

1. Executive Summary

Los Feliz Charter School for the Arts (LFCSA) is an innovative, arts-based charter elementary school through LAUSD, which serves a socio-economically, ethnically, and linguistically diverse population in urban Los Angeles. We propose to expand the organization to include a second site where we recreate the success that we have experienced with our first school. The expansion site will be housed at VRES #7 and will be a part of the Los Feliz Charter School for the Arts family of schools. In this document, LFCSA is referenced as the non-profit organization that manages the two charter sites.

It is important to note that the program proposed is not a performance-based art program but rather a program that teaches core curriculum in and through the arts. We know that with our innovative and research-based curriculum, our commitment to professional development, and our leadership with proven reform experience, we are the strongest program to service the VRES #7 communities to ensure success in teaching and learning and excellence in student performance.

a. Assurances:

- i. LFCSA is a not a for profit entity. See Appendix A for our 501c3 form.
- ii. LFCSA is committed to enrolling the requisite number of students from the impacted campuses that VRES #7 is intended to relieve. The students coming from the attendance areas of the designated overcrowded schools, including students with disabilities will be served first and foremost. For signed statement, see Appendix B.
- iii. LFCSA is committed to serving a student composition at VRES #7 that is reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including, but not limited to, race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement). We will conduct ongoing review mechanisms to ensure retention and student composition so that the school continues to reflect the overall school community. For signed statement, see Appendix B
- iv. Los Feliz Charter School was established in 2006; its charter has been renewed twice and has always been financially sustainable. The following is a chart with the figures from the last three fiscal year audit reports that demonstrate its stability and fiscal solvency.

Los Feliz Charter School			
Fiscal Year	FY06-07	FY07-08	FY08-09
Revenue	\$ 1,400,644	\$ 1,610,035	1,890,009
Expenses	\$ 1,279,419	\$ 1,402,417	1,582,866
Net Income	\$ 121,225	\$ 207,618	307,143
Ending Fund Balance	\$ 136,821	\$ 344,439	651,582

Cash Balance	\$ 67,368	\$ 528,956	457,420
Enrollment	120	160	200

- iv. If an outside operator, provide financial data to demonstrate solvency.
- v. LFCSA agrees to adhere to the terms, conditions, and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. We understand that we are required to use the District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS"), and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education. For signed statement, see Appendix B.

b. Since the target body of LFCSA's extension site at VRES #7 is linguistically, culturally, and academically diverse, the arts are a natural cornerstone to a successful educational program. Research studies have shown that a meaningful and challenging approach to arts education leads to community-building among diverse populations and develops self-motivated and competent life-long learners in both high achieving students as well as lower performing students and English language learners, who are traditionally considered at-risk. LFCSA's experience demonstrates that the arts are an effective vehicle for developing skills and habits that will benefit students throughout their academic, professional, and personal lives.

The student centered, arts integrated, and project based curriculum "levels the playing field," allowing all students to connect to big ideas and content standards. It also provides an arena to gain confidence and nurture success.

The Leadership Team for the LFCSA Organization has extensive professional experience working with the population of learners that VRES#7 will serve:

Executive Director/Principal Karin Newlin served as the principal for Niemes Elementary School in Artesia, California for six years. The student population was 87% Hispanic, second language learners and the school was designated a Title I School in the ABC School District. When she left the school it received a California Distinguished School recognition and became a National Blue Ribbon awardee.

Vice Principal Nancy Martorelli taught at Trinity Street School, in the Los Angeles Unified District for 10 years. The population of Trinity was approximately 90% Latino and 10% African American. All of the Latino students were English Language Learners. Trinity was a low performing school (a 1/1 school). The SES of the population was the lowest in LAUSD.

Instructional Coach Karolynne Gee has had extensive experience working successfully with principals, teachers, students and families with high percentages of Title 1 students. These include schools in urban and rural settings in diverse communities in California (Compton, Lancaster, Salinas, San Francisco, Los Angeles, Lawndale) as well as nationally, in Detroit, MI, Jackson, MS, Boston, MA, and Queens, N.Y.

c. **Vision:** All children have the tools and confidence to be life-long learners.

Mission: To encourage exploration and collaboration within a diverse, nurturing, and inclusive student-centered learning environment, guiding students and teachers to think creatively, flexibly, and metaphorically.

Philosophy: We are distinct among charter schools, committed to integrating best practices and a constructivist approach to learning that helps students develop the skills and habits of mind to participate responsibly as 21st century citizens. Bringing together seasoned experts, respected minds, and model institutions, the faculty of LFCSA engages in continuous professional development that transfers education research to practice. This ensures academic success and achievement for all students.

A Day in the Life of an LFCSA Student:

The LFCSA student seamlessly flows from creative endeavor, to deep reflection, to strategic problem solving throughout the course of the day. The variety of intellectual processes, reflecting Bloom's Taxonomy, stretches each student to develop into the educated man or woman of the future.

During Language Arts, the average student participates in both *Readers and Writers Workshops*, using quality literature as a guide in becoming a dynamic writer. Later, in Mathematics, the same student works with manipulatives to understand complex concepts, so that related algorithms have a foundation of knowledge to build upon. In Social Science, the continual work on a collaborative project pushes him or her to physically create a reflection on a culturally relevant topic, while building the ability to effectively contribute to a team. At lunch, the student effectively uses the established language and framework of "Cool Tools" to manage social situations with playing peers. And to end the day, the student works with a specialist in one of the arts disciplines. The student has anticipated this class, recalling past successes with pride. In the class, he or she develops technical skills, while engaging an aesthetic or historical lens required to appreciate these skills.

- d. **Education Plan:** LFCSA inspires a love of learning through best practices in child-centered, project based, and arts-integrated education. Our curriculum employs a creative problem-solving model that teaches children more than facts and figures; it harnesses the natural curiosity, fostering children who ask thoughtful questions and use the tools around them to find answers. We nurture a sense of individual achievement throughout the curriculum; however, beginning in kindergarten, much of the creative problem solving is done in groups. This develops the necessary skills of collaboration that are often overlooked in education today, but are highly valued in the workplace. Our students study and explore music, dance, visual arts, and theater arts, using participatory experiences in these disciplines to make deep and personal connections with content standards and broaden their understanding of the world around them.

- e. **Community Impact and Involvement:**

"when human beings are cut off from their cultural roots, or deprived of using all their senses through which to learn and create and problem-solve, they may never develop their capacities to the fullest...The arts provide the means to know one's culture at a very deep level. They provide rich multisensory experiences that engage the whole mind-body-emotional system."

Dee Dickinson, Founder, New Horizons for Learning, 2002

Parents and guardians significantly impact student learning, both directly and indirectly, by providing models of learners for their children, and interacting with their children in ways that facilitate learning. LFCSA views parents and guardians as partners and values their involvement in all facets of school life, from volunteering in the classroom to sharing ideas with school leaders.

Students are more successful when family and community publicly and consistently support the students' activities and learning. We ask parents to get actively involved in creating the school plan, serving on the Site Council and Advisory Committees, and starting a strong PTA. LFCSA parents are asked to volunteer 60 hours per school year, and an on staff volunteer coordinator will actively bring parents into the school program and find places where they feel valued and needed, anything from assisting with setting-up classrooms, to infrastructural and administrative support, and even helping in the classroom with the project based curriculum or field trips.

- f. **Leadership/Governance:** The Leadership Team for the LFCSA organization is currently composed of an Executive Director/Founding Principal, an Assistant Principal, and a school-wide

Instructional Coach. The Executive Director, with 40 years of school district experience, 33 of those years as a school principal at the elementary and junior high school levels, has received recognition as ACSA's Elementary Administrator of the Year, ACSA's Elementary Principal of the Year, and a California State Distinguished Principal of the Year. Additionally, she served as a school psychometrist and school counselor and was a school reform consultant with two national reform and intervention programs between 2001 and 2006. The Assistant Principal has extensive teaching experience in Title I and second language acquisition programs. In addition to her experience and training as a Math Coach for LAUSD she has extensive university training and a teaching credential in the area of Music and professional training in Dance. Our Instructional Coach received her training with Madeline Hunter at UCLA's Lab School and was a national trainer for the Clinical Supervision Model of Coaching developed at UCLA. In addition she was the Vice President of the Galef Institute, a National Dissemination Model for School Reform.

The Advisory Board for LFCSA is comprised of five outstanding educators, who make themselves available to the school Leadership Team for consultation on an as needed basis.

The School Site Council works closely with the Leadership Team to write the Single School Plan for School Improvement and give oversight and advice regarding the instructional program and categorical budgets.

Advisory Committees, required by law, for the Title I and ELD Programs will be established to give oversight and advice regarding those programs. Additional advisory committees will be appointed for technology, facilities, fund raising, communications, community outreach, family support, special education, and the green committee.

- g. **Fiscal Plan:** Los Feliz educates and serves low-income students in Los Angeles while maintaining fiscal solvency through various budget crisis. Over the years we have developed a fiscal plan and operating practices that have enabled us to succeed in our mission and vision to prepare traditionally under served students for success in their adult lives. Based on this fiscal plan and our projections we anticipate being able to share our mission and vision with even more LA students. Our strategic development plan has always included a framework for continued growth and we believe that in conjunction with our fiscal plan, and assuming our application is approved, we will be able to continue succeeding in our mission and affecting the lives of even more students.

LFCSA will use a variety of funding sources to provide the resources necessary to support the educational mission of VRES#7. The funding sources will include:

- Revenue Limits (State and local property tax)
- Categorical - LFCSA will develop a comprehensive plan to apply for and utilize state and federal sources directed at specific target populations of children and adults.
- Local Fund Raising - LFCSA will expand the fundraising efforts that are used to support the education program for students.
- Foundation and Corporate Sponsors - LFCSA will continue to develop funding sources that can be used to support important educational programs.

2. Curriculum and Instruction

a. Curriculum Map and Summary:

The school curriculum follows the California State Standards in each content and arts area at each grade level. The pedagogy used to deliver this rigorous standards-based curriculum is an arts-integrated, project-based, multi-disciplinary approach, guided by many of the tenants of constructivist learning.

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 multiply intelligences; balanced literacy, second language acquisition; project-based learning; thematic integrated instruction; the role of the arts in learning; and authentic assessment. LFCSA draws from these learning concepts in order to create a comprehensive program that will achieve the most dynamic educational environment.

The Arts Do Matter

We treat all of the arts (Visual Arts, Music, Theater, and Drama) as core subjects. Our students are given the opportunity to experience each art discipline every week, along with exposure to the arts during integrated lessons for other content areas. Our commitment to the arts creates multiple pathways for learning and increases the probability that all students meet our high expectations. Arts-in-learning strategies and tools, “level the playing field,” ensuring that each student has access to a standards-based curriculum and support in the development of higher-order thinking. The impact: imagination and inquiry are ignited, student motivation increases, engagement is sustained, and measurable student achievement becomes evident.

A distinguishing feature of the use of the arts in LFCSA classrooms is in helping students call to mind their previous knowledge and understanding of a subject, giving way for more students to become engaged in the lesson. As a “hook” in learning, the arts provide more students a chance to actively participate; therefore, all students, not just the ones that are linguistically oriented, are given a chance to draw on their prior knowledge and use it to prepare for new learning. By using the arts, our classrooms honor the information and knowledge each student brings to learning.

Media Literacy

The school recognizes that technology and media literacy is a vital part of our students’ education, and in the larger sense is vital for success in today’s society. With that in mind, we have looked to the National Standards set forth by ISTE (Instructional Society for Technology in Education) for guidance in the area. To view these adopted standards, please refer to Appendix, Section C.

Integrated into multiple areas of the curriculum, students are challenged to raise questions about the sources of media and technology that surround them on a daily basis. Analyzing these sources offers them a depth of understanding that will help in the recognition of message, tone, and intention. It will also serve as the technical groundwork that allows students to become proficient in multiple manifestations of technology.

Emphasis is placed on creativity through technology, which a natural coupling with our arts program. Students are expected to exhibit the same inventive and reflective processes developed in arts classes. They are also pushed to work collaboratively with technology, spawning the notion that technology and various forms of media are not inherently isolating, but can bring groups of people together in an act of creation.

Library

The foundation of LFCSA’s Language Arts program centers around quality children’s literature, and our other content areas rely heavily upon student research. A natural extension of these elements is the use of a school library. It is our goal to develop lifelong learners, who have the ability to ask probing questions, and the knowledge of where to go to find the answers. Guided exploration of a library offers students the practice necessary to hone these skills. With this in mind, we are committed to not only providing access to a school library for our students, but learning experiences that practically tie what is going on inside the classroom to the library.

Project Based Curriculum

Our standards based curriculum, Different Ways of Knowing, is used to deliver a project-based, integrated program for our students. The materials we use were developed and used as a model for systemic reform in schools across the country.

The curriculum is fully integrated around real problems, compelling themes and topics, and is linked to standards in social studies, history, literacy, visual, performing and media arts, mathematics, and science. The materials offer a means of pursuing big ideas; ideas that students value. Students use new knowledge and skills to solve problems, explore, and to gain and show understanding. Literacy and informational texts, the visual and media arts, dance, drama, music, writing, science, and mathematics all become powerful learning tools.

Students build the repertoire of knowledge and skills they need to become life long learners. These include the confident use of informational sources, reading and writing strategies, speaking and listening skills and strategies, visual, performing and media arts skills and strategies, problem solving and thinking strategies, quantifying strategies, and collaboration skills and strategies.

LANGUAGE ARTS – LITERACY

Program Description

At LFCSA, students are celebrated as readers and writers. We use the *Readers and Writers Workshops Approach* as the basis for our Language Arts/Literacy program. Teachers consistently refer to the students as authors, writers, and readers to help them authentically identify as such. For a description and research collected on the *Readers and Writers Approach* program, please see Section 2-b.

For LFCSA descriptions and standards of VRES #7's Language Arts program by grade level, see Appendix D.

Program Goal

It is the goal of LFCSA that students will experience an integrated language arts program of balanced literacy that promotes the development of cooperation, independence, critical thinking, reflection and self-esteem while insuring proficiency in oral language, reading, and written language skills.

Means of Accomplishing Goal

- As writers, students are actively engaged in storytelling, composing stories independently and collaboratively based on their personal experiences.
- Students participate, as appropriate for their grade level, in the "writing process" (brainstorming, drafting, revising, editing, and publishing) as they become young authors who learn story elements while participating in a supportive writing community.
- Students participate in a rigorous and exciting reading program, which promotes a love of reading and includes word study and the application of reading strategies to develop comprehension and higher order thinking.
- A variety of high quality children's literature is used to help children analyze, question and evaluate literature.
- Professionally published books and student-created works enable students to gain an appreciation for the value of books within a community and the role of reading and writing to inform, educate, and inspire.
- Active listening and purposeful speaking are practiced through discussions with partners, dialogue in small groups, and whole class conversations. They learn to appreciate, validate, and respect the opinions, questions, and comments expressed by their peers.
- Students analyze and interpret information from non-fiction books, and present information they have gained from written material and other resources

Means of Assessing the Goal

- Teacher Observation/Conferences
- Student Portfolios
- Performance Assignments
- Developmental Reading Checklist

MATHEMATICS

In LFCSA's Mathematics program, students' construct their own meaning by participating in a variety of discovery and explorative activities. Students learn that mathematics can be approached in different ways, and that there are many creative solutions to the same problem. They learn grade level appropriate math facts and memorize to automaticity.

For LFCSA descriptions and standards of VRES #7's Mathematics program by grade level, see Appendix D.

Mathematics Program Goal

It is the goal of LFCSA to provide students with a balanced mathematical program of critical thinking, collaboration, processing skills, problem solving, conceptual understanding, and foundational skills.

Means of Accomplishing Goal

- Individually, and in small and large groups, students are encouraged to communicate their thinking orally and in written forms using pictures, words, and demonstration. Working with their peers, students learn to use inquiry skills to collaboratively solve problems.
- Manipulatives, technology, and other hands-on materials are used to help students connect to real world (authentic) situations as they develop understanding and mathematical reasoning.
- A variety of mathematical strategies are used to accommodate each student's unique approach to learning.
- Most lessons are taught in a problem-solving context, with explicit skills imbedded in the lessons.
- Individually, and in small and large groups, teachers assess student understanding through observation of students at work and through questioning students about their thinking.

Means of evaluating progress toward this goal:

- Students are given written standards-based assessments to evaluate individual student needs and progress.
- Students are given an ongoing sequence of written assessments that address the understanding of skills and concepts and the memorization of math facts.
- Ongoing observation of individual and group work.
- Large group discussion.

SOCIAL SCIENCE/HISTORY & SCIENCE

Students at LFCSA develop their understanding of concepts and big ideas in social studies and science through a process of project-based learning. Students develop confidence and skills as critical thinkers and creative problem solvers by learning to use their prior knowledge to help them make sense of new experiences. As they gain insights and apply skills and strategies they have learned to new situations, they become flexible, resilient "researchers," and develop expertise as learners.

For Social Science, *Different Ways of Knowing* (DWoK), a specific project-based curriculum, which uses standards based, arts integrated curriculum modules, is used to deliver the project-based, integrated program for our students. The materials were developed and used as a national dissemination model for systemic reform in schools across the country. For description and research for the *Different Ways of Knowing* (DWoK) program, please see section 2-b.

The Science curriculum is based on the philosophy that elementary students learn science best by doing science. Scientific knowledge advances when students observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. For Science, LFCSA uses the *Full Option Science System* (FOSS) approach to guide scientific discovery activities. This project-based curriculum is used in relation to the thematic sections from DWoK to create a connected experience for all students. For a description and research of the FOSS program, please see section 2-b.

For LFCSA descriptions and standards for VRES #7's Social Science program by grade level, see Appendix D.

For LFCSA descriptions and standards for VRES #7's Science program by grade level, see Appendix D.

Program Goal

The goal of project-based learning at LFCSA is to provide students with opportunities to engage in “hands-on, minds-on” learning experiences in which they take part in a natural and continuous cycle of learning that includes Coming to Know, (using prior knowledge during the process of learning); Showing you Know (demonstrating understanding in a product of learning); and Knowing You Know (reflecting on what has been learned and what can be transferred to new situations). Through this process, students apply critical and creative thinking skills in their roles as problem solvers and seekers of new learning,

Means of Accomplishing Goal

- Use DWoK curriculum materials in Social Studies/History that utilize a student-centered, constructivist approach to project-based learning
- Use FOSS science materials to deepen science connections in DWoK social studies curriculum
- Apply the natural cycle of learning – Coming to Know, Showing You Know, Knowing You Know
- Appropriate use of cooperative learning and collaboration strategies
- Integrate of the visual and performing arts to access prior knowledge, create a bridge to new learning, and demonstrate understanding of content and concepts in culminating tasks and projects
- Use Guiding Questions and Building Questions to frame student inquiry
- Co-construction of learning by teachers who function as facilitators and guides to help students make meaning of content, knowledge, and concepts or big ideas.
- Integration of reading, writing, math, science and the visual and performing arts as connections to enhance understanding of concepts and big ideas as organized in DWoK curriculum
- Use media and technology to expand big ideas, reinforce concepts, and introduce new avenues of exploration.

Means of Assessing the Goal

- Regular observation of students using a variety of formative assessment strategies to gain understanding of:
 - How students develop skills and strategies to work collaboratively, conduct research, become experts, and demonstrate their understanding in a variety of culminating tasks, projects, and performances.
 - What students are learning and how they are growing as independent and cooperative learners
 - Different ways students learn – nurturing multiple intelligences and the application of different learning modalities.
- Use various kid-watching strategies, i.e., check lists, anecdotal notes, interviews, conferences
- Students working in a variety of situations: alone, with partners, in small and large groups
- Anecdotal notes on the process students utilize to achieve the end product, performance, or project
- Portfolios and analysis of student work

MUSIC

Music is considered a core program. We use the *Music in Education* curriculum created by Mitzi Kolar of UC San Diego, which is based upon the approach originated by Robert Pace of Teachers College, Columbia University. A music teacher delivers the program for our students. *Music in Education* was designed to develop musical capability while enhancing intelligence. Musical concepts are applied to each new situation and expanded upon in complexity as each student's development unfolds. Teachers participate in music classes and learn the content presented in order to help student's connect concepts to other core subject areas, adding another dimension of understanding. For a description and research on the *Music in Education* program, see section 2-b.

For LFCSA descriptions and standards of VRES #7's Music program by grade level, see Appendix D.

Program Goal

The goal of the music program is to provide instruction in the discipline of music; focus on musical concepts and the elements and principles of the discipline of music and to enhance student learning in all academic areas through the study of music.

Means of Accomplishing Goal

- Students will demonstrate skills and process information using the vocabulary of music.
- Students will apply vocal and instrumental skills in performing a varied repertoire of music.
- Students will apply processes and skills to create and communicate meaning through improvisation, composition, and performance.
- Students will listen to, critically assess, and derive meaning from the music of a wide range of genres including the music of their peers.

Means of Assessing the Goal

- Teacher observation of student performance
- Review of student work
- Peer evaluation
- Checklist for teacher "kid-watching"

Music Integrated into Core Subjects

Through our project-based program, Music connects well with core subject areas, and the commitment to music adds another dimension for students to understand concepts in core subjects. The understanding of musical structures significantly enhances writing development. The formal structure, layering, tone, mood, development, tight phrasing, and theme are all part of the vocabulary of music, and all apply to writing as well. Music serves as an easy beginning point for story telling, literary interpretations, and explorations through writing.

Music has always been linked to math, in its most basic and complex forms. For younger students, counting and the creation of patterns are emphasized in listening to or creating music. As children progress, the practical application of fractions and division is expressed through the musical time. In Science, Physics works with Music to explain sound. Understanding sound is a beginning point for understanding other physical properties, such as light and movement, as well as, a major way our universe is explored in terms of space exploration and mapping.

As with all art forms, the history of man can be examined through the history of music. Reflecting the time and place it was created, music informs the student on moments in time and issues at hand. Because the internalization of music is such a personal phenomenon, students use it to relate to new concepts of the world and to new cultures they explore.

VISUAL ARTS

Visual Arts is considered a core program, and is an established part of the general curriculum. Students receive weekly instruction in a standards-based Visual Arts program, delivered by an arts teacher. Through study, discussion, and written work, students develop an understanding of the relationship between images, words, and metaphorical thinking. They gain an appreciation for the significant cultural and historical connections in visual arts that continue to evolve over time. The formal art classes provide the specific opportunity for teachers to build their understanding of the content, knowledge, and skills of visual arts that will enable them to connect concepts and integrate visual arts across the curriculum. The content for art instruction includes the five components of:

- *Artistic Perception* – Perceiving and responding to selected works of art utilizing the vocabulary of the visual arts, e.g., color, shape/form, line, texture, space, value
- *Creative Expression* - Applying the technical skills and knowledge of the elements of art and principles of design to create increasingly complex original works of art
- *Historical and Cultural Context* - Discussing the historical role of the visual arts and comparing works of art from various cultures in order to understand that there is an evolutionary process in visual arts.

- *Aesthetic Valuing* – Developing criteria to assess and critique works of art in order to increase the ability to reflect upon one’s own artistic process and creative expression.
- *Connections, Relationships, Applications* – Researching and reflecting on art images and objects found in a variety of cultures to understand traditions and the uses of visual arts in the past and in the present.

For LFCSA descriptions and standards for VRES #7’s Visual Arts program by grade level, see Appendix D.

Program Goal

To provide a standards-based program of regular instruction in the Visual Arts where students learn the concepts, knowledge, and skills of the discipline of visual arts and integrate visual arts into other subject areas as a tool to enhance, deepen, and enrich understanding of content and concepts.

Means of Accomplishing Goal

- Students will engage in standards-based units of study linked to specific genres and periods of art to gain understanding of the role of visual art from an historical and cultural perspective
- Students will receive instruction in the five components of visual arts and the core elements of art and principles of design through developmentally appropriate standards-based curriculum for Kindergarten through Third Grade.
- Students will acquire and deepen skills and processes using the vocabulary of the visual arts.
- Students will apply skills and techniques in creating a variety of art objects and images.
- Students will apply metaphorical thinking during the process of creating personal expressions of art that demonstrate a broad range of ideas, thoughts, and emotions.
- Students will observe and respond to master works of art by artists from many cultures and critically assess and derive meaning from a wide range of art images including the artwork of their peers.
- Students will participate in self-reflection and assessment of work

Means of Assessing Goal

- Students will demonstrate their understanding of the core elements of art (color, line, shape, texture, form, and space) and principles of design (rhythm, unity, balance, pattern and movement) Observation of student during the process of creating art
- Review of student work
- Peer evaluation
- Checklist for kid-watching
- Journal reflection

Visual Arts Integrated into Core Subjects

Through our project-based program, the Visual Arts is used to enhance the learning experience in all other core subjects, and there are endless possibilities when considering paintings, drawings, prints, sculptures, architecture, and costume. In Language Arts, vocabulary is built and enhanced through the Visual Arts by giving students the opportunity to discuss and interpret visual elements, motivating them to seek out new ways to better express themselves. As students explore the production aspects presented, they are provided with words, such as tone and mood that not only serve to articulate artistic matters, but also help to better understand the writing process and other means of expression. The Visual Arts lends itself to language and literature, serving as both the inspiration for writing, as well as the inspired result of the written word.

While perfecting the production side and evaluating sample artwork, students of all ages come across mathematical elements ranging from very basic to extremely advanced. At the early stages, the introduction of line, form, and shape instruct the viewer. As mathematics instruction develops, so does the interpretation of artwork, with division of space, focal point, proportions, perspective, and volume.

Science and the Visual Arts are connected throughout history; some of the most celebrated artists of all time were also ground breaking scientists, using art to explore new scientific ideas. The complexity of color, and all the scientific implications associated with this concept, is inextricably

linked, exemplified, and experimented within the visual arts. Sculpture acknowledges Earth Science, giving an understanding to rock and metal formation. The use of earthly materials is also explored in Architecture, as well as fundamental principles of Physics, such as stress and pressure.

As the field of Art History has shown, the Visual Arts allows everyone the opportunity to understand History, cultures, and social constructs through the methodical examination of our visual treasures. Almost every topic in Social Science can and should have corresponding exemplars of Art that help students embrace foreign concepts in a personal way.

THEATRE

LFCSA's Theatre Arts program is considered a core program; designed to provide students with opportunities to develop confidence as they gain the skills and techniques of the discipline, use the language and vocabulary of the theatre, and interpret and create dramatic works. By becoming aware of the history and cultural context of theatre, students will be able to respond to dramatic works and understand concepts that provide a foundation for aesthetic valuing and critiquing theatre.

Teachers participate in Theatre Arts classes and learn the content presented in order to help student's connect what they learn to other core subject areas, adding another dimension of understanding. Students explore concepts such as the awareness of voice and body, dramatic literature, theatrical styles, improv, as well as stage management, lighting, sound, make-up, and other performance elements. Lessons in the Theatre Arts program are used to:

- To promote collaboration in reaching a standard of competent performance
- To understand and apply the technical skills of drama
- To enhance creative expression and confidence
- To communicate the essence of story through the elements of drama
- To respect and develop an appreciation for the art of theatre

For LFCSA descriptions and standards of VRES #7's Theatre Arts program by grade level, see Appendix D.

Program Goal

To provide students with experiences that enable them understand and apply the elements of Theatre Arts that enable them to solve problems, work collaboratively, and demonstrate leadership skills with confidence in order to enhance learning in all academic areas.

Means of Accomplishing Goal

- Students will demonstrate the skills of pantomime, improvisation, speech, gesture, movement, and voice using the vocabulary of theatre.
- Students will apply drama/theatre principles in building a character and performing scene studies to communicate the nuances of story.
- Students will participate in the process of constructive criticism through self-and group assessment.
- Students will gain understanding of performance standards and the aesthetic qualities of drama through participation as audience members and performers
- Students will experience various roles in drama to practice skills, i.e., director vs. actor, and gain respect for the collaborative nature of drama/theatre

Means of Assessing Goal:

- Observation of student performance, rehearsal, and group work
- Student self and peer evaluation
- Oral reflection of process and performance
- Individual and group performance assessment for each standard
- Observation of student ability to compare theatre works from different cultures and periods of time

Theatre Arts Integrated into Core Subjects

Through our project-based curriculum, students use elements of Theater Arts to relate concepts learned in all core subjects. While creating productions, large to small, children develop vocabulary that will help deepen their understanding of literature and their own writing. Character development, narrative techniques, acts, arcs, and elements of story telling inform how to most effectively use writing. Incorporating Theater into varied subjects advances oral language development, and strengthens confidence in necessary presentation skills.

Acting out literary works gives unique insight into what the author has created. While learning new ideas in Science, Math, or Social Studies, acting out the new ideas solidifies the information for the students: For example, rather than merely reading about solids and gases, having children become solids and gases, helps point out the fundamental differences between the two.

The rich history of oral storytelling and theater, throughout the world and the ages, illuminates the changing thoughts and ideas throughout time. By connecting Theater Arts and its offspring, Film and Television, into Social Studies, students are given the chance to see the pervasive thoughts and influences in a particular society.

DANCE

Dance is considered a core program at LFCSA; designed to provide students with opportunities to increase self-confidence, self-control, and a heightened awareness and appreciation of movement as an expressive and viable form of communication. Through dance, and its corresponding vocabulary, students demonstrate and describe movement skills. They apply choreographic principles to create and communicate meaning through improvisation, composition, and performance of dance. Our students analyze the function and development of dance in past and present cultures throughout the world and human diversity as it relates to dance and dancers. They critically assess and derive meaning from works of dance and the performance of dancers according to the element of dance and aesthetic qualities.

The Dance program introduce a wide range of dance expression to the students, from ballet and tap, to hip-hop and ballroom are introduced, studied, and practiced. Classroom teachers participate in Dance classes and learn the content presented in order to help students apply what they experience in dance to learning across all subject areas. Through the art of Dance, our students develop competencies and skills in problem solving, communication, and management of time and resources that contribute to lifelong and career skills.

For LFCSA descriptions and standards of VRES #7's Dance program by grade level, see Appendix D.

Program Goal

To enhance student learning in all academic areas through the study of dance; to communicate meaning through dance; and, to enhance creative expression through the medium of dance.

Means of Accomplishing Goal

- Students will demonstrate movement skills, process information, and describe movement using the vocabulary of dance, consistent with California grade-level standards.
- Students will apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance.
- Students will understand the evolution of diverse genres of dance over time and the influence of ancient cultures as well as popular culture
- Students will critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements and principles of dance and aesthetic qualities.

Means of Assessing the Goal

- Teacher observations of student performance
- Student self and peer evaluation
- Student journal reflection of process and performance
- Individual performance assessment for each standard

- Checklist for Teacher kid watching.

Dance Integrated into Core Subjects

Through our project-based program, the study of Dance fits well within the framework of core subjects. As children understand and develop a vocabulary of movement and interpretation of music, they become capable of engaging in dance to heighten most any learning experience. In Language Arts, dancing and movement help with the intellectual and emotional interpretation of what is being read and serves as a method to expand students' knowledge of verbs and descriptive language. Presentation skills are also greatly affected by body awareness and confidence, which comes with repeated performance in front of others.

In Math and Science, students use interpretive movement to facilitate the learning and full exploration of new and previously known concepts. For example, when learning about weather patterns, the movement of children's bodies can illuminate the cyclical nature of our weather systems. As younger students work to conquer counting, adding, and subtracting, dance can serve as a means to bring those ideas into the physical world. When studying shape in geometry, adding physical dimension of dance can bring a new and heightened understanding to spatial awareness.

The universality of dance throughout all cultures of the world gives children the chance to express their own cultural understandings, as well as literally move in another person's shoes. Recreating folk dances while learning about different cultures shapes an understanding of people and places throughout the world.

PHYSICAL EDUCATION

The Physical Education program teaches wellness and fitness through a variety of activities, such as traditional sports (i.e. hockey, volleyball, etc.), relays, and obstacle courses. Students participate in individual physical challenges on the Stegel equipment and the climbing wall. Physical fitness and a healthy lifestyle are important components of the program, and students participate in P.E. on a regular basis. Instructional time meets the state mandated time requirements, exclusive of recess.

Physical education is taught in an encouraging environment and success is measured on participation, effort, and attitude. A variety of instructional methods and teaching styles are planned to meet the abilities, interests, and goals of all students. Facilities and equipment are maintained in a safe manner to provide a variety of activities and optimal participation of all students. The staff promotes physical education and wellness in the community.

Students, with special needs (i.e. health problems or physical disabilities) can receive assistance through an adaptive P.E. program, which adjusts activities to the individual needs of the student.

Program Goal

To increase physical awareness, team participation, skill, and sportsmanship, as well as the physical fitness level of all students.

Means of Accomplishing Goal

- The PE program includes fitness and wellness objectives as measured by the Physical California State Standards for Physical Education.
- Test all grade levels on the California Physical Fitness test.
- Include content standards for health (nutrition, hygiene, etc.) in the PE program.

Means of Assessing the goal:

- Pre – post results per student from the California Physical Fitness Test

b. Track Record of Proposed Curriculum:

An arts-integrated, standards-based curriculum and an emphasis on arts education nurtures the intellectual, social, and creative growth of students and builds an inclusive community.¹

Numerous research studies attest to the positive impact of the arts on learning. Arts education has been shown to improve students' abilities to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002). When James Catterall analyzed the Department of Education's NELS database of 25,000 students, he found that students engaged in high level of arts participation, specifically those from low-income backgrounds, outperformed students not highly engaged in arts in multiple academic areas. In a three-year, four-school study by Catterall (1995) and the UCLA Graduate School of Education, students participating in school arts programs were found to score higher on nationally normed tests in both vocabulary and comprehension than their non-participating classmates. Similarly, Shirley Brice Heath (2002), in a longitudinal study of after-school programs including those focused on the arts, found that students involved in these programs performed better in school and in their personal lives than students not involved in the arts program. **Our school has also demonstrated the benefits of this program through significant gains on our Annual Performance Index. Our score increased 81 points from a 777 (2008) to an 858 (2009).**

The arts; therefore, are subjects worthy of their own courses and elements to be incorporated within core subject lessons.

Much of our curriculum has evolved from the following research-based design elements:

- Standards-based curriculum, instruction, and assessment planning linked to big ideas. (Mitchell, Wiggins)
- Intelligence as the development of a wide range of expertise rather than a fixed aptitude (Resnick, Sternberg)
- Multiple Intelligences (Gardner)
- Student-centered, inquiry-based instruction. (Danielson, Hayes Jacobs, Wiggins)
- Focus on Literacy: thinking, viewing, listening, speaking, reading, and writing all day long. (Allen, Harvey, Taylor)
- Literary, visual, performing, and media arts inside the natural cycle of learning. The arts are critical to the process of accessing prior knowledge, deepening understanding, and demonstrating meaning. When children express themselves through the arts, they are involved deeply in thinking processes and discovery. (Renaissance in the Classroom) (Catterall)
- Family and community cultures embedded in classroom and school life. All families want their children to succeed and should be seen as partners with the classroom through various opportunities for involvement. (Epstein)

Readers and Writers Workshop Approach

The Readers and Writers Workshop Approach forms the structure for our literacy program.

Renowned educator Lucy Caulkins, through her research and teaching at the Teacher's College, Columbia, developed this approach. These curriculums emphasize reading comprehension and an understanding of the writing process. We teach children to recognize their own level of

¹ Barry, N.H. (1992). Project ARISE: Meeting the needs of disadvantaged students through the arts. *The Professional Educator*, XIV (2), 1-7. *Schools, Communities, and the Arts: A Research Compendium* (1995), compilation of research studies commissioned by National Endowment for the Arts. Falvey, M. A., Givner, C.C. "Facilitating Learning in Heterogeneous Classrooms," *Impact*, Volume 9(2) Spring 1996. Minnesota: University of Minnesota. Gardner, H. *The Unschooled Mind: How Children Think and How Schools Should Teach* (New York: Basic Books, 1991). *Champions of Change Report*, The Arts Education Partnership, and the President's Committee on the Arts and Humanities: Washington, D.C. (1999). [Early Childhood Connections: Bodner, M. Derr, C. Leng, X. Patera, J. Peterson, M. Ticheli, F. Vuong, S. Shaw, G.L. Music Intelligence Neural Development Institute, Irvine, CA](#) (2002). Graziano, Peterson, Shaw. (March 1999) Enhanced learning of proportional math through music training and spatial-temporal training. Winner, E. Hetland, L. (eds), *The Arts and Academic Improvement: What the Evidence Shows*. Rauscher, F.H. (2003). *Effects of piano, rhythm, and singing instruction on the spatial reasoning of at-risk children*. Proceedings of the European Society for the Cognitive Sciences of Music, Hannover, Germany: Hannover University Press.

comprehension, allowing them to pick which books they read and to revisit their personal writings to make edits. Teachers sit down with each student on a weekly basis to provide feedback, evaluate the student's progress, and discuss their experiences. Three LFCSA teachers have attended the Teacher's College at Columbia University to be trained in this approach.

Different Ways of Knowing (DWoK) - Social Studies

By adopting these researched, proven materials for our project-based approach we ensure that the units of study are well developed, incorporate the standards, and the materials necessary to facilitate the lesson are readily available. As teachers become more skilled at the project-based delivery model, more familiar with the content standards at each level, more knowledgeable about authentic assessment strategies, and the school acquires more materials, the staff will begin to modify the existing modules and/or develop their own.

The modules and accompanying materials help teachers and students expand the literacy spectrum to include all human intelligences and aptitudes. In addition to becoming literate in the symbol system of language, the students become literate in the symbol systems of the arts, mathematics, social studies, and science. They also become skilled in interacting with others, and gain confidence in themselves as problem solvers and learners.

The Full Option Science System (FOSS) - Science

A K-6 modular project-based science curriculum developed at UC Berkeley, FOSS is tightly aligned with the *Science Content Standards for California Public Schools* and the *Science Framework for California*. The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world by giving them direct experiences with objects and phenomena. Learning processes are organized into a developmental sequence specifically related to the cognitive stages of observing, communication, comparing, organizing, relating, inferring, and applying.

Music in Education

The *Music in Education* Curriculum was created by Mitzi Kolar of UC San Diego, and is based upon the approach originated by Robert Pace of Teachers College. *Music in Education* was designed to develop musical capability while enhancing intelligence. Conceptual understanding and "learning how to learn" are important components of the Pace philosophy. The curriculum and instructional activities teach music through a comprehensive approach that includes singing, playing the piano, listening, reading, learning music fundamentals, and creating music in various genres including classical, jazz and contemporary. Musical concepts are applied to each new situation and expanded upon in complexity as each student's development unfolds. Using the *Music in Education* program:

- Students will analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
- They will critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.
- They will apply what they learn in music across subject areas.
- They will develop competency and creative skills in problem solving, communication, collaboration, self-direction, and management of time and resources that contribute to lifelong learning and career skills. They will also develop manual dexterity and listening and focusing skills.

Model Schools:

The LFCSA educational program is not unproven. The design of the school, and the ongoing implementation of all programs, is built upon the successful track record of other like-minded schools. Several effective, arts-focused schools have agreed to share their teacher-created

curricular units of study, report cards, and schedule templates, as well as their successful professional development practices with our staff. These schools include:

- Corinne A Seeds, University Elementary School, UCLA Laboratory School (Los Angeles, CA)
- Bronx Arts Charter School (Bronx, NY)²
- Creative Arts Charter School (San Francisco, CA)
- Nevada City School of the Arts (Nevada City, CA)³
- Berkeley Arts Magnet (Berkeley, CA)⁴

c. Addressing the Needs of All Students

An advantage of our project-based curriculum for our at-risk populations (ELL, Special Education, Gifted) is the flexibility it gives the teacher and learner in focusing on the areas a learner most needs to develop and capitalize on the learner's strength. The arts-integrated aspect of our curriculum has been shown to be effective at engaging and developing these students,⁵ Our commitment to the arts and arts-integrated curriculum has been shown to be effective at engaging and developing these students, allowing those who are at-risk a universal language and gateway for expression and learning. However, we cannot rely on our standard program alone to reach all children.

With the number of at-risk students increasing, a greater number of these students fall within the regular classroom. In order to reach the greatest number of our students falling within this category, LFCSA teachers utilize "best practices," including high expectations, multiple intelligences, reality-based teaching, active learning, varied grouping, cooperative learning, peer and cross age tutoring, varied assessment, and direct instruction.

By continuing to look to research, and giving teachers time to meet, discuss, and learn what works best with their students, teachers continually assure that they are using the most effective strategies. All students become active and motivated learners who master the knowledge necessary for life-long learning and success. Many students with special needs, who do not qualify for any special support services, are served successfully in the regular education classes

Special Needs Learners

LFCSA has a responsibility to assure that all students achieve to their highest potential and leave school equipped with the knowledge, thinking abilities, learning strategies, and democratic values necessary to lead productive, useful, and fulfilling lives. We realize that all students do not achieve at the same rate. Students, who are identified with special needs within the classroom, will be evaluated on a case-by-case basis by the school leadership, teachers, and parents working together.

Program Goal

Identify potential student problems and provide a large variety of pedagogical practices as early as possible in order to determine methods that best fit the individual student.

Means of Accomplishing Goal

- Pedagogical practices include: research-based teaching and learning strategies, providing concrete experiences to enhance concepts, encouraging cooperative learning, and balancing instruction with challenging activities based on student choice and interests to actively involve students in their own learning.

² Winner of competitive grants including the National Social Venture Competition sponsored by Columbia and Berkeley business schools and major grants from Goldman Sachs, the Rockefeller Foundation, and the National Council of La Raza.

³ First charter school in the United States to earn the Blue Ribbon award for excellence in education, also recipient of California Distinguished School and a California Arts Education Award.

⁴ Recipient of California Distinguished School Award four times and recipient of California Department of Education's Excellence in Arts Education.

⁵ Rauscher, F.H. (2003). *Effects of piano, rhythm, and singing instruction on the spatial reasoning of at-risk children*. Barry, N.H. (1992). Project ARISE: Meeting the needs of disadvantaged students through the arts. *The Professional Educator, XIV (2)*, 1-7. *Schools, Communities, and the Arts: A Research Compendium* (1995), compilation of research studies commissioned by National Endowment for the Arts. Falvey, M. A. , Givner, C.C.

"Facilitating Learning in Heterogeneous Classrooms," *Impact*, Volume 9(2) Spring 1996. Minnesota: University of Minnesota. Gardner, H. *The Unschooled Mind: How Children Think and How Schools Should Teach* (New York: Basic Books, 1991).

- Classroom modifications, including materials, methods, intrapersonal, assignments, pacing, testing, and environment

Means of Assessing Goal

- Pre-post tests results from Woodcock Johnson and KeyMath Standardized tests.
- Writing Samples.
- Portfolio Assessments.

English Language Learners

The ELD program is designed to enhance self-confidence and promote language proficiency for personal, social, and academic purposes. A balanced whole language program, which develops the student's ability to use English to communicate with others, gain knowledge, and acquire skills. Reading comprehension is emphasized, and students engage in oral discussions highlighting the relevance of literature to their life. Writing instruction is presented 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. LFCSA will adhere to federal, state and district mandates regarding ELD education and will be vigilant about timely redesignation of ELD students.

The home culture and language of these students is 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.

Program Goal

To provide an ELD program that allows students to develop English skills to their fullest potential at a pace appropriate to their age and developmental level in listening, speaking, reading, writing, and thinking.

Means of Accomplishing Goal

- Students will be provided specific instruction in English, 30 minutes each day by a classroom teacher.
- Provide primary language support to ELD students in the form of teachers, aides, other students, and/or parent volunteers.

Means of evaluating progress toward this goal:

- Teacher observation and literacy checklists
- Celdt Testing

d. Accelerated Learning:

LFCSA is concerned that potentially high achieving students are often merely given additional work to do rather than being effectively engaged and supported in their learning. While our project-based curriculum, with an emphasis on Gardner's multiple intelligences, will be designed to allow all students to pursue their learning in an in-depth way and at an individually challenging pace, additional efforts will be made for students identified as "gifted." The faculty, using a multiple intelligences rubric for projects, will actively seek to identify students that possess "gifted" characteristics, as explained by Renzulli (1986), who concluded that giftedness involves the interaction of three sets of characteristics: above average intellectual ability, creativity, and task commitment.

Diversity exists within a gifted population, as demonstrated through the range in relative strengths and weaknesses, interests, work output, and personality traits of these students. Staff will use a variety of teaching styles in order to encourage each student to reach his or her potential. Ability grouping, flexible pacing of instruction, project-based work, student-directed learning, and individual investigations are some of the specific techniques to be employed in our classrooms.

e. Instructional Strategies:

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, students are enabled to become life-long learners. (Appendix E)
- 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. (Appendix E)
- The “backward design” approach, that teachers use, was chosen to ensure that learning objectives are met by students. (Appendix E)

3. School Culture and Climate

a. **Description of Culture:**

In order to promote a positive academic, behavioral and social environment, LFCSA employs the use of “Cool Tools,” a program developed by the UCLA Lab School. This program provides our students with strategies to rely on during various social encounters. Created in order to ensure a caring community in which all students feel safe to learn and play, “Cool Tools” expands the options in students’ internal “toolboxes,” where they are able to pull from when conflict arises.

More than just a practical approach to conflict resolution, the program builds a common social language that defines and unifies the school community. LFCSA provides training to students, staff and parents, so that the effective approach may be practiced both inside and outside of the school.

This expands the reach of our positive school culture and increases the probability that each student will be able to use these techniques successfully now and for the rest of their lives. All members of the LFCSA community become familiar with, and benefit from practicing the terms and concepts set forth in Appendix F.

b. **College and Career Readiness:** N/A

c. **School Calendar/Schedule:**

First Day of School – September 8, 2010

Back to School Night - September 30

Pupil Free Day- Professional Development for teachers October 4

End of reporting period 1 (52 days) Parent conference December 1-3

Veteran’s Day – No School November 11, 2010

Thanksgiving Holiday – November 22-26

Winter Recess-December 17-31

Dr. Martin Luther King’s Birthday Observed – January 17, ²⁰¹¹

Pupil Free Day- Professional Development for teachers February 1st

Presidents Day- February 21

End of reporting period 1 (64 days) Parent conference March 23-25

Spring Recess- April 18-22

Open House May 19th

Pupil Free Day- Professional Development for teachers May 2nd

Memorial Day Observed- May 30

Last Day of Instruction- June 24

KINDERGARTEN (270 minutes)

9:00 – 9:45 Reading, Writing, Speaking, Listening.

9:45 – 10:00 Mathematics

10:00 – 10:20 Recess and Snack

10:20 – 11:15 Arts Education (Music, Dance, Theater, Visual Arts)

11:15 – 12:00 Health/Nutrition/Character or Physical Education

12:00 – 12:30 Lunch

12:30 – 1:30 Project based learning: social studies, science, and arts

Total number Instructional Minutes per year = 48,420

FIRST, SECOND AND THIRD GRADES (325 minutes)

8:30 – 9:30 Readers – Writers Workshop

9:30 – 10:20 Mathematics

10:20 – 10:40 Recess & Snack

10:40 – 12:00 Project Based Learning: Social Studies, Science, and Arts

12:00 – 12:30 Lunch

12:30 – 2:00 Arts Education (Music, Dance, Theater, Visual Arts)

2:00 – 2:45 Health/Nutrition/Character or Physical Education

Total number of Instructional Minutes per year = 57,990

FOURTH AND FIFTH GRADES (340 minutes)

8:15 – 9:15 Reading, Writing, Speaking, Listening.

9:15 – 10:00 Mathematics

10:00 – 10:20 Recess and Snack

10:20 – 11:10 Health/Nutrition/Character or Physical Education

11:10 – 12:40 Arts Education (Music, Dance, Theater, Visual Arts)

12:40 – 1:10 Lunch

1:10 – 2:45 Project based learning: Social Studies, Arts, Literature, Science projects and Investigations, and Community Service Projects

Total number of Instructional Minutes per year = 60,600

Shortened Day Schedule:

Kindergarten (180 minutes)

9:00- 9:45 Core Academic Learning: discipline-specific lessons & interdisciplinary project time

9:45-10:30 Health/Nutrition/Character or Physical Education

10:30-12:00 Arts Education (Music, Dance, Theater, Visual Arts)

12:00-12:30 Lunch

First – Fifth Grades (240 minutes)

8:30- 9:30 Reading and Mathematics

9:30-10:30 Arts Education (Music, Dance, Theater, Visual Arts)

10:30-11:15 Health/Nutrition/Character or Physical Education

11:15-12:30 Interdisciplinary project time

12:30- 1:00 Lunch

d. N/A

e. The health and safety of LFCSA staff and pupils is a high priority for the school. As a Safe School, we are committed to a caring community for learning in a safe environment. We are compliant with all Federal, state and local regulations dealing with health and safety. We maintain an appropriate social climate on campus, in classrooms, and at school-sponsored events. We 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 to 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 System
 - 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 school-appropriate language
 3. We will not tolerate physical abuse, taunts, or threats.

For LFCSA's "Red Rules" and "Red Hot Rules," which will be posted in every classroom at VRES #7, see Appendix G.

Discipline Procedures

LFCSA's discipline procedures are in compliance with the California Education Code, and are gone over with all families entering into the school. To see procedures, see Appendix H.

Safe School Plan

The California Education Code (CEC) requires that preparation of comprehensive "safe school plans" dealing with violence prevention, emergency preparedness, crisis intervention, and student and employee safety. Which, as a Safe School we have in place. These guarantee a safe and respectful school climate and preparedness for any kind of emergency or emergency situation.

CEC Section 35294.1 (b)(1) and CEC Section 35294.1(2) detail some of the requirements for a comprehensive school safety plan. LFCSA's Safety Planning Committee has written and put into action a two-part Safe School Plan: Safe School Plan Volume 1: *Prevention Programs* and Safe School Plan Volume 2: *Emergency Procedures*. This plan will be adopted and easily modified according to the needs of VRES #7. LFCSA's comprehensive school safety plan includes the following:

1. Assessing the current status of school crime.
2. Identifying appropriate strategies and programs that will promote school safety and address the school's procedures for complying with existing laws related to school safety, such as:
 - Child abuse reporting procedures.
 - Disaster procedures, routine, and emergency (SEMS).
 - Suspension, expulsion, or mandatory expulsion recommendations.
 - Procedures to notify teachers of dangerous pupils.
 - Sexual harassment policy.
 - Provisions of any school-wide dress code
 - Procedures for safe ingress and egress.
 - Safe and orderly environment.
 - Rules and procedures on school discipline.

LFCSA's Safe School Plan also complies with the principles of the Safe and Drug-Free Schools and Communities Act and address policies and procedures for dealing with hate crimes.

- f. LFCSA meets the health mandates and the health care needs of chronically ill students and students who have Section 504 Plans and IEP's through the process of:
 - I. Search and Serve
 - a. The distribution of the *Are You Puzzled by Your Child's Special Needs?* brochure to every family.
 - b. Promptly providing appropriate services.
 - c. Using the process that is in place for referring students who may require special services.
 - II. Plan development
 - III. Assessment, Reassessment and Independent Evaluation of students
 - IV. Meeting as a team – Student Study Team and/or IEP meetings

- V. Ensuring that all students with mental or physical disabilities have access to the programs, services, and activities that are available to non-disabled students, and provide the accommodations that the student requires to access their education. This may be accomplished through a 504 Plan or an IEP.
- VI. Ongoing assessment and feedback - parents receive regular feedback of student progress and performance through the IEP assessment process (if applicable) and through regular communication between classroom teachers, administrators, office staff, paraprofessionals, and special education providers.

For further information see the *LAUSD Special Education Policies and Procedures Manual*.

- g. LFCSA provides free and reduced-priced lunches for all students that qualify, and offers lunch for all students at an affordable price. LFCSA contracts with a food vendor, Revolution Foods. Revolution Foods offers nutritious, balanced meals in accordance with California Department of Education guidelines. LFCSA and Revolution Foods were reviewed by the California Department of Education in 2009, and met all criteria.

LFCSA meets with Revolution Foods regularly to monitor the success of the school lunch program. Revolution staff visits the school during lunchtime to talk with students about nutrition, and to observe which foods the students enjoy eating. School lunch staff also offers advice and feedback to Revolution Foods.

Revolution Foods provides nutrition education in the classrooms school-wide activities during the lunch period in order to help students to develop healthy eating habits. Parents are kept informed of nutritious food choices for their children through the participation of Revolution Foods at school functions.

4. Assessments and School Data

- a. **Educational Goals and Metrics:** See Appendix I for the Single School Accountability Matrix for VRES #7. This is a preliminary version of the matrix to be revised and completed with input from the staff when hired.
- b. **Student Assessment Plan:** Los Feliz Charter School through the Arts views assessment as an ongoing process of observing, recording and otherwise documenting the work children do and how they do it, to provide a basis for a variety of educational decisions that affect the child. Assessment is integral to curriculum and instruction. In LFCSA programs, assessment provides a basis for: 1) planning instruction and curriculum; 2) communicating with parents; 3) identifying children with special needs; and 4) evaluating programs and demonstrating accountability.

LFCSA will meet all statewide standards and conduct pupil assessments required pursuant to Education Code Section 60602.5 and any other statewide standards authorized in statute.

CST/CAT-6: The California Standards Test/California Achievement Test is administered in English, during the spring, to all students in 2nd through 8th grade.

Student assessment at LFCSA will not only comply with federal and state standards but it will also include faculty-devised instruments and processes to appraise students' academic and multiple intelligence competence. To track student progress and ensure that all statewide standards are met, teachers will maintain individual student portfolios containing examples of student work, the rubric- evaluations of all projects, and standardized test scores. The portfolios will serve as a document of children's skills, knowledge, behavior and progress toward meeting learning goals and statewide standards.

For our table that details outcomes with specific authentic formative and summative assessments, please refer to Appendix J.

- c. **Data Team and Instructional Team:**

Assessment is viewed as a process that allows teachers, parents, administrators, and students to evaluate the quality of learning. Students will be assessed in each of the academic areas, specified by the state standards, by a range of valid and reliable methods. The assessment tools used to determine students' progress toward achieving these outcomes will include, but are not limited to state testing measures, norm-reference tests, criterion referenced tests, teacher observations, rubrics for interdisciplinary projects that specify standards and class work.

Good assessment provides direction for the teacher, identifying what students have learned, what progress they have made and, the next steps to be taken for the student to progress. Classroom teachers observe or "kidwatch," monitoring by listening to students. They ask questions, conduct discussions, quiz, and use "objective" tests, which require selected answers. They ask that students answer provocative questions in written essays and assign meaningful projects and research topics. These methods of assessing are on going throughout the process of learning.

Teachers meet formally with their grade-level team on a weekly basis. Teachers plan collaboratively according to the assessment of student progress based upon the various and ongoing assessment tools employed in the classroom daily. Lesson planning and curricular adjustment are informed by this ongoing assessment and team collaboration.

Adjustments to curricula may include but are not limited to: differentiating for high and low achieving students through scaffolding or extending lesson content, visuals, technology, multi-media projects, and student research projects.

The school administrators and instructional coach attend the grade level team meetings on a weekly basis. At team meetings, student assessment, based upon the multiple assessment measures, is reviewed, and professional development is planned according to student achievement and needs.

The school counselor consults with teachers of students with special needs on a bi-monthly basis to assess the achievement of students with IEP's, and offer suggestions for classroom accommodations.

A School Site Council, composed of teachers, parents, staff and an administrator write a Single School Plan each year. Council committees meet to review school programs and to assess student achievement and need. The Single School Plan assesses if the goals from the previous year have been met, and new goals are written accordingly. Targeted and specific curricular objectives are set, and resources and expenditures needed to achieve the desired outcomes are determined.

- d. **Data Systems:** LFCSA has procedures for updating in Welligent the "IEP Report of Progress and Achievement from Current IEP" and distributing it to parents at the same time progress reports for the school are issued.

LFCSA is currently researching various "SIS" systems, and plans to purchase a system by the 2010-2011 school year. All LFCSA special education providers log hours and services either in the Welligent data base system, or hand-written logs that are accessible to administrators and LAUSD.

- e. **LAUSD School Report Card:** The principal and staff will adapt and implement an effective student reporting system which includes reporting to students and parents on a quarterly basis. Adapting the LAUSD report card model, the teachers will report progress for the students on the grade level outcomes as defined in this document. Arts-related instructors will similarly provide an outcome based report of the student's accomplishments. VRES#7 will use the LAUSD survey mechanisms and system for reporting purposes.

- f. **Research and Evaluation:** To ensure we capture, learn, and replicate best practices, applicants must agree to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This may involve survey or interviews with teachers and parents to understand factors associated with student performance.
- g. **Operational Goals and Metrics:** Teacher Retention Rate: 80% for first three years. Student attendance rate: 95%. Fiscally solvent every year in existence. Results from assessments, data collection records, evaluations, stakeholder surveys and interviews will be collected, analyzed, reported, published, and distributed to the school community and interested members of the community, at large, as part of an annual progress and internal program audit. The annual audit will be used to determine student progress over time and the quality of programs at VRES#7.
 - i. *VRES #7 will use NCLB accountabilities to measure progress*
 - ii. *VRES #7 will use LAUSD Modified Consent Decree Indicators to measure progress of Students With Disabilities*

5. Professional Development Program

- a. **Professional Development:** LFCSA's professional development goals are extremely rigorous. We believe that in order for students to learn effectively, all teachers must think flexibly and demonstrate the capacity to adapt curriculum and standards-based lessons that integrate the arts to match the evolving and varied needs and interests of their students. Therefore, our professional development program focuses on the continuous growth of teachers as collaborating classroom practitioners and emerging leaders who share their expertise so that all students achieve success. The goal of all professional development activities is to assist teachers with deepening their understanding of components of the LFCSA student-centered program, and to foster a professional atmosphere in which teachers are comfortable discussing their successes and their struggles. As a result, we believe that teachers will continually grow as learners and improve the art and science of teaching and learning.

LFCSA supports teachers with internal professional development opportunities, i.e., regular onsite coaching, weekly staff development workshops, grade-level planning and articulation, a paid two-week summer institute, and opportunities during the year to attend external professional development offered by UCLA, Teachers' College of Columbia University, the Pacific Institute, and the Mind Institute to name a few institutions and organizations. In addition, visitations to model schools, i.e., UCLA Lab School, are arranged to increase learning and encourage sharing of best practices.

The school's instructional coach, principal, and assistant principal visit classrooms regularly to observe instruction, provide feedback or target specific coaching needed by the teacher. Based on their classroom observations, analysis of student work, input from team leaders and teachers, weekly professional development is differentiated to target issues and to be responsive to peers.

Throughout the year, teachers participate in team planning and grade level meetings, an integral part of the LFCSA professional development program. All teams submit weekly agendas and lesson plans that explicate school-wide curriculum maps within and across grade levels for the purpose of ensuring accountability for delivery of a cohesive learning program. Lesson plans, agendas, and minutes of team meetings are reviewed with the goal of maintaining transparency about student development and professional practice so that we continue to improve and grow.

The visual and performing arts classes, facilitated by LFCSA arts teachers, function as regular, job-embedded professional development in which teachers learn from the art expert through active observation and participation. Teachers accompany their students to all arts classes and learn the content, knowledge, and skills of the art discipline being taught so that they will feel

of lesson plans by teachers, provides evidence of the application of targeted strategies and the success or struggles that may ensue. That evidence is reviewed and further input and practice or classroom coaching or grade-level work is determined based on what is revealed by these findings. We also take surveys of teachers and their needs to determine next steps.

6. Professional Culture

- a. **Professional Culture:** At LFCSA, teachers act as facilitators of knowledge and partners in learning. All teachers work side-by-side with our full-time, nationally renowned curriculum and instructional coach, and participate in an extraordinary amount of staff development to strengthen teaching strategies and the curriculum, setting our teachers apart from those in any other school. At LFCSA we promote intensive interaction among our staff to create a common language that all of our educators speak and a cohesive environment for our students.

Teachers must be given time, resources, and funds in order to create and implement a curriculum that integrates the arts with the California State Standards and incorporates research on teaching and learning.⁶ For students to learn effectively, teachers must be able to continually adapt curriculum and lessons to match their students' varied needs, interests, and strengths. In addition, teachers must continue to learn and grow themselves in order to both improve their craft and provide the students with visible models of learners. To do this, teachers need more than skills; they need time, they need energy and they need a genuine love of learning. LFCSA supports our teachers in many ways including:

- Building time into each day for teacher collaboration on curriculum and lesson planning and the analysis of student learning
- Providing a paid two-week summer institute during which teachers will plan curriculum and lessons, read research studies on teaching/learning/arts-integration, work together and with experts on topics relevant to their particular skills and needs
- Compiling the research studies and relevant books into a faculty library (online and hard copy)
- Forming partnerships and working relationships with like-minded schools to provide faculty with resources to call upon
- Fund-raising to support the continuing education of faculty and teaching aides

The time for teacher collaboration occurs daily for 50 minutes.⁷ At this time, grade level teachers will work together to tailor their instruction and curriculum to best meet the needs of their specific students, or work together as an entire staff. While LFCSA teachers -- and indeed all district teachers -- spend countless after-school and weekend hours grading and planning, this additional time is specifically designed to support teachers in tailoring their lessons to their students. This time will be allotted to the following activities only:

- Collaborative curriculum planning
- Discussion and analysis of specific students and their learning needs
- Staff development on components of the LFCSA program

Creating this time supports teachers in addressing the needs of individual students and will foster a professional atmosphere in which teachers are comfortable discussing their successes and their struggles. As a result, LFCSA teachers continually improve their skills and all student needs are met.

b. Evaluation:

⁶ Drake, S.M. (1993). *Planning the integrated curriculum: The call to adventure*. Alexandria, VA: Association for Supervision and Curriculum Development. Goldberg, M., Bennett, T., & Jacobs, V. (1999). Artists in the classroom: A role in the professional development of classroom teachers. Paper presented at the American Educational Research Association meeting, Montreal, Canada, April 1999. Fogarty, R. (1991). *The mindful school: How to integrate the curricula*. Palatine, IL: Skylight Publishing. Barry, N. H. (1998). Arts integration in the elementary classroom: Conference development and evaluation. *UPDATE: Applications of Research in Music Education*, 17 (1), 3-8. Bresler, L. (1995). The subservient, co-equal, affective and social integration styles and their implications for the arts. *Arts Education Policy Review*, 96 (5), 31-37.

⁷ As per Education Code 47605(1), the arts teachers may not necessarily hold a credential as the arts classes are noncore and noncollege preparatory.

Evaluations will be performed annually. Performance measures are used to evaluate all school personnel.

The principal is evaluated by the Board based on:

- Student progression toward the achievement of educational goals
- Maintaining a fiscally sound charter school including a balanced budget
- Fostering high parental involvement
- Sustaining ongoing and/or new partnerships with arts-based institutions
- Completion of required job duties
- Actively promoting a school atmosphere of enthusiasm, inclusion, and creativity

Teachers are evaluated by the principal based on:

- Student progress as referenced from assessment measures
- Performance of job duties

Classified and other personnel will be evaluated by the principal based on completion of assigned job duties and regular, punctual attendance.

If an evaluation reveals poor job performance, a conference will be scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement. The action plan will outline an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Procedure.

- c. **Feedback:** To create a confidential process for the collection of feedback, the Effective Schools Survey will be given to all teachers, members of the community, and older students. The survey evaluates 8 separate areas of effective schools as designated through research. Results of this survey will be tabulated and shared with the Leadership Team. Future actions will be discussed and determined through reflection on survey results and presented to the School Board.

7. Serving Specialized Populations

- a. **Specialized Instruction:** LFCSA is committed to providing a quality education for each and every student. Our curriculum lends itself to the type of differentiation that supports learners at all levels of proficiency. Emphasis on hands-on learning and learning through the arts, naturally engages students and sets them up for individual successes. We also recognize the need for accommodations and scaffolding, not just those set out in an IEP or SST, but for all students who have unique needs.

For an in depth look at our school's practices regarding special education students and learning difficulties, please refer to Appendix L

- i. Since teachers at VRES #7 will be focused on studying their students during their daily planning time, students with special needs will be receiving ongoing support and differentiated instruction on a regular basis within the mainstream classroom. Inclusion is a priority and the preferred method of educating all students at VRES #7. If teachers and parents determine that a student requires additional assistance, LFCSA will bring a Resource Specialist into the classroom in order to provide support for teachers. Meetings will be arranged with parents to monitor progress and concerns. Individualized Educational Plans will be designed and revised as data from testing and assessments is gathered. VRES #7 will adhere to all provisions of the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, the Modified Consent Decree and the Chanda Smith Consent Decree.

LFCSA has an established Modified Consent Decree Review Team that:

- Reviews the MCD progress Reports
- Establish school-wide practices to achieve and maintain the outcomes of the MCD.
- Communicate the school's status toward meeting the outcomes of the MCD to staff.
- Maintain documentation evidence of completion of the MCD requirements.

The Special Education point person at LFCSA is the Assistant Principal. The responsibilities of the Assistant Principal are:

- To monitor special education services by reviewing the logs of providers on a weekly basis to ensure that the appropriate minutes of service, as outlined in the IEP, are being provided.
- To ensure that timelines for notifications, assessments, and meetings are adhered to.
- To ensure IEP meetings are held in compliance with the regulations mandated in the *LAUSD Special Education Policies and Procedures Manual*.

- ii. LFCSA ensures that children with disabilities are educated with non-disabled children to the maximum extent appropriate. The IEP team decides if a child can attend a general education class with appropriate services and supports before placing the child in separate classes or separate schools. Placement is determined at least annually and is based on the child's IEP.

As stated above, LFCSA believes that inclusion is a priority and the preferred method of educating all students. In order to ensure that students with disabilities are given the opportunity to succeed, they are provided with support by classroom teachers and in some cases, contracted specialists. Inside the classroom, modifications to instruction, one-on-one time, and adjustments to assessments will give special needs students the starting point to effectively work within the regular classroom environment. Contracted specialists provide help for students, as well as guidance for teachers, so that they can effectively instruct students.

- iii. Extended school year services shall be provided for students with disabilities who have unique needs and require special education and related services in excess of the regular academic year. ESY services shall be limited to the services determined by the IEP team, that are required to assist students to maintain skills at risk of regression, or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the students' continued progress.

The service delivery model is small group instruction delivered by a general education teacher with the special education provider serving primarily as consultant to the teacher.

- iv. LFCSA will adhere to federal, state and district mandates regarding ELL education and is vigilant about timely redesignation of ELL students.

VRES #7 will include a large student population whose home language is Spanish. The home culture and language of these students is valued by LFCSA. 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 multilingual and multicultural qualities of its students.

Initial assessment will be given to identify students' levels of English fluency through a Home Language Survey, the CELDT, and/or other forms of internal assessment. Using assessment data, ELD, and ELA standards, teachers will plan curriculum and instruction that will support and develop the students' ability to progress through the ELD levels. They will be supported in doing this through the nationally recognized program, *Into English*.

- a. Students who are identified as at-risk of failing to perform at grade level, will be evaluated on a case-by-case basis by teachers and parents working together. The arts-integrated aspect of our curriculum has been shown to be effective at engaging and developing these students, but we will not rely on our standard program alone to reach these children. Our goal will be to provide a large variety of pedagogical practices as early as possible in order to determine methods that best fit the individual student. Pedagogical practices will include: teaching learning strategies, providing concrete experiences to enhance concepts, encouraging cooperative learning, balancing instruction with challenging activities, and basing activities on student choice and interest to actively involve students in their own learning. In addition, we will develop a program that provides effective after-school tutoring to give additional, individualized support for these students.

8. Family and Community Engagement Strategy

- a. **Identification:** The community of VRES #7 is diverse and motivated, which we feel is a solid match for our philosophies and curriculum at LFCSA.

The schools that will feed into VRES #7 show enrolling an average of 48% English Learners and around 90% economically disadvantaged students. We feel strongly that our innovative curriculum can provide access to high-order thinking and the tools for these underserved populations to succeed in the 21st century. As we have discussed and shown in previous sections, studies have shown that arts teaching and learning can increase students' cognitive and social development and provide a critical link in developing the crucial thinking skills and motivations students need to achieve at higher levels. Such studies demonstrate connections between arts learning and achievement in reading, writing, and mathematics - especially for students from economically disadvantaged circumstances. Our arts-based strategies and tools are particularly effective for nontraditional learners - including English language learners and high-poverty and minority students - for whom more of the standard approaches to teaching and learning will not work. These students have diverse learning styles, unique ways of mastering content, and special learning challenges that require strategies targeted to how they learn best.

There is a strong parent movement already existing in the VRES #7 community, demonstrated by active PTA's and the LA Parent Union, matching seamlessly with our enthusiasm and encouragement for family involvement.

North Hollywood has a strong arts movement, with resources such as the NoHo Arts District and the Art Institute of California right at the heart of the community. We would like to partner with these, and other organizations that share our passions to strengthen ties of life-long learning in all students.

- b. **Family and Community Engagement:** Students are more successful when family and community publicly and consistently support the students' activities and learning.⁸ Parents and guardians significantly impact student learning, both directly and indirectly. They model learning for their children and can interact with their children in ways that facilitate learning. Given the potentially positive influence families have on student learning, the LFCSA organization views

⁸ Henderson, A.T., Mapp, K.L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory. Dumka, L., Roosa, M., Michaels, M. & Suk, K. (1994). Using Research and Theory to Develop Prevention Programs for High Risk Families. *Family Relations*, 44, 78 – 86. Kraemer, J., M. Lopez, and C. Lucas (eds.). (1995). *Building Partnerships: Models of Family Support and Education Programs*. Cambridge, MA: Harvard Family Research Project.

parents and guardians as partners and values their involvement in all facets of school life, from volunteering in the classroom to sharing ideas with school leaders.

Each year, every family is asked to commit to donate at least 60 hours of their time to the school. These hours could be contributed through assisting with behind-the-scenes coordination, classroom support and/or set-up, support in the classroom with project based lessons or field trips, professional expertise, or even simple labor. The point is, everyone has something to give, and that “something” has the power to make a difference in our school. Other examples of volunteer opportunities have included: computer experts, gate greeters, translators, vent crews, office support, room parent, drivers, photographers, classroom assistance, and countless other tasks.

Another great way for families to become involved is to join one of our many committees:

- **Site Council** - an advisory and decision-making body comprised of representatives from the community, staff, and administration. Writes the school plan, sets program goals, and monitors student achievement.
- **Communications Committee** - operates the Newsletter, Website, Thursday Packets, Electronic Communication, and the Student/Parent Directory.
- **Family Support Committee** - members build relationships and generate interest in our community, link with local preschools, assists with issues relating to families, and arranges hospitality for events and meetings.
- **Fundraising Committee** - very important part of school, funds raised help support our arts-enriched curriculum, and create events which foster participation and school spirit.
- **Garden Committee** - create garden programs at the site.
- **Green Team** – promotes recycling and environmental education at the school.
- **Safety Committee** – meets monthly to inspect and evaluate site.
- **Volunteer Committee** – recruitment and organization of parents to support classroom programs.

c. **Key Community Partnerships:**

LFCSA has actively sought partnerships with individuals and institutions that can inform and advance ongoing program innovation. Current partnerships include:

- **UCLA Lab School (University Elementary School - UES):** We have established an ongoing working relationship with Seeds to develop instructional and curricular strategies to focus on literacy and project-based learning as well as create opportunities for training and professional development with our faculty on the UCLA campus.
- **USC School of Film and Media:** Joint collaboration to develop a media literacy curriculum for elementary school children and to imbed technology projects into the project-based lessons.
- **USC Rossier School of Education:** Partnership to leverage the LFCSA model of professional development to train new teachers from USC.
- **Dr. Connie Kasari:** Faculty, Graduate School of Education at UCLA. Dr. Kasari, a noted authority in autism and special education, is working with us to build a model for identification and inclusion of students with autism spectrum disorders.
- **Dr. Robert Spich:** Faculty, Anderson Graduate School of Management, UCLA. Dr. Spich has been instrumental in the development of a partnership between LFCSA and CIBER (Council for Business Education and Research). CIBER has funded LFCSA to create a staff development program for teachers in global media literacy education.
- **Dr. Anne Gilliland:** Faculty, Graduate School of Education and Information Studies at UCLA and Chair of the Information Studies Department. Dr. Gilliland has agreed to work with

LFCSA in the development of a Media Literacy and Information Management program that focus on elementary age students.

9. School Governance

The principal and teachers at LFCSA carry out the day-to-day operations of the school. The governing board meets routinely to set policy, approve the budget, and assure that the school maintains its high academic standards. Expulsion hearings and other confidential governance matters will be held in closed session, unless the parent requests an open session. The governing board complies with the Public Records Act, Conflict of Interest Policy, and the Brown Act.

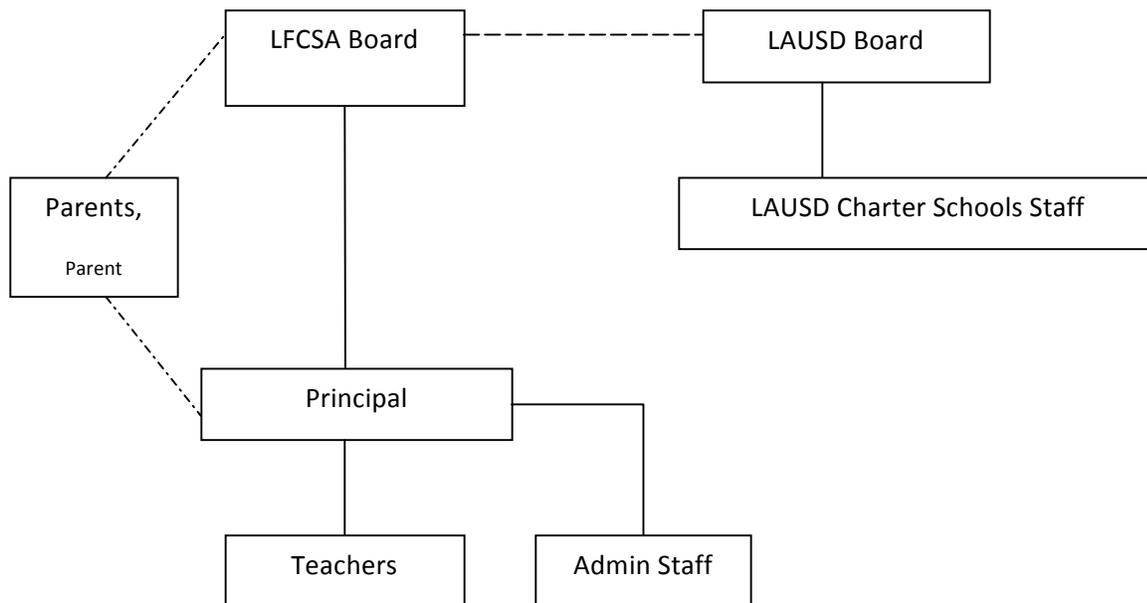
Currently LFCSA's Governing Board has 10 members, and according to the charter plan, our governing board can go up to eleven members, including:

- Parents
- Representatives of Partnerships in the Local Community
- Renown Educators
- Leaders in Business and Industry

The Advisory Board is selected at the discretion of the governing board. Its function is to provide expertise, funding, and guidance to the governing board and the leadership team. It is a department of the governing board, reporting to the governing board and has no authority.

For short biographies of LFCSA's Governing and Advisory Boards, please see Appendix M.

a. School and Advisory Organizational Charts:



10. School Leadership & Staffing Plans

a. Leadership Team Capacity:

Karin Newlin - Founding Principal & Executive Director

Karin brings 40+ years of experience to the position as founding principal/director of LFCSA. She is a specialist in curriculum and instruction, systemic change, team building, and leadership training. Karin has pushed LFCSA to be a school that is visionary and innovative, demonstrating first hand that, just as the world has changed and progressed, so must education.

Prior to working with community members to found the school, Karin was a professor with the Principal Leadership Institute at UCLA, as well as an educational consultant for the Galef Institute, DesignWorld, Inc., and the Urban Learning Center, working in school districts and corporations throughout the U.S. In public education, she worked as a teacher, counselor, and served as principal of eight Elementary and Jr. High Schools, three of which were identified as California Distinguished Schools during her tenure. Throughout her long career in public education, she has had the opportunity to work directly with a number of national educational leaders, notably John Goodlad, Madeline Hunter, Stephen Krashen, Elliott Eisner, Harry Brody, and Lou Tice.

Named California Administrator of the Year and a California Distinguished Principal, Karin is a participating member of Educational Insights, a national education/corporate "Think-Tank," which gathers leaders from around the country to solve some of the toughest issues plaguing education today. Additionally, she served on the National Advisory Board for the J. Paul Getty Trust's, *Institute for Education in the Arts*, and was a team member for the State Department of Education's *California Restructuring Project*.

She received her B.S. in English Literature her M.S. in Educational Administration, both from the University of Southern California, and has completed additional course work in the areas of psychological tests and measurement, counseling, and guidance.

Karolynne Gee - Curriculum & Instruction Coach

Karolynne brings extraordinary insight, a rich professional history, and certain finesse to LFCSA. She is what you would call a natural, and is an invaluable resource for LFCSA, continuously pushing the envelope and our teachers.

Before joining LFCSA, Karolynne was the Senior Vice President at the Galef Institute. It was there that she initiated, co-designed, organized, and administered *Different Ways of Knowing*, a school improvement program rooted in research-based best practices. Implemented nationally, *DWOK* allowed for the emergence of a robust inquiry-based model of professional learning focused on results for students and teachers. Karolynne gained her teaching experience at acclaimed University Elementary School, the lab school at UCLA. Working with renown educator Madeline Hunter, she grew as a professional and leader, becoming one of the school's Demonstration Teachers, co-writing several books, and consulting on a national level on topics such as: The Arts and Integrated Learning; Team Teaching; Multi-age Grouping; Non-Grading; Classroom management; Mentoring & Peer Coaching; Teacher Development.

In 2006, Karolynne co-design and facilitated one of twelve weeklong NEA Teacher Institutes funded across the nation by the National Endowment for the Arts. *The National Endowment for the Arts Teachers Institute: Finding Voice Institute* involved K-8 teachers who studied anchor works of art as a basis for designing and implementing standards-based curriculum units integrating the visual and performing arts with English-Language Arts and Social Studies/History.

Karolynne has worked with the Arts Education Partnership Steering Committee, California Arts Alliance for Education, National Staff Development Council, and the National Association for Curriculum and Instruction. She is an active member of several UCLA Alumni Associations and a Founding Member of the Chinese-American History Museum. Karolynne earned her B.A. in Art from the University of California, Los Angeles.

Nancy Martorelli - Assistant Principal

Nancy brings a distinct lens to LFCSA. An artist at heart, her passion fits well into the mission of the school. However, it is in her diverse experiences within education, including special education, low-income, low performing, as well as high performing, and gifted/talented, that makes Nancy the effective and competent administrator that she is today.

Starting her journey in New York City, Nancy was an accomplished pianist and dancer, who decided the best way to share her passion for the arts, was through teaching. After studying with renown music educator Robert Pace at Columbia University, she went on to teach simultaneously at the prestigious Convent of the Sacred Heart and, at the Gateway School for Learning Disabled Children. These experiences let Nancy know that she wanted to grow her education career, and after moving to Los Angeles, she joined LAUSD. Having to teach herself much of the curriculum and teaching practices, Nancy saw the gap in the “conventional” teaching practices suggested and what actually reached students. A self-professed, “non” math person, Nancy worked on the Mathematics Project at UCLA, and found how math can be creative and accessible to children, and started to create curriculum that combined her love for the arts with the core subjects that children were having a hard time grasping.

She is a member of the Association for Supervision and Curriculum Development, and has worked with LEARN Leadership Council, Institute for Learning, the Early Literacy Institute and the Critical Thinking Institute at the UCLA Lab School. She has her B.A. in Music Education from Rutgers University, an M.A. in Music/Music Education from Columbia University, and an M.A. in Education from the University of California, Los Angeles.

In undergoing this Public School Choice proposal process, LFCSA’s leadership team sought guidance from the Advisory Board, which is comprised of renowned and innovative educators. For listing and bios of Advisory Board, see Appendix M.

For resumes of members of LFCSA’s Leadership Team, refer Appendix N.

b. **Staffing Model:**

Instructional Staff : Teacher number based on current state availability of resources: i.e. K-3 @ 20:1 or as CSR funding supports.

Special Education Staff: Psychologist Resource Teacher, Speech Therapist, OT, APE, and special education aides.

Instructional Specialists: to provide ongoing direct instruction in targeted areas: Physical Education, Visual Arts, Dance, Music, and Theater.

Leadership: Principal, Assistant Principal, and Instructional Coach.

Non-Instructional Staff: Office/Clerical (minimum 2), School Nurse (at least 2 days per week), Supervision Aides, Day Custodian, Night Custodian, Food Service Workers, Library Clerk, and a Tech Coordinator.

- c. **Compensation:** Certificated salary range from \$45,000 to \$70,000 plus payment to STRS. Specialist salary range from \$40,000 to \$45,000. Non-certificated salary range from \$20,000 to \$45,000. Health and benefits not to exceed \$600.00 per month and benefits are only for the employee.

- d. **School Leadership:** LFCSA will seek out a Principal for the VRES #7 site. The ideal candidate is a seasoned administrator, who matches the current leadership team in experience and dedication to best practices. They must have their Administrators Credential. It is imperative that the future VRES #7 Principal, under LFCSA’s leadership, be bilingual and in tune with the rhythms of North

Hollywood's diverse population. The candidate will be committed and enthusiastic about arts-integrated education and knowledgeable of project-based curriculum.

LFCSA will begin the search for VRES #7 top administrator as soon as our proposal is approved by LAUSD. We hope to give the candidate as much time to learn the LFCSA system and prepare the new school and staff for a successful 2010-2011 school year. We will advertise on top administrator organizations websites (i.e. ACSA), both locally and nationally, top graduate school alumni association websites, and will exhaust our extensive professional network, which is in place at LFCSA, to find the perfect fit.

For VRES #7 Principal job description, Appendix O.

- e. **Leadership Team beyond the Principal:** LFCSA will seek a Vice Principal for the VRES #7 site. They must have their Administrators Credential. The ideal candidate will be hungry to learn about best practices and LFCSA's educational philosophies. They should share a passion for the arts and a commitment to professional development. It would be ideal to find a candidate who is bilingual and in tune with the community of VRES #7.

LFCSA will begin the search for VRES #7 top administrator as soon as our proposal is approved by LAUSD. We will advertise on top administrator organizations websites (i.e. ACSA), both locally and nationally, graduate school websites and alumni associations, and will exhaust our extensive professional network, which is in place at LFCSA, to find the perfect fit.

For VRES #7 Vice Principal job description, refer Appendix P.

f. **Recruitment of Teaching Staff:**

Teachers are the key to our school's success. Our budget, our schedule, and our governance structure are all designed to attract and retain the highest quality, philosophically attuned teachers. All of our core teachers will be accredited in accordance with NCLB's 'highly qualified' standards and state requirements. Furthermore, we will seek teachers who:

- Believe in our curricular philosophy and guiding principles
- Are fascinated by and knowledgeable about teaching and learning
- Have earned graduate degrees in education or are National Board Certified
- Have experience in and passion for the arts
- Are at least proficient in a language other than English that is spoken by students in our community (Spanish, Armenian, Filipino, Korean, Russian, et al)
- Have lived or taught in our community or a community with similar demographics

In order to attract and retain teachers of this quality, LFCSA will do everything possible to support them professionally and create a work environment that encourages them to remain with our school over the long run. Components of this strategy include:

- Salaries and benefits that are competitive with the district
- Small class size
- Collaborative prep time scheduled each day
- Participation in the creation and ongoing review and modification of the educational program
- Full participation in the hiring process of additional faculty
- A professional and respectful work environment

We will advertise for faculty and administration in the following ways:

- California Charter Schools Association: website, job fairs
- Association of California School Administrators: website, newsletter
- www.edjoin.org
- Graduate Schools of Education: websites, alumni email list-serves, alumni newsletters.

For teacher job descriptions, see Appendix Q.

11. Operations

- a. **Internal Applicants:** N/A
- b. **External Applicants:** The LFCSA Organization will enter into a facilities use agreement to use the District as the default provider for all services except for the personnel and fiscal, budget services which are provided by ExED. The use agreement must specify that the District must meet agreed-upon performance standards for competitive contracted services. These standards must be met within an agreed-upon time frame. If the District fails to meet these standards within this timeframe, and a timely discussion (between the external partners, the District, and classified labor partners) does not resolve the identified issues, then external partners may then contract with non-District providers for specified support services;
- c. **Master Service Agreements:** LFCSA Organization agrees to enter into discussion regarding the viability of master service agreements.
- d. **School Operations Experience:** Identify positions and individuals (if known) responsible for coordinating and leading all non-academic aspects of school management (e.g. payroll, security, transportation, meals, maintenance).
- e. **Operations Start-up Plan:**
 - 1. Recruit student population. Mar 1, 2010
 - a. Conduct community meetings in the targeted area
 - b. Prepare lottery and select students
 - 2. Identify adult personnel April 15, 2010
 - a. Interview and select the following
 - i. Teachers based on staffing needs
 - ii. Clerical and classified staff
 - b. Begin initial staff meetings and design staff development
 - 3. Select Instructional Materials May 15, 2010
 - a. Review state recommendation regarding approved materials
 - b. Engage the faculty in a review and selection process
 - c. Select library materials
 - 4. Select Furniture and Equipment needed for program Jun 1, 2010
 - a. Determine furniture and equipment need
 - 5. Prepare a technology plan Jul 1, 2010
 - a. Engage the faculty and outside experts in the development of a comprehensive tech plan
 - 6. Design and implement the staff development plan Aug 15, 2010
- f. **Operations Plan:** (LAUSD Will provide a menu of services)

Note: Workforce Stability Taskforce is working on finalizing a service menu

Service	Description	Service Standard	Estimated Cos

12. Finances

- a. **Funding:** Internal teams will receive funding via LAUSD’s transparent budgeting process (based on student ADA). Charter providers will receive funding via charter funding formulas.
- b. **Budget Narrative:** The following are key assumptions used in Los Feliz Charter School’s financial model. Enrollment will be 700 students. This will include the following staffing plan: 28 teachers, 1 Special Education Specialist, 14 Instructional Aides, 4 Noon Supervisors, Executive Director, Principal, 2 Assistant Principals, Operations Manager, and 2 Administrative Assistants. Los Feliz Charter School has a solid track record of fundraising and will continue with its pledge drive, fundraising events, and grant proposal.
- c. **Financial Controls:** LFCSA will ensure that it has a strong financial position by upholding strong budgeting and accounting standards. By reviewing monthly financial reports that compare actuals to budget, LFCSA will ensure that it is abiding to its financial plan. The monthly financial reports will consist of an income statement, balance sheet, check register and forecast for the remainder of the year. The reports will be prepared by ExED, an independent 3rd party that will perform the back office function of LFCSA. ExED is a nonprofit that has been in existence for over ten years and specializes in charter school finance.

Los Feliz Charter School will also implement strong internal controls so that all assets are safeguarded. Los Feliz Charter School’s Fiscal Policy has been attached. In terms of legal compliance, LFCSA will follow all rules and regulations set by the District and California Department of Education. LFCSA will also abide by all state and federal laws. There will be a staff person responsible for all compliance matters.

To view the fiscal policies/handbook for LFCSA, view Appendix R.

13. Facilities

- a. LAUSD will provide facilities use agreement to be finalized by the Workforce Stability Taskforce.