $5,000,000
   Combined Single Limit per Occurrence.

8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter
   School employees who handle, process or otherwise have responsibility for Charter School funds,
   supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with
   no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per
   occurrence and $3,000,000 general aggregate.

10. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and
    $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in
    the Commercial General Liability or the Errors and Omissions Policy.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000
    general aggregate.

12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any
    other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a
combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School
District and Its Board of Education as named additional insureds and shall provide specifically that any insurance
carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s
insurance shall be primary despite any conflicting provisions in Charter School’s policy.
Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods
and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School,
require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations,
laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements
related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or
special education services or as a result of the State’s adjustment to allocation of special education revenues from
Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that
Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such
owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions
from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be
insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for
the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and
maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires
  that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to
  meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School
books, records, data, processes and procedures through the District Office of the Inspector General or other
means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the
performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of
the audit, the District may conduct the audit upon 24- hours notice.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)