



Arts in Action Community Middle School
Charter Petition
Submitted August, 2020

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

Request for Five-Year Term
July 1, 2021-June 30, 2026

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ASSURANCES AND AFFIRMATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards

authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

PREFERENCE FOR THIS PETITION

Arts in Action Community Middle School (“Arts in Action”, “AIA”, or “Charter School”) submits this petition to the Los Angeles City Board of Education of the Los Angeles Unified School District (“LAUSD” or the “District”) as its sponsoring district and is requesting charter approval a period of five years from July 1, 2021 to June 30, 2026.

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

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

INTRODUCTION

Arts in Action Community Middle School (Arts in Action) is a 6-8 independent charter middle school using progressive education methods to teach common core standards, with a focus on arts, social emotional learning, and taking action to create a more just, humane and sustainable world. Arts in Action is the second charter school of its parent non-profit corporation, Schools in Action. The parent nonprofit, Schools in Action, was created to facilitate the development of the school. The school opened in fall 2016. Arts in Action is committed to serving primarily students of low socio- economic status who reside in the attendance area of underperforming non-charter public schools.

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

an educational philosophy that is too often reserved for families able to afford private school tuition.

Learning Principles

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

- **Purposeful action:** Learners are engaged in activities that hold interest, personal meaning and/or greater social significance.
- **Just-right challenge:** Learners work at a level of “gentle challenge,” often as a result of differentiated instruction. Students’ work is not too hard or too easy; rather, students experience academic rigor in a way that helps them to learn more, not experience frustration.
- **Student ownership of learning:** Learners have many opportunities to make decisions in their academic work and in the management of their learning environment.
- **Supportive learning environment:** Learners feel respected and understood by adults and peers; the school culture, including instruction, is culturally relevant; all learners are expected to meet high standards; learners receive supports needed to meet academic and behavioral expectations; and all stakeholders are expected to contribute to creating a community of respect and mutual understanding.

Legislative Intent for Charter Schools

- (a) Improve pupil learning. A small school structure and curriculum that are responsive to student needs, research-based instructional methods, the hiring and ongoing training of teachers enthusiastically committed to AIA’s vision, and increased student participation in the arts are some of the Charter School’s key characteristics that will improve pupil learning at the school.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. While any student can enroll in AIA to take advantage of its distinctive learning opportunities, the school targets a student population that has typically been primarily academically low achieving in non-charter public schools.
- (c) Encourage the use of different and innovative teaching methods. Few schools serving low socioeconomic (SES) status areas offer a progressive instructional approach, e.g., the use of Readers and Writers Workshop in the style of Teachers College, to develop a love of reading and authorship imbued with student purpose, inquiry-based instruction in science and social studies, thematic integration, embedding of common core content standards in authentic, relevant contexts, an

emphasis on content application and development of higher order thinking skills and strong social-emotional skill development.

- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. There are few opportunities for teachers committed to serving typically academically low-achieving students in low SES areas with progressive educational methods. AIA will provide those new opportunities as well as increased participation in school governance through tiered developing, lead and master teachers, through which teachers are actively involved in democratic decision-making at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system. As described above, AIA will provide parents with a choice that is currently not available to most.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems. This goal is achieved through charter school legislation and reflected in Elements 2 and 3 of this petition.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. This goal is also embedded in the structure of charter schools, by allowing alternatives like AIA to exist and exemplify effective practices that other public schools may wish to emulate.

Sharing Best Practices

At Arts in Action, the school team has worked hard to build partnerships for collaboration with other schools and organizations. At the heart of the work Arts in Action does, Arts in Action is a community school organization and prioritizes building relationships with community members. We firmly believe that it takes a community and a village to provide a quality education for our students. Community collaboration and networking is beneficial for two core reasons:

- Community networking and collaboration ensures that there are robust supports and opportunities for our students, staff, and families. We are able to learn from others and continue to evolve in our practices.
- Collaboration ensures that the benefits of Arts in Action are not just limited to our students and families. Arts in Action can share best practices and give back to the community and provide guidance to other schools.

The school has continuously improved through collaboration between the middle and elementary school (within our own small network) and also through collaboration opportunities through special education with Option 3 charter schools in LAUSD, through the TELA (Teaching English Learners through the Arts) and MTSS (Multi-tiered Systems

and Support) with district schools in Los Angeles County, through socio-emotional grants, and community partnerships- the list goes on.

Special Education: Arts in Action is part of the Option 3 consortium of schools at LAUSD. Arts in Action has shared best practices with other charter schools in LAUSD in instructional, fiscal, and governance matters. Arts in Action has been suggested as a resource by the Option 3 leadership team on strategies on how to use special education funding to best support the needs of all learners, particularly students with moderate to severe disabilities. Arts in Action has been held as an example based on the relatively small size of the organization versus the robust support provided to students with disabilities.

In addition, members of the special education team have visited other schools to observe their special education practices, and have invited those schools to observe our practices and teaching to solicit new ideas and constructive feedback. Organizations that we have partnered with in the past include Synergy and Endeavor.

For the last several years Arts in Action has run its own Extended School Year program. For the past couple of years we have opened the AIA Extended School Year summer school program to neighboring schools, including Endeavor College Prep. Arts in Action shared the ESY program due to the need to have ESY opportunities in the Boyle Heights/East Los Angeles area that are in closer proximity for students, after discovering that district ESY options were often an hour away due to the transportation options available to families.

AIA special education leadership members have also held committee positions in order to help with decision making on grant funding and special education practices and policies for the other charter schools who participate in Option 3. Arts in Action has also visited non public schools and district special education programs to learn more about the services and opportunities available to students with disabilities, particularly those with moderate to severe disabilities.

English Language Learners: Per the TELA Coordinator Arleen Bates, from the Los Angeles County Office of Education, Division of Curriculum and Instruction Services, Arts in Action is the only charter participating in the TELA national research grant. Arts in Action participates in TELA with other eight other LEAS. TELA is led by the Los Angeles County of Education but is a national research pilot program. Through TELA, Arts in Action has filmed lessons modeling teacher lessons that integrate the arts and English language development and has shared those practices with other schools. AIA was selected to film lessons and share these lessons with other schools based on the successes of our initiatives and the high quality of teaching.

Community Partnerships: Arts in Action partners with the East Los Angeles Youth Center in after school programming. Arts in Action has a robust after-school program already, but collaborates with the East Los Angeles Youth Center to share spaces and resources, and to provide opportunities in robotics and STEAM to our students. Arts in Action has partnered with the CENSUS team to provide education and programming around the census to families. Arts in Action has brought in immigrant advocacy groups, tax and financial planning resources, health professionals and last school year was awarded the Southern Poverty Law Center grant to provide parents with access to technology and professional development to further their own growth and ability to support students. Each year, Arts in Action holds at least thirty parent workshops and opportunities that are often led by community organizations, in order to ensure parent involvement and meaningful opportunities for parent engagement.

Social Emotional Partnerships: Arts in Action has the privilege of working with LACOE in continuing to develop our social emotional and suicide prevention programs. With the Scale Up! MTSS Arts Academy, we have been able to develop methods in integrating social-emotional learning (SEL) with both the arts and the general education settings. Also through LACOE, Arts in Action is active with the SPORT2 (Suicide Prevention and Ongoing Resiliency Training) initiative to train our students, parents, and staff in suicide awareness and prevention. In both partnerships with LACOE, our school is able to attend workshops where we can network and share ideas and best practices with other schools in the area. Arts in Action is proud to have a long lasting partnership with Enki Health Systems to provide our families with access to mental health care services both on campus and at their location. Most recently, we were able to connect and partner with the Matthew Silverman Memorial Foundation. With this partnership, the middle school will have their suicide prevention curriculum (Signs of Suicide from Mind Wise), as well as training for parents and staff paid for and provided by the foundation throughout at least the next 2 years.

The Arts: Beyond the work with English Language Learners and TELA, Arts in Action has worked with the Los Angeles Museum of Contemporary Art (LACMA) through the work of our Director of Community Engagement who is a visiting artist/teacher for LACMA. This partnership has ensured access to new art strategies and opportunities as well as field trips for our students. Arts in Action has brought visiting artists to the school, including local organizations like Self Help Graphics and artists who work in the industry, such as LA based animators and muralists. We also started a partnership with Movement BE, who brings poetry and poets to our schools for lessons and performances. We have brought in professional choreographers, Ballet Folklorico groups, Brazilian Capoeira groups and more. In addition, we have brought in high school performing arts groups, as we believe giving our students the chance to see older students perform is incredibly important. We have also worked with East Los Angeles College (ELAC) and have participated in their performances. We invite community partners to come to our performances, and often invite community members to visit our musicals and student performances.

The Meal Program: Arts in Action's school nutrition program and services is held as an exemplar for both district schools and charter schools. Due to Arts in Action's work in meal programs, Arts in Action has opened up a co-op opportunity and helps 40 other charter schools across Los Angeles and the Bay Area provide meal services to their students, including many charter schools approved by LAUSD. Arts in Action performs this service because school districts have started shifting away from providing meal services to charter schools, and AIA helps fill this void, which is a huge area of need for smaller charter schools as the process of applying for state and federal meal programming funding and the audits/logistics are intensive, particularly for smaller organizations.

The meal program for Arts in Action has been interviewed by KCRW, and also was discussed in a recent LA List Article:

https://laist.com/2020/08/21/grab_and_go_free_meals_fall_2020.php. Arts in Action was chosen because Arts in Action has served thousands of meals daily to AIA students, neighboring charter and district students and families and qualifying community members during the COVID-19 pandemic.

Element 1: The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code

section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

<u>GENERAL INFORMATION</u>	
<ul style="list-style-type: none"> The contact person for Charter School is: 	Kalin Balcomb
<ul style="list-style-type: none"> The contact address for Charter School is: 	745 S. Kern Ave, Los Angeles, CA, 90022
<ul style="list-style-type: none"> The contact phone number for Charter School is: 	323-266-4371
<ul style="list-style-type: none"> The proposed address or ZIP Code of the target community to be served by Charter School is: 	745 S. Kern Ave, Los Angeles, CA, 90022
<ul style="list-style-type: none"> This location is in LAUSD Board District: 	5
<ul style="list-style-type: none"> This location is in LAUSD Local District: 	East
<ul style="list-style-type: none"> The grade configuration of Charter School is: 	6-8
<ul style="list-style-type: none"> The number of students in the first year will be: 	225
<ul style="list-style-type: none"> The grade level(s) of the students in the first year will be: 	6th-8th
<ul style="list-style-type: none"> Charter School's scheduled first day of instruction in 2021-2022 is: 	August 17th
<ul style="list-style-type: none"> The enrollment capacity is: <p><i>(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</i></p>	225

<ul style="list-style-type: none"> The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: 	Traditional
<ul style="list-style-type: none"> The bell schedule for Charter School will be: 	8:00 AM to 3:00 PM
<ul style="list-style-type: none"> The term of this Charter shall be from: 	July 1, 2021 to June 30, 2026

Community Need for Arts in Action Community Middle School

Arts in Action seeks to address the following community needs:

- Educational inequity:** Schools serving populations similar to Arts in Action’s have traditionally struggled to meet the academic needs of the many of their students, as evidenced by low standardized test scores. Arts in Action seeks to provide students primarily from low-income families with **educational justice**, that is, with educational programming and supports sufficient to attain outcomes comparable to strong schools in middle class communities. Arts in Action graduates will have made comparable or better progress toward developing the “characteristics of an educated person in the 21st century.”
- Schools not preparing students as active citizens.** One of the founding purposes of education was to prepare citizens as active participants in a democracy. People in low-socioeconomic areas arguably have a higher need for civic efficacy, yet research shows that civic participation declines with income, just as the level of civic education falls with the socioeconomic level of the school. Arts in Action will build its curriculum around themes and activities that support action to create a more just, humane and sustainable world.
- Lack of access to progressive education.** As in most lower-socioeconomic areas, in the Boyle Heights and East Los Angeles neighborhood, most students do not have the opportunity to attend schools driven by progressive educational goals and values. Teachers in the non-charter public school system often face barriers – many insurmountable – to implementing these methods. Progressive education has typically flourished most in private school settings, but those schools are mostly out-of-reach to families who cannot afford their tuition. Arts in Action will provide increased access to families desiring this type of educational setting and programming for their children.
- Lack of access to the arts.** Similarly, in the East Los Angeles neighborhood, access to quality arts programs for children is limited. Budget cuts have eliminated arts programs from many of the surrounding public schools even though a large body of research shows a correlation between participation in arts programming with higher academic performance. At Arts in Action, students will receive classes in visual arts and music and will participate in an arts-enriched curriculum.
- Lack of opportunities for teachers to develop as progressive educators.** There are few places where teachers or teachers-in-training can develop their skills using many of the most effective, research-based practices. Linking high stakes to multiple choice tests that cover long lists of standards has driven many schools away from

progressive education methods that favor depth of conceptual understanding over breadth. Arts in Action will create an environment where teachers can develop as progressive educators.

Arts in Action Community Middle School partners with Arts in Action Community Charter School, which is the elementary school. Arts in Action Community Middle School incorporates the same educational philosophies and practices, with adjustments as developmentally appropriate. Arts in Action Community Middle School allows for AIA students to experience educational continuity in the years before high school and was created based on parents' articulated desire for a middle school.

Performance Over the Current Charter Term:

Arts in Action has made significant gains in academic student performance and other metrics as measured by the California State Dashboard and the CDE. In order to provide contextual understanding of how Arts in Action compares to district resident schools, information on demographics and comparative data on CAASPP performance, performance of significant subgroups, ELPAC data, internal testing data, chronic absenteeism and suspension are analyzed below.

Arts in Action has managed to showcase higher academic outcomes than neighboring district schools and a consistent upward trajectory. This continuous growth is coupled with Arts in Action's mission for a holistic educational experience that honors socio-emotional learning, the arts and social justice initiatives. Arts in Action's success is particularly notable considering the age of the school. At the time of the charter petition, Arts in Action has been in operation for just four years, with one of those years being during a global pandemic. The data that was used for analysis is largely from the first three years of the school's existence due to the exceptional circumstances of COVID-19. While there are areas of need which will be addressed throughout the renewal petition, there are many areas of strength.

School Overview:

Arts in Action Community Middle School is a small middle school located in the East Los Angeles area. Arts in Action served 168 students in the 19-20 school year, and is projected to serve 225 students in the 20-21 school year based on current enrollment numbers in fall of 2020. Arts in Action has a sister elementary school, Arts in Action Community Charter School.

According to the California State Dashboard, Arts in Action's demographics compared to LAUSD were the following:

Info from the California State dashboard	Socioeconomically disadvantaged	English Language Learner	Foster Youth
Arts in Action	97.3%	26%	0%

LAUSD	84%	21.8%	0.6%
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In addition, Arts in Action Community Middle School has a high special education population, sometimes higher but usually comparable to the district average. This is largely due to the small size of the school, where one or two students can make a difference in the percentage of students. Due to the small size of the school, the student population of students with disabilities varies each school year, as does their strengths and needs and thus their services. Arts in Action prides itself on ensuring that the needs of all students are met, and each child is welcome and supported.

Arts in Action	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Special Education	19.2%	20%	15%	14%	15% (<i>numbers will potentially increase based on immediate evaluation requests</i>)

Arts in Action Community Middle school moved to East Los Angeles from Boyle Heights. While the location has changed, Arts in Action is providing free bus transportation to all students from Boyle Heights to ensure continuity of education. The demographics of East Los Angeles and Boyle Heights are similar, and thus Arts in Action continues to serve similar students (based on demographic data)

Demographics of Boyle Heights	94.8% Latinx	76.1% language other than English spoken	Per Capita Income \$16,410
Demographics of East Los Angeles	96.4% Latinx	89.1% language other than English spoken	Per Capita Income \$15,215

The table below compares the demographics of Arts in Action to the neighboring resident district schools in the area. There are only 2 district resident schools, so the other middle schools in a three mile radius were also used for comparison.

- The schools in bold are the district resident schools.
- The schools with an asterisk next to the name are schools that are within the three mile radius of Arts in Action, but are not district resident schools, hence the asterisk next to the school names.

Compared to district resident schools, Arts in Action has:

- a higher percentage of students who are socioeconomically disadvantaged

- twice the percentage of students who are English Language Learners

Arts in Action has comparable demographics to the other middle schools within a three mile radius, which are all charter schools. Charter schools that served different grades than Arts in Action Middle School were not included for comparison. The asterisks signify charter schools, and the two resident district schools are in bold.

Info from the California State dashboard	Socioeconomically disadvantaged	English Language Learner	Foster Youth
Arts in Action	97.3%	26%	0-0.5%
Stevenson	94.1%	12.1%	0.6%
Hollenbeck	94.5%	13.9%	0.7%
Dr. Julian Nava Learning Academy*	97.3%	25.9%	0.4%
Para Los Ninos*	84.1%	25.2%	0.3%
Animo Ellen Ochoa*	98.8%	23.6%	0.3%
Animo Jefferson*	98%	23.5%	0%
Synergy Kinetic*	98.5%	14.1%	0.2%
Alliance College Ready 8*	96.9%	19.3%	0.2%

Performance over the Current Charter Term

Over several years, student performance at Arts in Action has continued an upward trajectory for both ELA and Math, when analyzing:

- Student outcomes both on state testing outcomes and through internal school wide assessments
- Student growth based on the data from the California State Dashboard

Arts in Action students increasingly outperform neighboring resident district and charter schools each year. The data analysis provided in this renewal petition is based on all eight neighboring resident schools within an under three mile radius from the school site, and includes both district and charter schools.

Resident schools comparison information was expanded, because only two district schools are considered resident schools. Both district resident schools house a magnet GATE program, and the scores of these students have been incorporated into the overall CDE and California dashboard information for those district schools. Since the magnet school

data skews the results considerably, in order to provide the most accurate comparison, the scope of neighboring schools was increased to include *all* middle schools that serve grades 6-8 within the under three mile radius jurisdiction.

Math Performance:

Arts in Action students outperformed most schools on the **2019 CAASPP in Math**, when analyzing the percent of students proficient, the performance of students in significant subgroups (students with disabilities, English language learners, students who are socio-economically disadvantaged), when analyzing year to year growth, and when analyzing overall scaled distance from standard.

1. Arts in Action had the **highest overall growth** compared to the resident schools as measured on the California State dashboard, when comparing 2018-2019 math CAASPP scores with 2017-2018 math CAASPP scores.
2. Arts in Action **performed higher in math than five out of the neighboring eight resident schools**, and performed higher than one of the two neighboring district resident schools (both of which house gifted and talented magnet programs which are incorporated into the schools' scores).
3. Arts in Action **students with disabilities outperformed peers in math** at six of the eight neighboring schools.
4. Arts in Action students who are **English Language Learners outperformed peers in math at eight out of eight** of the neighboring district schools.
5. Arts in Action students who are **socio-economically disadvantaged outperformed peers in math at five out of eight** of the neighboring district schools.
6. Arts in Action has significantly increased the percentage of students in the proficient range, and significantly decreased the percentage of students in the standard not met range year over year for math on the CAASPP state assessments.
7. Longevity matters. **Students who were enrolled at Arts in Action for three or more years had the lowest percentage in the math CAASPP standard not met category** compared to eight out of eight of the resident schools.

ELA Performance:

Arts in Action students outperformed some schools on the **2019 CAASPP in ELA**; according to the following metrics: when analyzing the percent of students in the standard met range for students who have been at AIA three or more years, the performance of students in significant subgroups (students with disabilities, English language learners),

when analyzing year to year growth, and when analyzing overall scaled distance from standard.

8. Arts in Action has **significantly increased the percentage of students in the standard met range**, and decreased the percentage of students in the standard not met range year over year for ELA on the CAASPP state assessments.
9. Arts in Action students with **disabilities outperformed peers in ELA at six of the eight** neighboring resident schools.
10. Arts in Action has the **second lowest percentage of students who are English Language Learners performing at the very lowest range** of standard not met.
11. Longevity matters. **Students who have been enrolled at Arts in Action for three or more years outperformed peers in ELA at six out of eight** of the neighboring district schools.

Student Performance is also improving internally:

12. **Student performance improved** on internal benchmark assessments in ELA and Math in the 2019-2020 school year on **each successive administration of I-Ready testing**.
13. When reviewing the growth of AIA middle school students who attended Arts in Action Community Middle School for three years (6th, 7th, 8th) grade, students were eight points closer to standards met in math and fourteen points closer to standards met in ELA. This means that throughout the course of three years, students made more than one year's growth each year, and were able to accelerate their growth above the expected typical growth trajectory.
14. According to STAR reading data, students who were at Arts in Action for three years (6th, 7th, 8th) grade made three years of reading growth on average, which is significant when taking into consideration the high percentage of students with disabilities, English language learners and students reading below grade level.

Arts in Action has a chronic absenteeism rate that is almost half that of the district resident schools.

Supporting data is provided below.

- The source for all CAASPP data is the California Department of Education website CAASPP 2019 Test Results for English Language Arts/Literacy and Mathematics and the California State Dashboard.
- The source for I-Ready, Accelerated Reader and NWEA data is from data files that have been exported to the Illuminate student information system (SIS). Access to Illuminate has been provided to LAUSD.
- The data for STAR reading was generated through Renaissance Learning.

All data that is summarized but not presented in chart format below has been provided to LAUSD Charter Schools Division staff and/or is accessible to LAUSD Charter Schools Division staff.

Below is an outline of the data analysis and overview:

- 2019 Percent Standard Met Compared to neighboring schools in ELA and Math
- 2019 Distance Away from the Standard Overview Compared to Resident Schools in ELA and Math
- 2019 Math Performance Overall
 - Math Performance: Distance from Standard and Growth
 - Math Performance by Performance Band
 - Standard Met
 - Standard Not Met
 - Standard Met/Not Met for Students at AIA year to year
 - 2019 Math Subgroup Performance
 - Performance for Students with Disabilities
 - Performance for English Learners
 - Performance for Socioeconomically Disadvantaged Students
- 2019 ELA Performance Overall
 - Math Performance: Distance from Standard and Growth
 - ELA Performance by Band
 - Standard Met
 - Standard Not Met
 - ELA Performance: Distance from Standard and Growth
 - Standard Met/Not Met for Students at AIA year to year
 - 2019 ELA Subgroup Performance
 - Performance for Students with Disabilities
 - Performance for English Learners
 - Performance for Socioeconomically Disadvantaged Students
- Standard Met/Not Met for Students who are enrolled at Arts in Action longer
- Progress Monitoring Assessment: i-Ready and STAR Reading
 - Overview
 - ELA CAASPP prediction
 - Math CAASPP prediction
 - i-Ready growth

- STAR Reading Growth
- English Learner Performance
 - ELPAC overall
 - ELPAC: Students Enrolled Longer
- Chronic Absenteeism
- Suspension

% Standard Met on the 2018-2019 CAASPP Compared to All Resident Schools within a 3 mile radius (who serve grades 6-8 only)

Red=Scoring lower than AIA	Green=Scoring higher than AIA	Math	ELA	Math Sped	ELA Sped	Math EL	ELA EL	Math SE	ELA SE
AIAMIS	Exceeded	6.41%	3.04%	0%	0%	2.16%	0%	6.62%	4.41%
	Met	13.63%	23.02%	3%	10%	2.16%	0%	13.44%	22.29%
	Total Met/ Exceeded	22.30%	26.06%	3%	10%	3.30%	0%	22.00%	21.20%
	Nearly Met	20.60%	21.34%	10%	20%	6.33%	30.30%	19.63%	21.21%
	Not Met	30.63%	44.60%	63%	10%	60.11%	69.44%	36.09%	43.39%
Hollenbeck MS	Exceeded	14.39%	14.14%	2.30%	1.13%	0%	0%	14.49%	13.39%
	Met	16.26%	33.06%	2.61%	9.11%	2.16%	3.01%	16.44%	32.64%
	Total Met/ Exceeded	31.23%	47.20%	3.11%	10.92%	2.16%	3.01%	30.93%	46.23%
	Nearly Met	23.69%	24.10%	16.09%	13.32%	13.26%	16.60%	23.16%	23.22%
	Not Met	42.61%	28.10%	16.14%	13.30%	61.94%	16.20%	43.29%	26.34%
Stevenson MS	Exceeded	6.46%	6.69%**	2.66%	0.66%	0%	0%	6.30%	6.34%
	Met	12.46%	29.93%	0.61	6.11%	0.61%	2.63%	12.14%	29.16%
	Total Met/ Exceeded	16.94%	36.62%	3.33%	6.19%	0.61%	2.63%	16.64%	33.32%
	Nearly Met	23.63%	21.36%	10.14%	13.31%	9.31%	16.96%	23.91%	26.10%
	Not Met	33.21%	33.60%	63.91%	11.10%	69.31%	60.19%	33.43%	36.31%
Dr. Julian Nava Learning Academy	Exceeded	3.30%	4.46%	1.16%	0%	0.49%	0.32%	3.36%	4.60%
	Met	10.09%	23.01%	0%	2.33%	1.96%	3.11%	10.06%	23%
	Total Met/ Exceeded	13.39%	27.33%	1.16%	2.33%	2.43%	3.63%	13.46%	27.60%
	Nearly Met	21.41%	26.31%	11.16%	13.29%	12.23%	16.63%	21.91%	26.62%
	Not Met	63.13%	43.91%	61.06%	62.33%	63.29%	11.12%	62.63%	43.31%
Para Los Ninos	Exceeded	1.29%	0.91%	0%	0%	1.32%	0%	1.16%	0.39%
	Met	6.60%	16.31%	0%	3.11%	0%	1.33%	3.91%	16.90%

	Total Met/ Exceeded	8.09%	19.48%	0%	3.11%	1.32%	1.33%	1.09%	19.29%
	Nearly Met	23.30%	31.82%	8.31%	11.14%	3.20%	13.31%	24.02%	30.31%
	NOT Met	68.61%	48.70%	91.43%	11.14%	93.42%	85.14%	65.90%	30.39%
ANIMO ELLEN Ochoa	Exceeded	4.81%	3.11%	1.83%	0%	0%	0%	4.89%	3.81%
	Met	10.20%	31.43%	0%	3.10%	1.43%	4.33%	10.42%	30.91%
	Total Met/ Exceeded	15.01%	31.14%	1.83%	3.10%	1.43%	4.33%	15.31%	30.78%
	Nearly Met	30.13%	21.82%	3.10%	10.81%	3.80%	14.49%	30.29%	21.14%
	NOT Met	54.81%	33.24%	94.44%	19.03%	92.10%	81.18%	54.40%	33.48%

Continued		Math	ELA	Math Sped	ELA Sped	Math EL	ELA EL	Math SE	ELA SE
ANIMO JEFFERSON	Exceeded	1.88%	1.31%	1.81%	0%	0.81%	0%	1.09%	1.30%
	Met	10.30%	21.81%	3.33%	3%	1.03%	2.48%	10.10%	21.24%
	Total Met/ Exceeded	24.18%	33.18%	3%	3%	2.44%	2.48%	24.39%	33.10%
	Nearly Met	20.92%	25.18%	10%	10%	12.20%	13.10%	20.83%	21.14%
	NOT Met	48.90%	30.83%	83%	83%	83.31%	81.82%	48.18%	31.11%
SYNERGY KINETIC	Exceeded	8.09%	1.23%	1.09%	1.09%	0%	0%	8.03%	1.10%
	Met	19.19%	30.84%	3.08%	11.80%	0%	3.13%	19.14%	30.13%
	Total Met/ Exceeded	21.88%	31.81%	8.11%	13.33%	0%	3.13%	21.11%	31.31%
	Nearly Met	21.80%	33.19%	10.93%	23.13%	9.38%	11.19%	21.33%	33.82%
	NOT Met	44.41%	28.94%	10.21%	82.11%	90.83%	19.89%	44.89%	29.01%
ALLIANCE College-Ready 8	Exceeded	3.23%	11.39%	0%	1.31%	0%	0%	4.92%	10.11%
	Met	10.14%	33.18%	4.11%	3.48%	1.23%	4.94%	10.10%	33.98%
	Total Met/ Exceeded	21.31%	44.11%	4.11%	8.83%	1.23%	4.94%	21.08%	44.13%
	Nearly Met	21.21%	29.33%	9.39%	21.92%	10.03%	33.80%	21.40%	29.21%
	NOT Met	51.30%	25.88%	86.30%	11.23%	82.12%	39.28%	51.32%	28%

California Dashboard Performance Data for Math and ELA

Distance Away from Standard on the CAASPP for 2018-2019 on the CA State Dashboard

Red=Lower than AIA	Green=Higher than AIA	Math	Increase from previous year	ELA	Increase from previous year
AIAMS		87.4	42.3	58.7	18.3
Stevenson		90.2	9.7	37.7	3.3
Hollenbeck		60.7	0	15.5	14.2
Dr. Julian Nava Learning Academy		108.1	-5.1	60.4	-5.2
Para Los Ninos		122.7	-15.7	77.2	-14.4
Animo Ellen Ochoa		101	16.4	37.6	17.2
Animo Jefferson		78.2	3.2	41.3	3.9
Synergy Kinetic		60.5	-4.6	25.9	-4.5
Alliance College Ready 8		83.7	-7.4	12.6	1.6

The California State Dashboard measures the distance from the standard through the use of scaled points. All neighboring district resident schools are below standard met in reading and math, and thus the comparison is based on the distance away (or to) the standard. Measuring the overall distance from the standard is an important metric, because the data analyzes the overall movement of all students (not just students performing in the

proficient) range and measures progress towards proficiency and growth from year to year. This metric is beneficial for Title I schools like Arts in Action, as the progress of all students at all performance levels is of paramount importance.

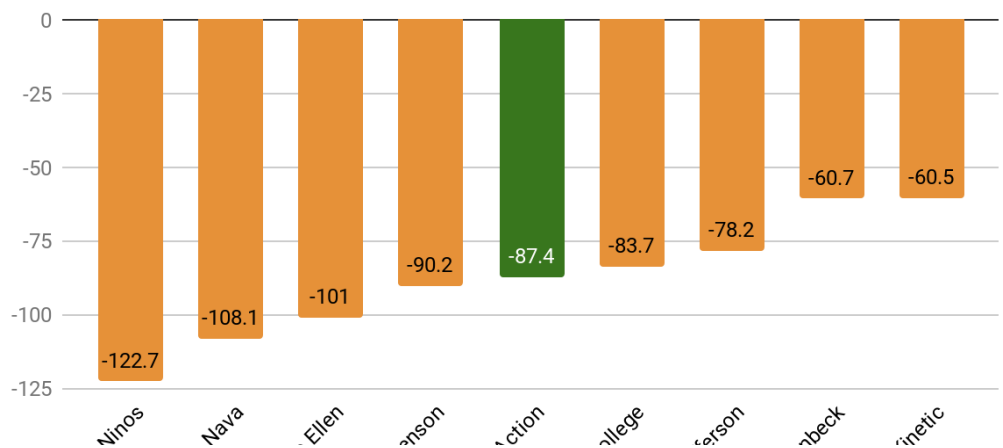
In math, Arts in Action outperforms four resident schools when measuring the distance to the standard for math CAASPP scaled scores. Arts in Action increased from the previous 2017-2018 school year by 42.3 points, which is a higher increase than all other resident schools.

In ELA, Arts in Action outperforms two resident schools when measuring the distance to the standard for ELA CAASPP scaled scores. Arts in Action increased from the previous 2017-2018 school year by 18.3 points, which is a higher increase than all other resident schools.

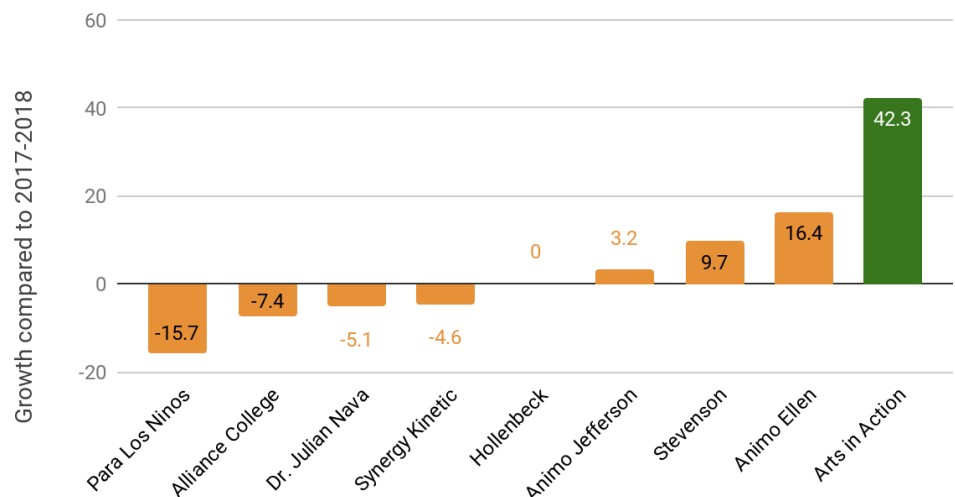
California State Dashboard Data: CAASPP Math Distance from the Standard

According to the California State Dashboard, Arts in Action Middle School is outperforming four out of the eight neighboring resident schools in 2018-2019 when measuring distance from proficiency. While Arts in Action Middle School is performing at a comparable level compared to neighboring schools, the growth compared to the 2017-2018 school year is notable. Arts in Action Middle School had the highest level of growth, more than *eight times higher* than the average level of growth, and more than double the growth of the school with the second highest rate of improvement. Arts in Action

2018-2019 CAASPP Math Distance from Standard



2018-2019 CAASPP Math Scaled Score Growth



Community Middle School has had a trajectory of significant growth each school year, and this momentum is reflected in internal school wide testing measures. The strong year by year growth is indicative of a robust multi tiered systems of support plan that supports all learners progress towards proficiency. The growth at Arts in Action is also notable when taking into consideration the high percentage of students who are socio-economically disadvantaged. Students with poverty related trauma can need additional systems of academic and socio-emotional support, and Arts in Action's continued growth over time is indicative of the success of that support.

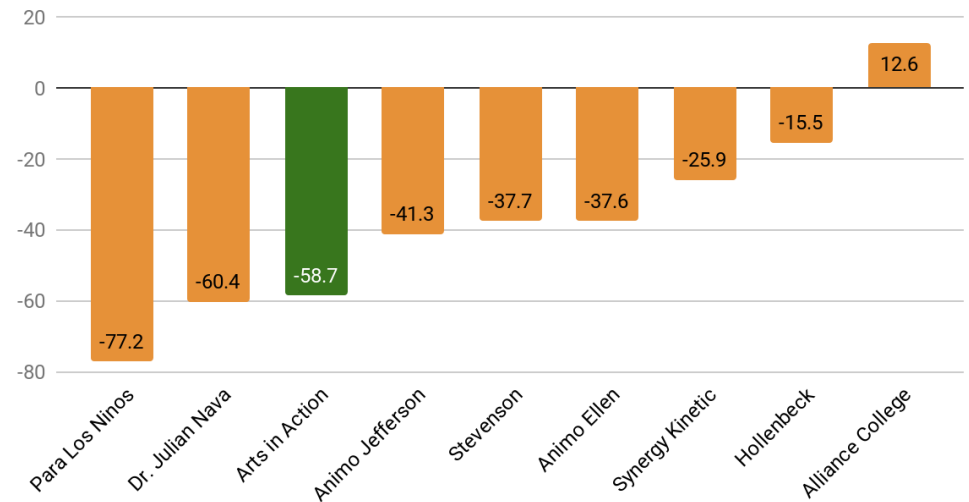
California State Dashboard Data: CAASPP ELA Distance from Proficiency

According to the California State Dashboard, Arts in Action is performing slightly lower than average compared to neighboring resident schools in ELA. Arts in Action outperforms two of the eight neighboring resident schools when measuring distance from proficiency. While Arts in Action Community Middle School is still not performing at a comparable or higher level than neighboring resident schools, Arts in Action's growth trajectory is the highest. Arts in Action has made significant progress year after year, as evidenced by the table

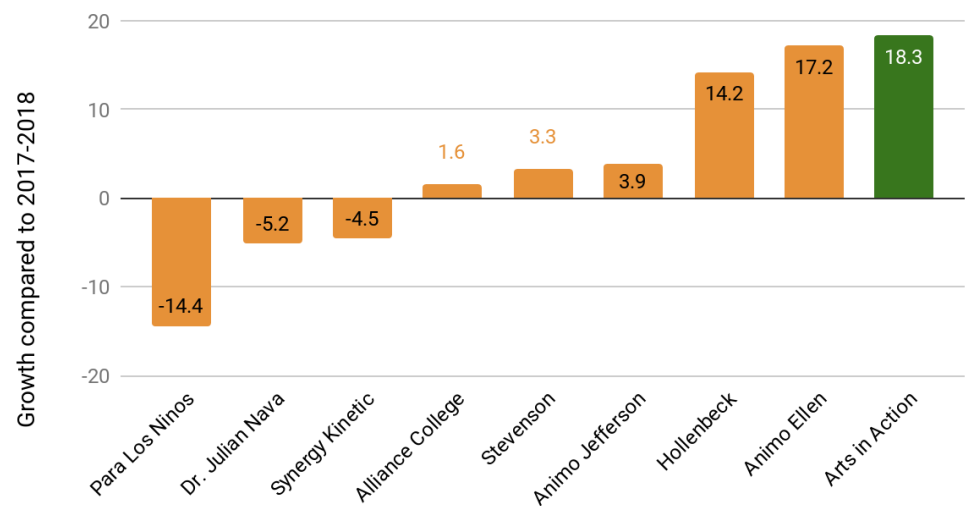
below. Arts in Action has had the most growth on the ELA CAASPP compared to the 2017-2018 school year for all district and charter resident schools.

Based on internal metrics, this growth trajectory will continue. Internal metrics that were used in the 2019-2020 school year included STAR reading levels, Accelerated Reader, and I-Ready testing.

2018-2019 CAASPP ELA Distance from Standard



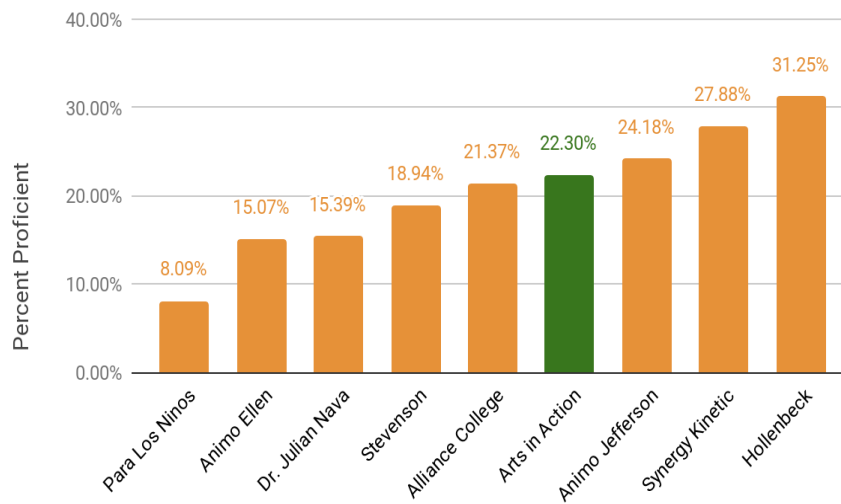
2018-2019 CAASPP ELA Scaled Score Growth



Schoolwide 2018-2019 CAASPP Math Performance

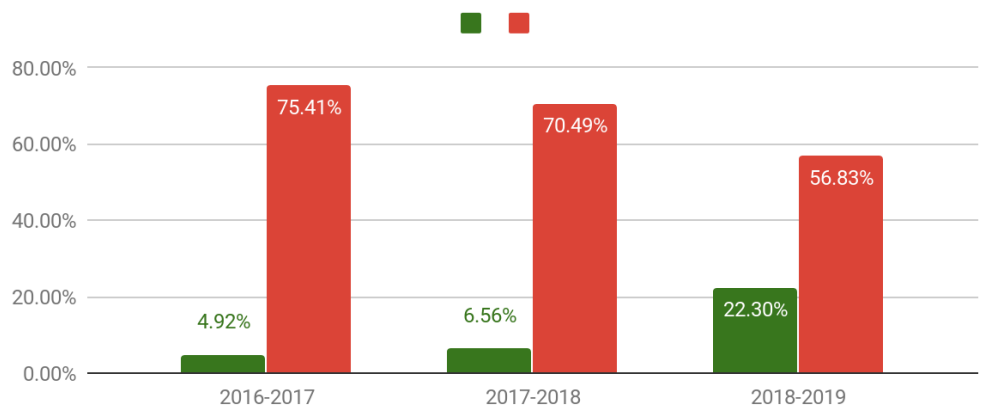
Compared to neighboring district resident and charter schools, Arts in Action is in the top four schools for the overall percentage of students proficient for math on the 2018-2019 CAASPP state testing. Arts in Action out performs five out of eight district resident schools.

2018-2019 CAASPP Math Standard Met/Exceeded



Arts in Action has consistently increased the percentage of students in the proficient range, and has consistently decreased the percentage of students in the lowest category of standard not met. The growth is considerable, and is notable when taking into consideration the newness of the school. Arts in Action MS has only tested on the CAASPP three years, and each year has shown considerable growth from the year prior.

Arts in Action Math CAASPP Proficiency and Standard Not Met Over Time



Green= % Proficient, Red=% Standard not Met

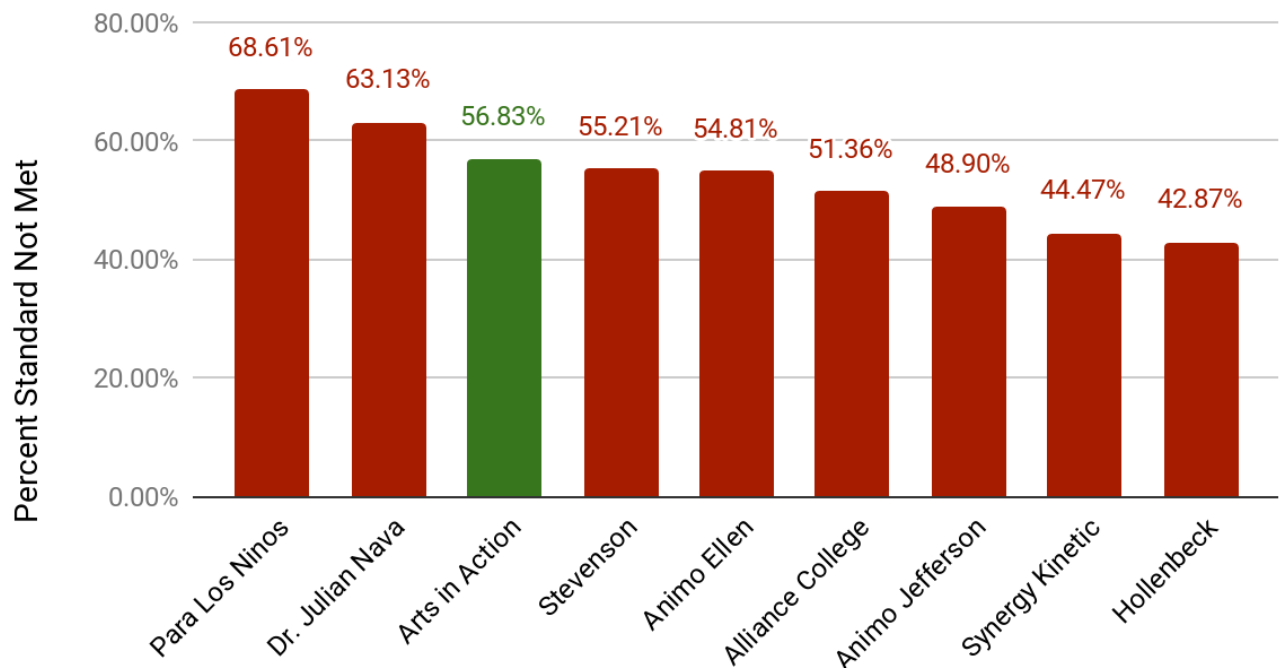
Schoolwide 2018-2019 CAASPP Math Performance (Continued)

While the percentage of students in the proficient range is important, it is also important to have a smaller percentage of students in the standard not met category, which is the lowest

performance band. Arts in Action has a comparable percentage of students in the standard not met category compared to neighboring resident schools. As mentioned prior, the rate of students performing in the standard not met category has decreased each school year. Based on internal metrics, if students had tested for the CAASPP in the 2019-2020 school year, this percentage would have decreased again.

In order to facilitate a decrease in the students who are performing at the standard not met category, Arts in Action has created an embedded intervention program through flex classes and additional intervention options during the supplementary PE periods, after-school and during summer school.

2018-2019 CAASPP Math Standard Not Met

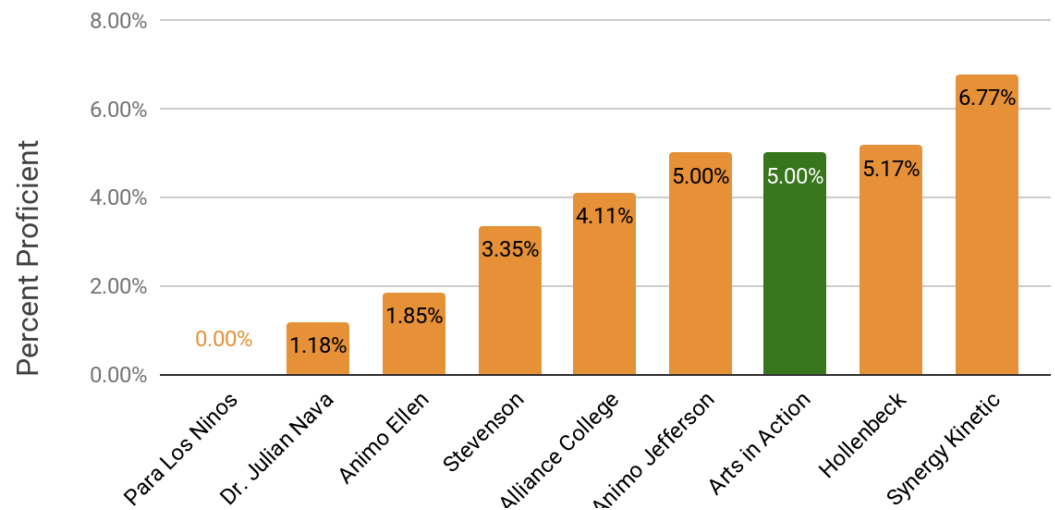


2018-2019 CAASPP Math Performance for Significant Subgroups

CAASPP Math Performance for Students with Disabilities

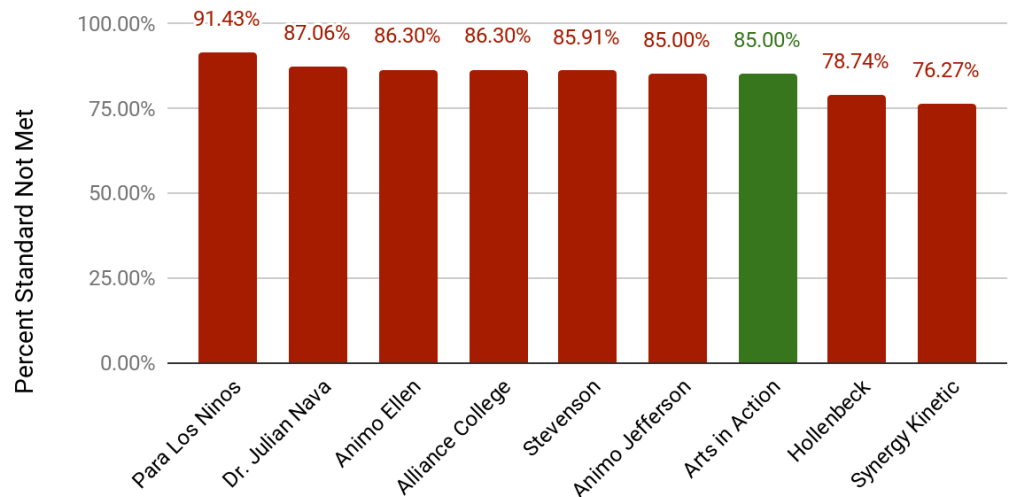
Students with disabilities at Arts in Action perform at a higher level when compared to six out of eight neighboring resident schools when analyzing the percent of students in the standards met range.

2018-2019 CAASPP Math Standard Met/Exceeded for Students with Disabilities



The percentage of students with disabilities in the lowest range of standard not met at Arts in Action is one of the lowest compared to neighboring district and resident schools. Arts in Action outperforms six out of eight of the resident schools in the percentage of students in the standards not met range.

2018-2019 CAASPP Math Standard Not Met for Students with Disabilities



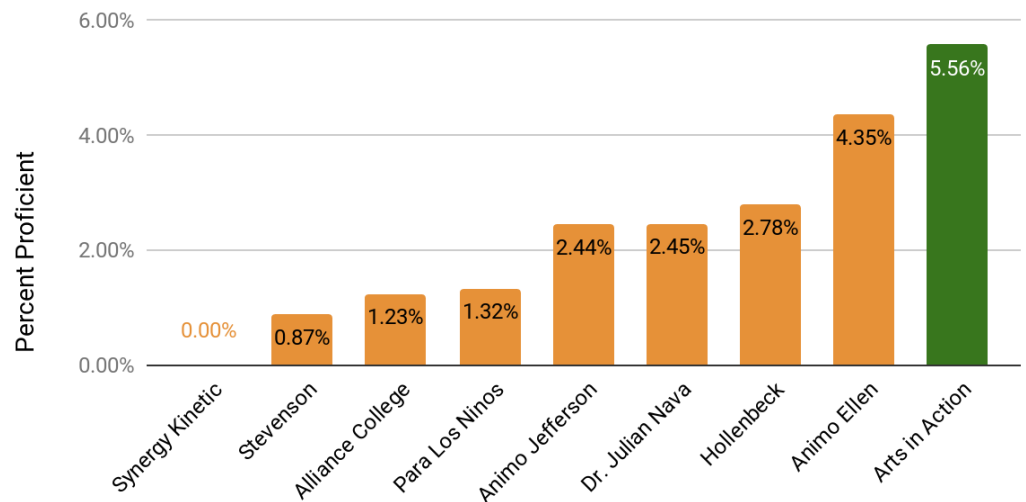
Arts in Action has the third highest scores for students in both categories: highest percent proficient and lowest percent in the standard not met category.

2018-2019 CAASPP Math Performance for Significant Subgroups

CAASPP Math Performance for students who are English Language Learners

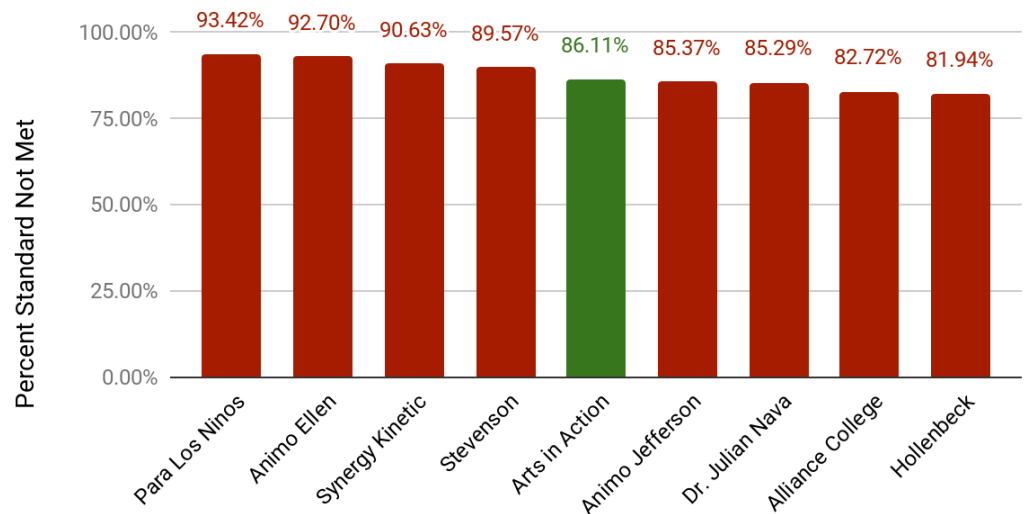
Students who are English language learners at Arts in Action outperform all neighboring resident schools on the Math CAASPP through the metric of percentage of students in the standards met range. More Arts in Action students who are English language learners are at the proficient range. This is particularly significant given that Arts in Action has the highest percentage of English Language Learners compared to both district schools (about double) and compared to all but one charter resident school.

2018-2019 CAASPP Math Standard Met/Exceeded for English Language Learners



Arts in Action has a comparable level of students who are English Language Learners in the standard not met performance band. In order to improve the outcomes of English Language Learners, Arts in Action transitioned to a new math curriculum, Ready Math. Ready Math has research based

2018-2019 CAASPP Math Standard Not Met for Students who are English Learners



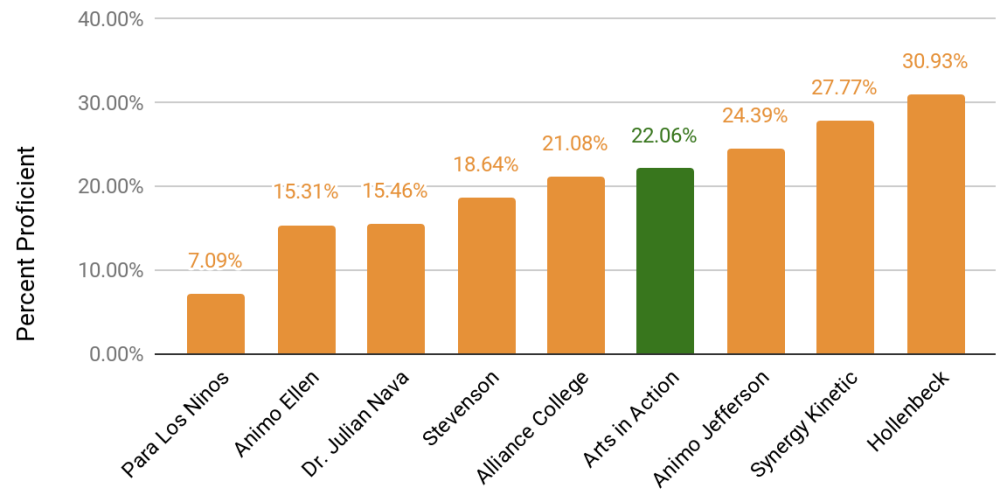
English Language Development instruction and supports embedded in the math curriculum.

2018-2019 CAASPP Math Performance for Significant Subgroups

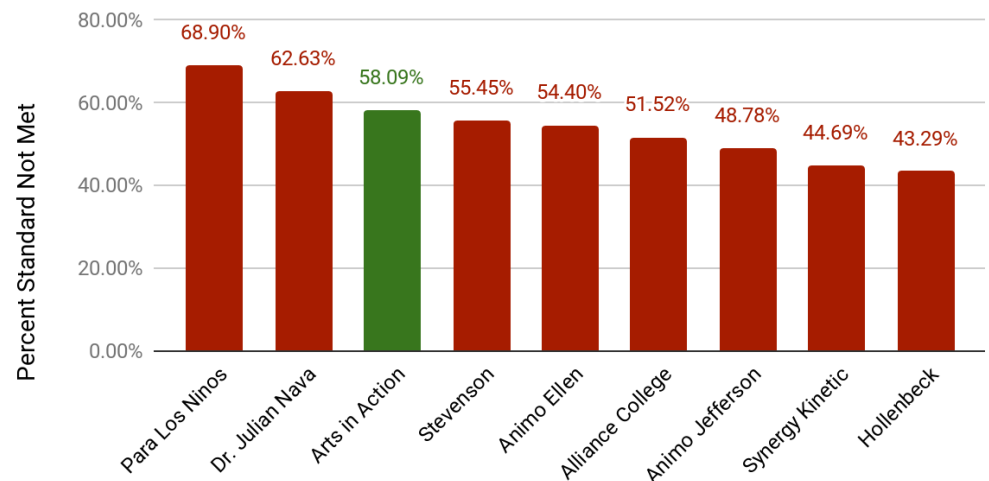
CAASPP Math Performance for Students who are Socio-Economically Disadvantaged

98% of the Arts in Action Middle School student population falls within the category of socio-economically disadvantaged. The percentage of students who are in this category and are meeting standards met standards are comparable to the overall student population math CAASPP outcomes. The same is true of the percentage of students in the standards not met category. Arts in Action continues to improve the scope of services that are available to all students, and has worked hard to ensure that the academic and socio-emotional needs of students who are in the socio-economically disadvantaged category are met. Supports have also encompassed counseling services, facilitating connections to outside agencies and providing support (bedding, free uniforms, etc.) for students who do not have a home.

2018-2019 CAASPP Math Standard Met/Exceeded for Students of Low Socio-Economic Status



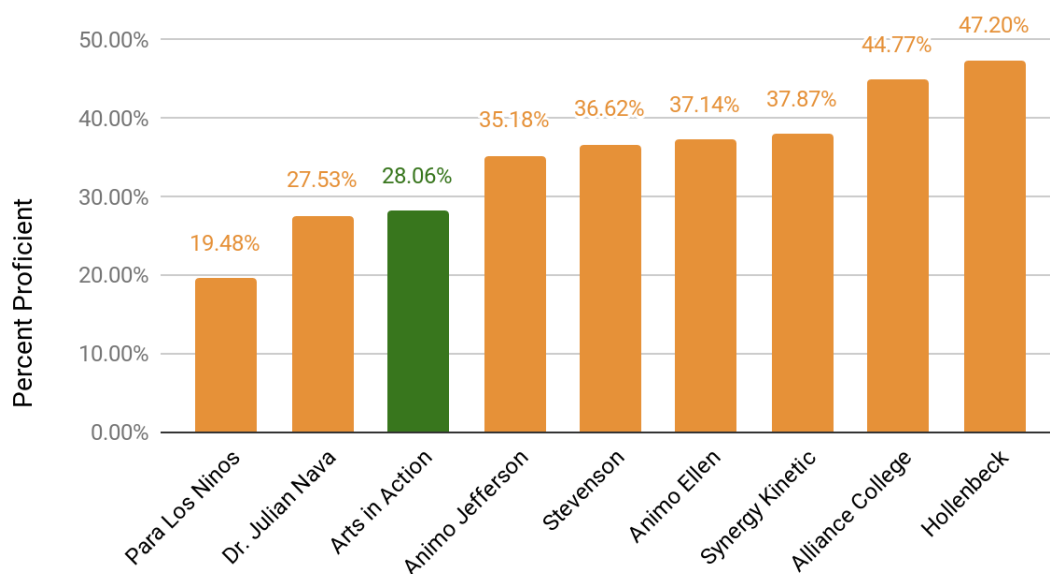
2018-2019 CAASPP Math Standard Not Met for Students of Low Socio-Economic Status



Schoolwide 2018-2019 CAASPP ELA Performance

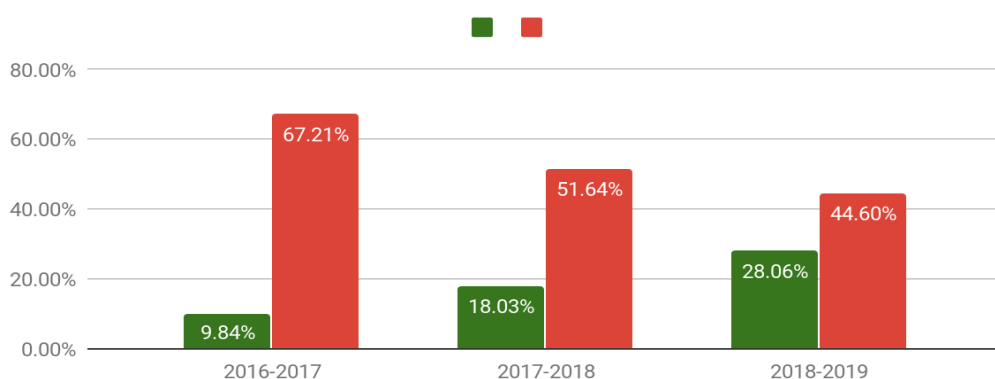
Compared to neighboring resident schools, Arts in Action performs slightly lower than average in the category of percentage of students in the proficient range. Arts in Action performs lower than average in the category of percentage of students in the standard not met category.

2018-2019 CAASPP ELA Standard Met/Exceeded



While Arts in Action is still slightly underperforming compared to neighboring resident schools, Arts in Action students are fast catching up. Each year, Arts in Action has significantly increased the students performing at a proficient level, and has significantly decreased the percentage of students performing at a standard not met level.

Arts in Action ELA CAASPP Proficiency and Standard Not Met Over Time



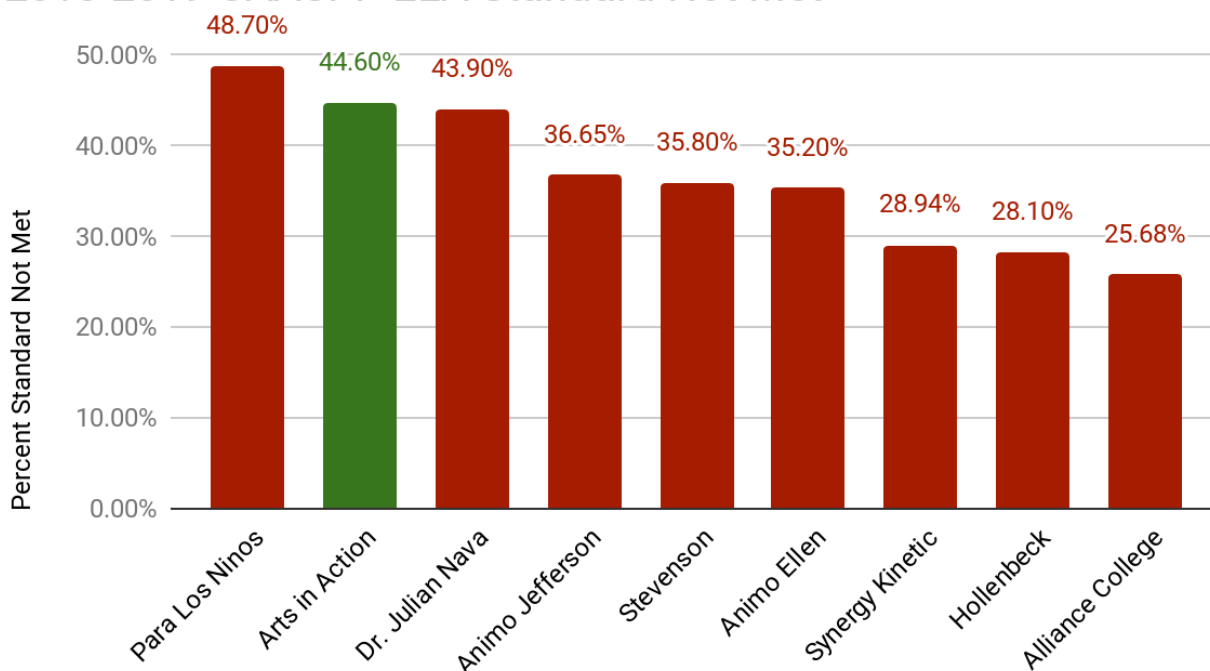
Green= % Standard Met, Red=% Standard Not Met

Schoolwide 2018-2019 CAASPP ELA Performance (Continued)

Arts in Action performs below district and charter resident schools according to the metric of percentage of students in the category of standard not met for ELA. However, Arts in Action also has made improvements each school year.

Arts in Action continues to make progress in this area. According to internal metrics which are explored throughout this data analysis, Arts in Action continues to reduce the percentage of students in the lowest category of standard not met. This continuous improvement is largely due to embedded interventions, multiple intervention opportunities during the school day, after-school and during the summer. In addition, the English language arts programming and services has evolved to include consistent small group rotations and an increasingly tailored curriculum that supports students in the zone of proximal development. Arts in Action has added additional curricular materials through Ready ELA that complement the work that has been done with the workshop model. Ready ELA has English language development instruction and supports embedded in the program and provides additional support with informational text and other skills that might not be explicitly addressed in the workshop model.

2018-2019 CAASPP ELA Standard Not Met

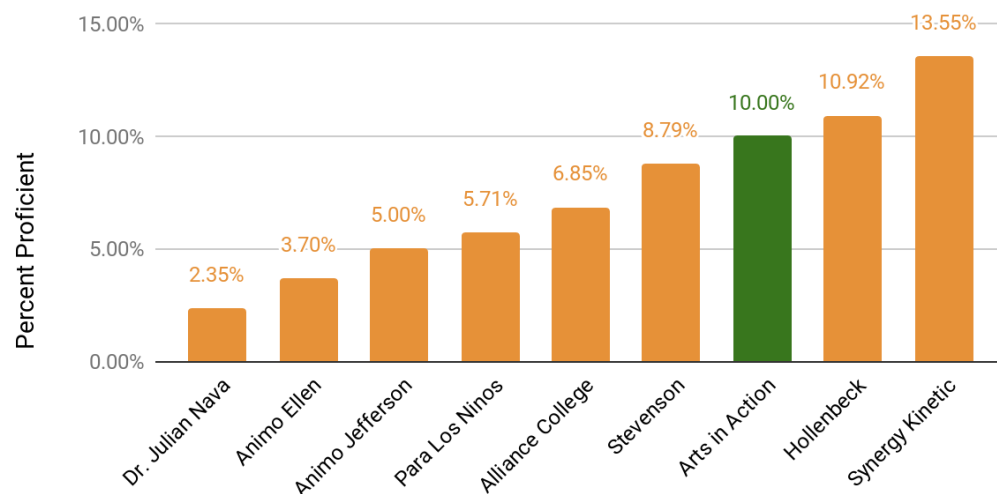


2018-2019 CAASPP ELA Performance for Significant Subgroups

CAASPP ELA Performance for Students with Disabilities

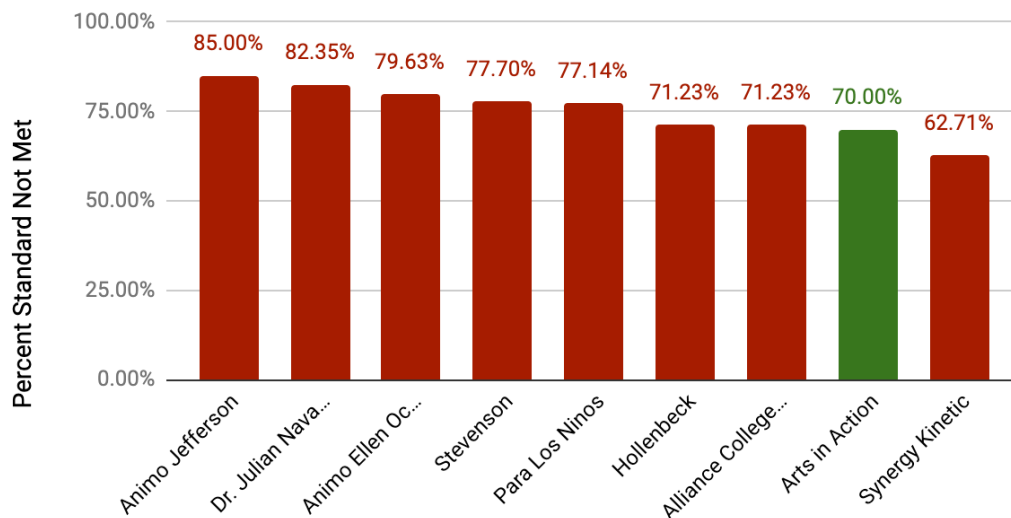
Students with disabilities at Arts in Action outperform students with disabilities at six of the eight neighboring resident schools. The academic performance of students with disabilities in ELA is an area of significant strength for Arts in Action.

2018-2019 CAASPP ELA Standard Met/Exceeded for Students with Disabilities



The percentage of students with disabilities performing at a standard not met level is one of the lowest, and is also a significant area of strength for Arts in Action. Arts in Action continues to strive to increase the percentage of students with disabilities performing at a proficient level and to decrease the

2018-2019 CAASPP ELA Standard Not Met for Students with Disabilities



percentage of students with disabilities performing at a standard not met level. While charter schools are often accused of not serving the needs of students with disabilities, at Arts in Action, the needs of students with disabilities is a priority, as evidenced by our strong special education program that includes our own ESY summer school program.

2018-2019 CAASPP ELA Performance for Significant Subgroups

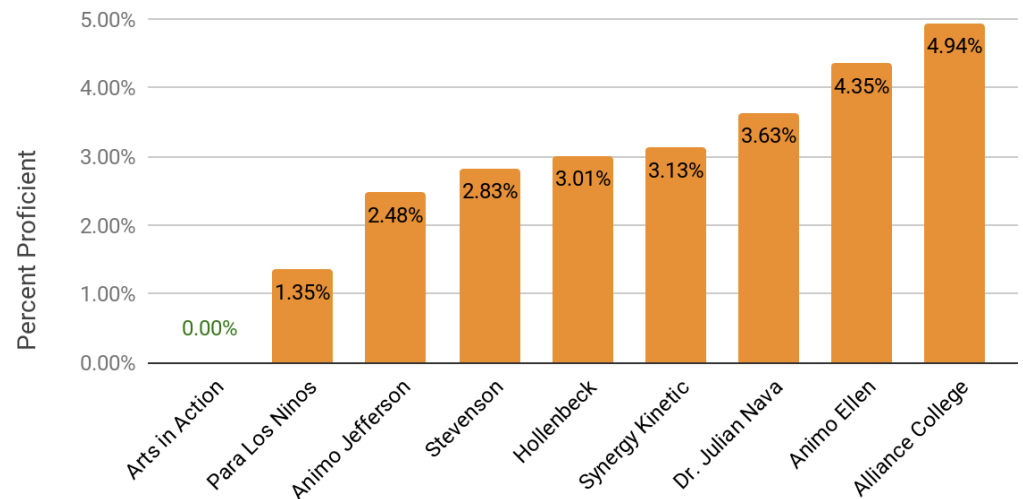
CAASPP ELA Performance for Students who are English Language Learners

Arts in Action did not have any students who were English Language Learners performing at a standards met level for the 2018-2019 ELA CAASPP administration. Arts in Action had a standards not met percentage of 0%, which is lower than the average percentage of neighboring resident schools of 3%. The percentage of students who are English language learners continues to be an area of growth.

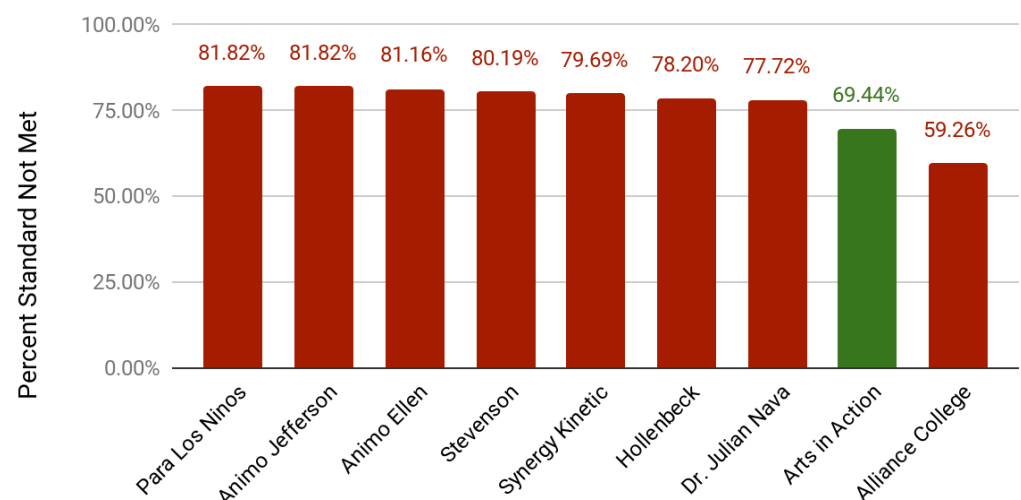
However, Arts in Action does have one of the lowest percentages of students who are English Language Learners performing in the lowest band of standard not met. This is significant, and it provides evidence that the needs of all

English Language learners are being met to some capacity. Arts in Action has done significant work in providing substantial intervention supports for English Language Learners, next steps include ensuring that higher performing English Language learners are also given the tools to reach proficiency.

2018-2019 CAASPP ELA Standard Met/Exceeded for Students who are English Language Learners



2018-2019 CAASPP ELA Standard Not Met for Students who are English Language Learners

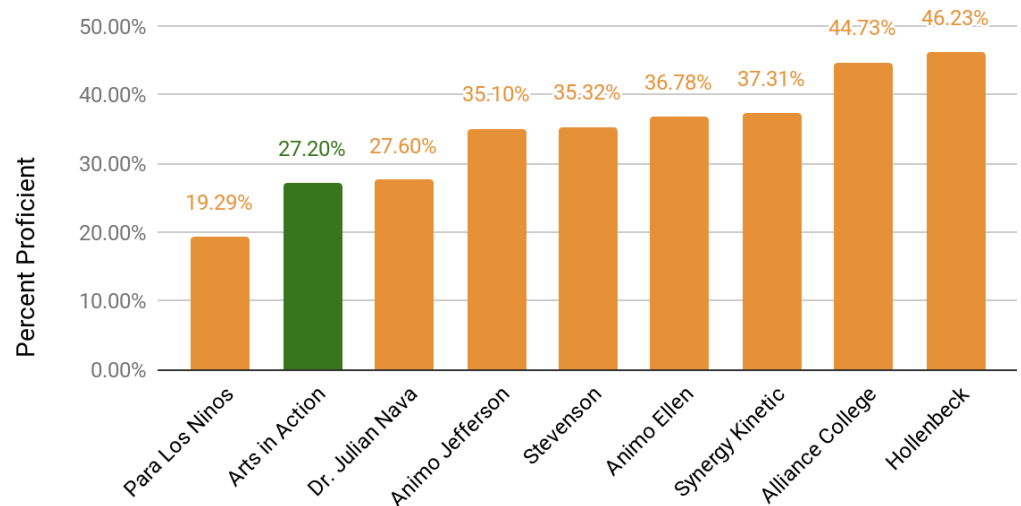


2018-2019 CAASPP ELA Performance for Significant Subgroups

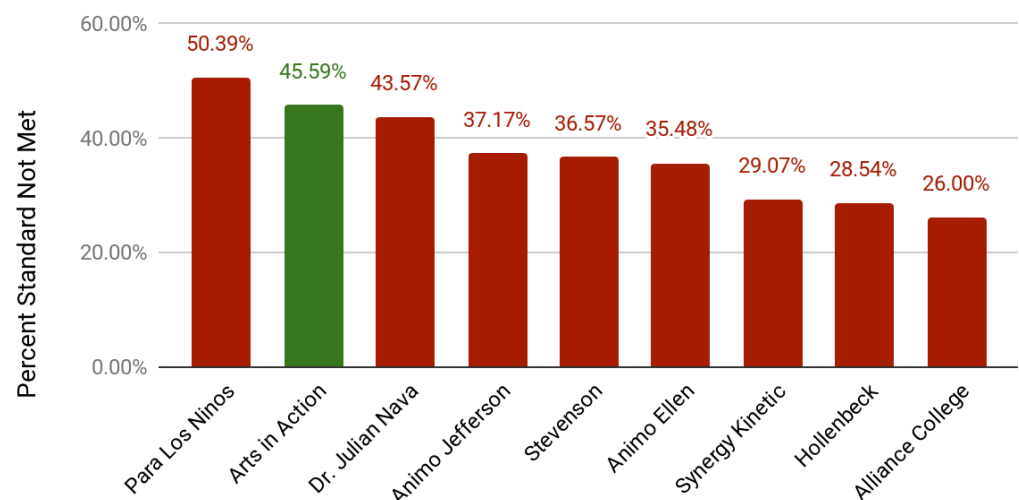
CAASPP ELA Performance for Students of Low Socio-Economic Status

98% of the Arts in Action Middle School student population falls within the category of socio-economically disadvantaged. The percentage of students who are in this category and are meeting the standards met range are comparable to the overall student population ELA CAASPP outcomes. The same is true of the percentage of students in the not met category. Arts in Action continues to improve the scope of services that are available to all students, and has worked hard to ensure that the academic and socio-emotional needs of students who are in the socio-economically disadvantaged category are met. While Arts in Action needs to make considerable progress in this area, there has been growth year to year, and internal metrics showcase growth for the 2019-2020 school year. As referenced in the math section above, considerable work has been done to ensure that wraparound supports and services are available.

2018-2019 CAASPP ELA Standard Met/Exceeded for Students of Low Socio-Economic Status



2018-2019 CAASPP ELA Standard Not Met for Students of Low Socio-Economic Status



CAASPP Math Performance of AIA Students Based on Years Enrolled

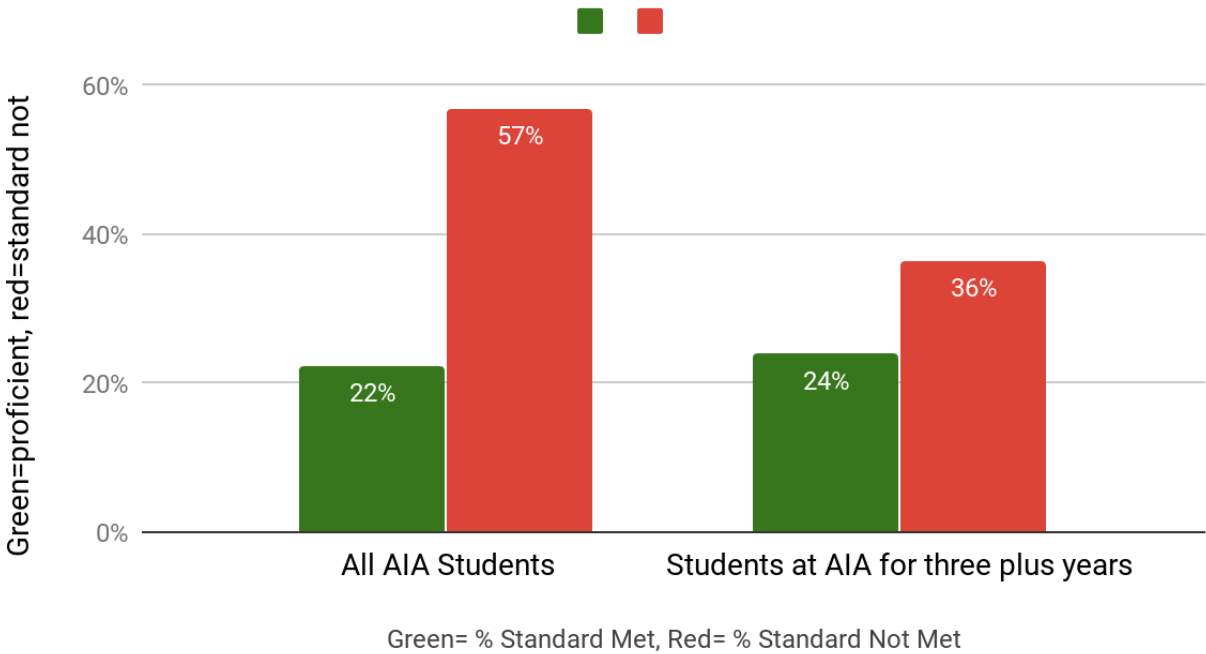
Students at Arts in Action who have been enrolled three or more years show a greater percentage of proficiency and a lower percentage of standard not met than students who have been at Arts in Action (elementary or middle) for less than three years.

Students who have been enrolled at AIA for three or more years have higher scores than five of the eight neighboring resident schools for math when comparing the percentage of students in the category of proficiency.

Students who have been enrolled at AIA for three or more years also have a lower percentage of students in the lowest category of standard not met when comparing to all eight of the eight neighboring resident schools.

Students who have been enrolled at AIA for three or more years performed significantly better on the math CAASPP compared to all AIA students both for the percentage of students in the proficient range (22% versus 24%) and students in the standard not met range (57% versus 36%).

Math CAASPP Performance Based on Years at AIA



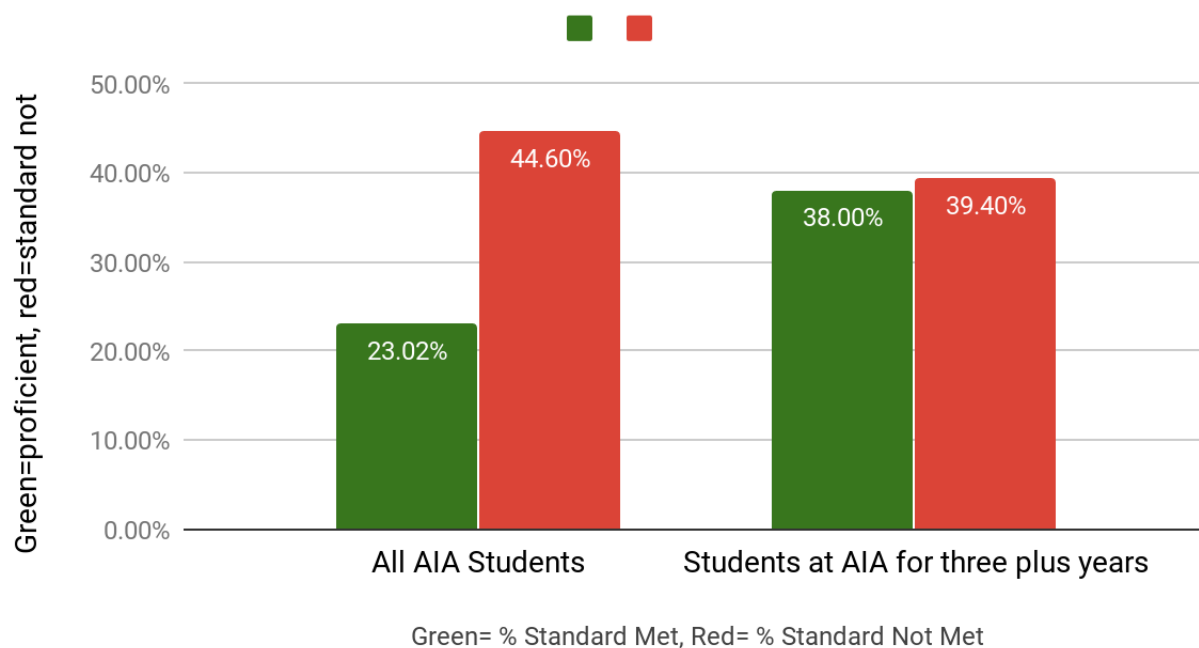
CAASPP ELA Performance of AIA Students Based on Years Enrolled

For ELA, students who have been enrolled at AIA for three or more years show even more dramatic results. The students in the standards met range is (38% versus 23%). The students in the standard not met who have been enrolled at AIA for three or more years is also considerably less (44.60% versus 39.40%).

Students who have been enrolled at AIA for three or more years have higher scores than six of the eight neighboring resident schools for ELA when comparing the percentage of students in the category of standards met.

These scores are strong, and are indicative of the high quality of education that AIA students receive. Just three years at AIA yields higher test scores for both ELA *and* math.

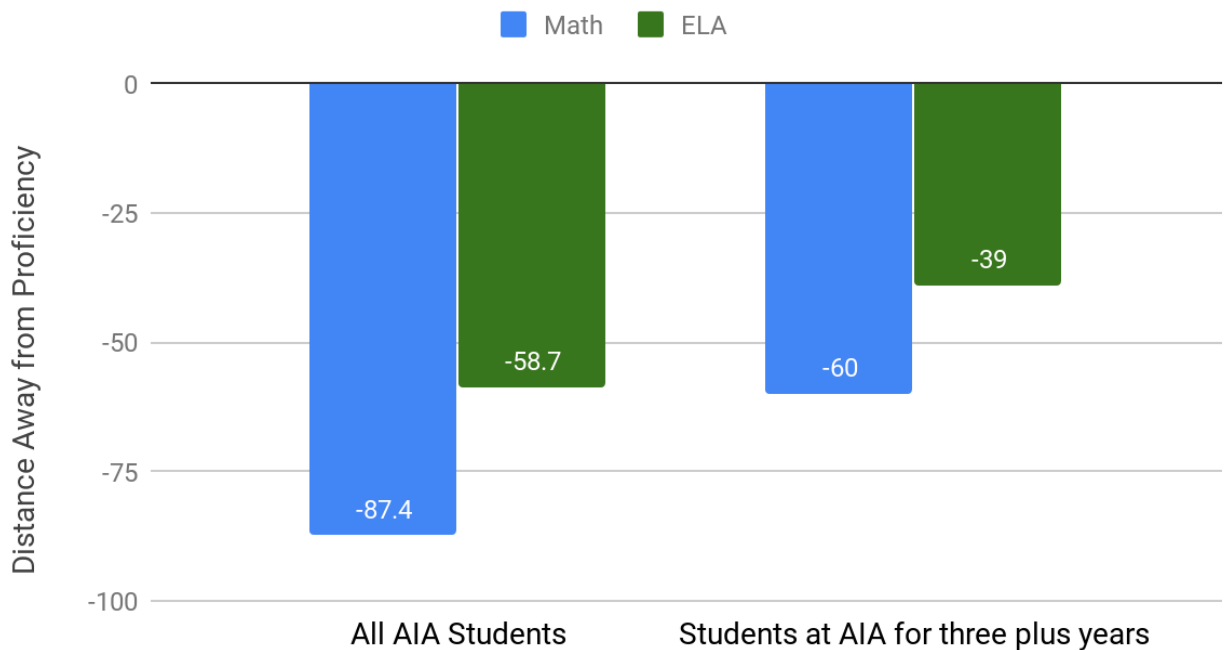
ELA CAASPP Performance Based on Years at AIA



CAASPP ELA and Math Scaled Score Performance of AIA Students Based on Years Enrolled

The benefit of an Arts in Action education and longevity at Arts in Action is also reflected in the distance away from proficiency, as measured on the California State dashboard. Students enrolled at AIA for three or more years outperform all eight out of eight neighboring resident schools in the distance from the standard for math. Students enrolled at AIA for three or more years outperform three out of eight out of eight neighboring resident schools in the distance from the standard for ELA.

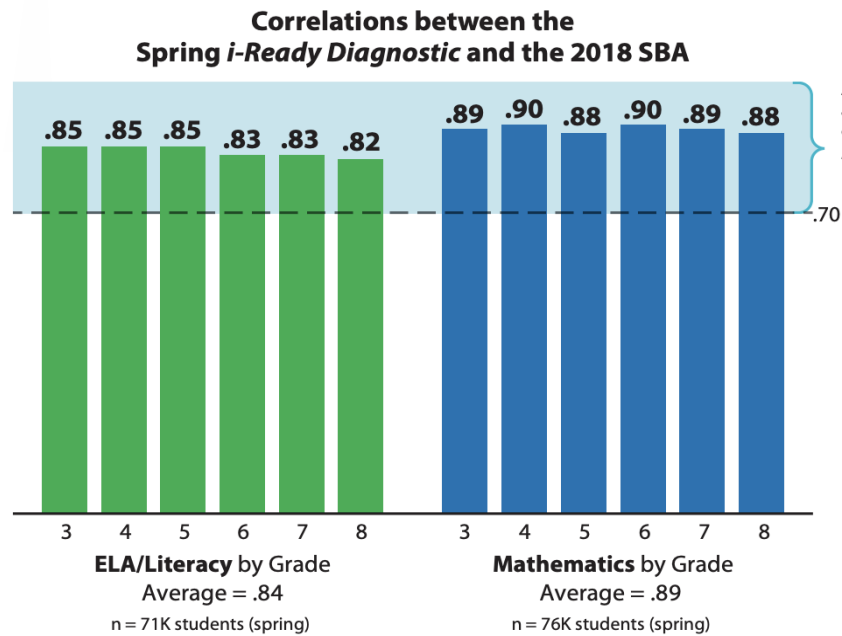
Math and ELA Scaled Score Distance from Standard Met



Internal Testing: Growth and Predicted Proficiency

Arts in Action was unable to participate in the 2019-2020 state testing due to physical school closures and the pandemic. However, Arts in Action was able to conduct at least three rounds of I-Ready testing for ELA and math for grades 6-8th grade in the 2019-2020 school year. While the scores are considered lower than expected due to physical school closure and remote instruction and testing, the scores still provided important data and was used as a reflection and goal setting tool. The school uses I-Ready, a comprehensive assessment and instruction program from Curriculum Associates that connects diagnostic data with computer based adaptive instruction that is standards aligned and provides individualized instruction for students and lesson resources for teachers. I-Ready is a research based program that has been linked with Smarter Balanced Assessment data. Studies have been conducted in over twenty states, and I-Ready is used with about ten percent of K-12 students nationwide, which is over 3.5 million students in all fifty states. Arts in Action shifted from NWEA MAP testing to I-Ready due to the additional resources that I-Ready provides for instruction and intervention. While NWEA is simply a testing and assessment mechanism, I-Ready provides adaptive computer based instruction for students based on their ability levels and additional small group lesson resources for interventions and supplemental instruction.

According to research conducted with 150,000 students who tested on I-Ready and on the Smarter Summative Assessment (SBA) for CAASPP, I-Ready has a high correlation between the spring diagnostic and projected proficiency on the CAASPP. Therefore, Arts in Action was able to predict proficiency for the 2019-2020 school year.

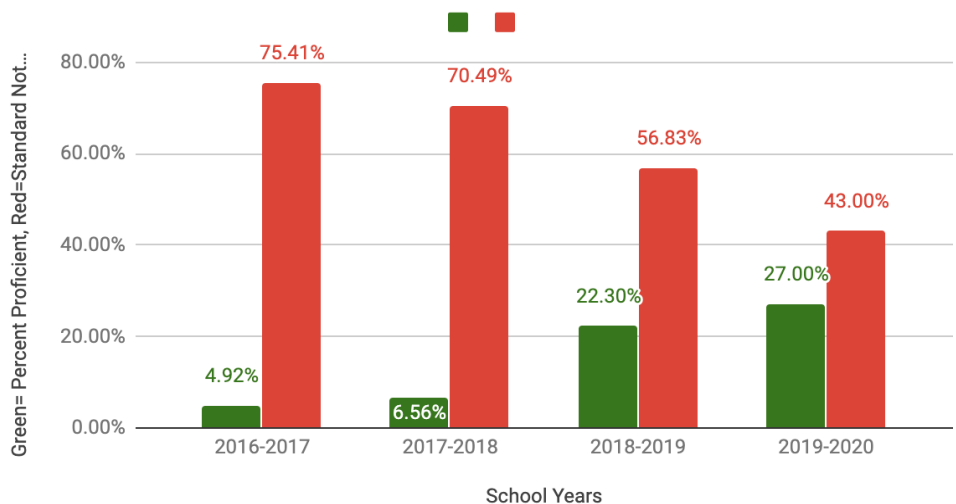


Predicted Performance for Math CAASPP based on I-Ready Data

It is important to note that instruction transitioned to remote learning in March. This means that a third of the school year was remote only. When reviewing I-Ready proficiency, students at Arts in Action performed five percentage points higher in percent proficient/standards met, and thirteen percent points lower in standard not met.

While there is growth in math compared to previous year's CAASPP data, it is important to note that the team predicted much stronger results, but believe that remote learning and remotely testing at home detrimentally impacted scores.

Predicted Math CAASPP Proficiency based on I-Ready

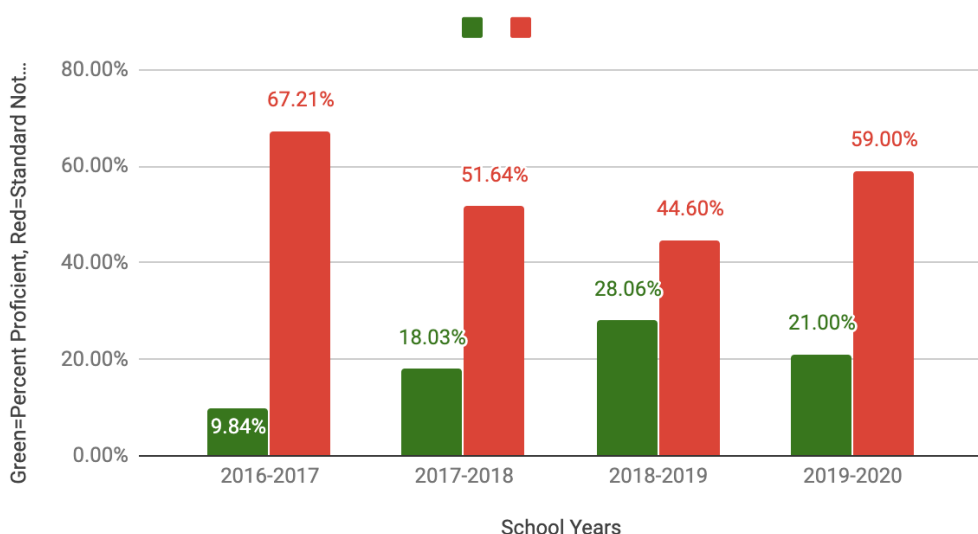


Predicted Performance for ELA CAASPP

The scores on I-Ready were not as high as expected based on the trajectory of fall and winter proficiency scores. It is the belief of the team that students would have performed

higher than the I-Ready proficiency scores show, if students did not shift to remote learning and remote testing. However, due to these scores, significant strategic planning and reflection is being conducted for the ELA program at Arts in Action, particularly considering remote learning might be a reality in some component for the next couple of years. One such change has been the addition of another English teacher which will help ensure that the student to teacher ratio is much smaller.

Predicted ELA Proficiency based on I-Ready



I-Ready Growth:

Per the information garnered from Curriculum Associates in partnership with the Educational Research Institute of America (ERIA), Curriculum Associates collected data across the country with ERIA to study the relationship between the I-Ready Diagnostic and national and state assessments (Curriculum Associates, 2020). Multiple studies have been conducted, including one study where data from 105,000 students across 24 districts in California, Connecticut, Delaware, Oregon and Washington was collected and analyzed, leading to evidence of strong correlation between the I-Ready Diagnostic scores and Smarter Balanced testing, which is used for CAASPP.

I-Ready measures student growth towards meeting standards. I-Ready analyzes growth through two metrics, annual typical growth, and annual stretch growth. Typical growth analyzes students' progress towards obtaining a year's worth of growth in a year's time. For example, a student who is entering fourth grade is expected to be at an early fourth grade level in the fall, and a late fourth/early fifth grade level in the late spring/summer. However, typical growth is not enough for students who are performing at below grade level. For example, if a student enters third grade at a late first grade level, making one year's growth would mean that this student would leave third grade at a second grade level, which would still make that student below proficiency. Stretch growth analyzes the accelerated growth needed to make multiple years growth in a year's time, or the growth needed to move towards proficiency for students who are currently performing below proficiency. Stretch growth can also be seen as a measure of the additional interventions and instructional

practices that make it possible for students to make more than one year's growth in a year's time. Stretch growth is important, because it provides an avenue for students who are performing below grade level to be on a track towards proficiency.

Students at AIA perform highly both in annual typical growth made and progress towards annual stretch growth as seen by the data from I-Ready below. This means that students are making progress towards proficiency and are making more than one year's growth in a school year. On average, Arts in Action's scores are higher than the hundreds of thousands of students who use I-Ready. This is particularly notable given the fact that remote learning occurred for the last three and a half months of school.

Grade Level	Mean Progress towards Annual Typical Growth		Mean Progress towards Annual Stretch Growth	
	Math	ELA	Math	ELA
6	129%	208%	63%	81%
7	85%	208%	39%	68%
8	121%	112%	47%	40%
Avg Growth:	112%	176%	50%	63%
On average, typical growth is 100%				

Internal Data Continued.

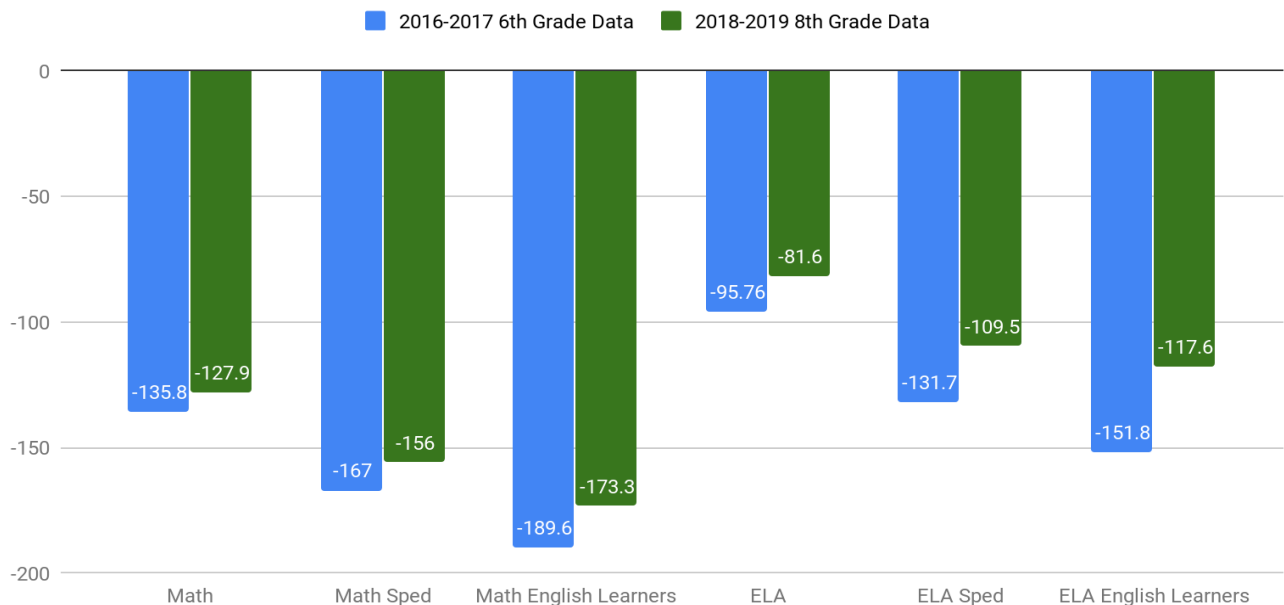
Students who have been at Arts in Action for 6th, 7th, 8th grade			
CAASPP Distance from Standard	2016-2017 6th Grade Data	2018-2019 8th Grade Data	Improvement
Math	-135.8	-127.9	+7.9
Math Sped	-167	-156	+11
Math English Learners	-189.6	-173.3	+16.3
ELA	-95.76	-81.6	+14.2
ELA Sped	-131.7	-109.5	+22.2
ELA English Learners	-151.8	-117.6	+34.2

Students who have been at Arts in Action for all three years of middle school have narrowed the gap towards the standard in ELA and math for all students and for each

significant subgroup. This means that the achievement gap has been narrowing and students are making more than the expected year's worth of growth (if students had made a year of growth, the distance away from the standard would have remained the same).

ELPAC and EL Reclassification

CAASPP Distance from Standard Met for Students who have been at AIAMS for three years



2018-2019 ELPAC Student Performance for English Language Learners

The ELPAC is a newer test that has been adjusted in the two years of application. Adjustments in scoring and material are still ongoing and thus school districts, including LAUSD are still evolving in their criteria for reclassification.

It can be difficult to measure success until there is more data to provide comparisons. That being said, Arts in Action's instructional team analyzes the performance of students individually, and as a group, to determine student performance levels and next steps for the team.

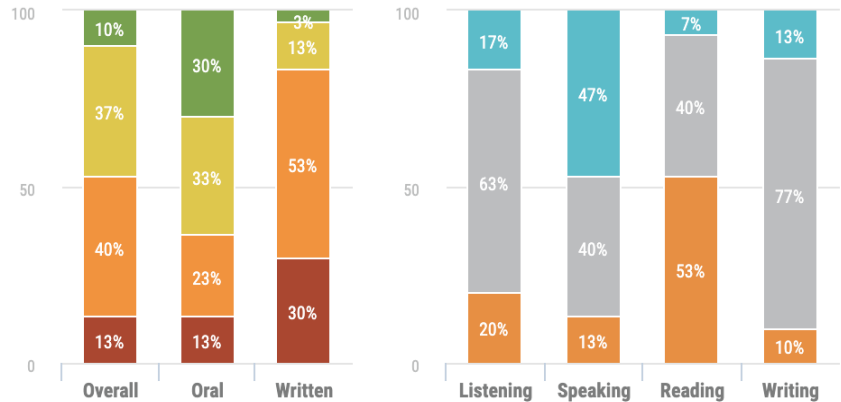
The table below shows the overall performance levels for students at Arts in Action, and is broken down into both oral and written scores, and the subcategories of listening, speaking, reading and writing.

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	10	3	29	9	3	1
Level 3	35	11	32	10	13	4
Level 2	39	12	23	7	52	16
Level 1	13	4	13	4	29	9

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	16	5	45	14	6	2	13	4
Somewhat/Moderately	61	19	39	12	39	12	74	23
Beginning	19	6	13	4	52	16	10	3

# Tested		31
Overall Average	PL	2
	SS	1515
Oral Average	PL	3
	SS	1510
Listening Average	PL	2
Speaking Average	PL	2
Written Average	PL	2
	SS	1519
Reading	PL	2
Writing	PL	2

Number of Students at Each Level



ELPAC and EL Reclassification

2018-2019 ELPAC Student Performance for English Language Learners with three or more years at AIA

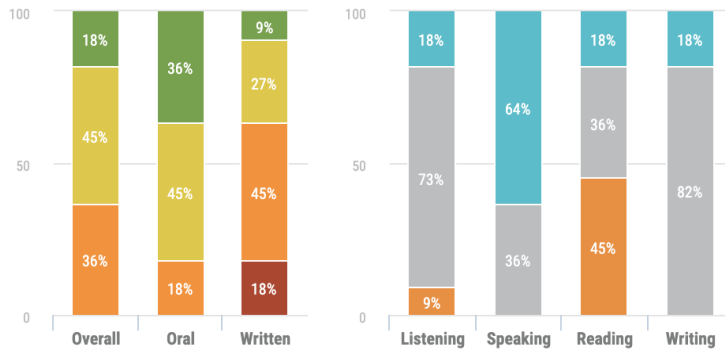
As shown by the table and graph below, students who were English Language Learners and who were enrolled at Arts in Action for three or more years performed higher than their other English Language Learner counterparts at AIA.

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	18	2	36	4	9	1
Level 3	45	5	45	5	27	3
Level 2	36	4	18	2	45	5
Level 1	0	0	0	0	18	2

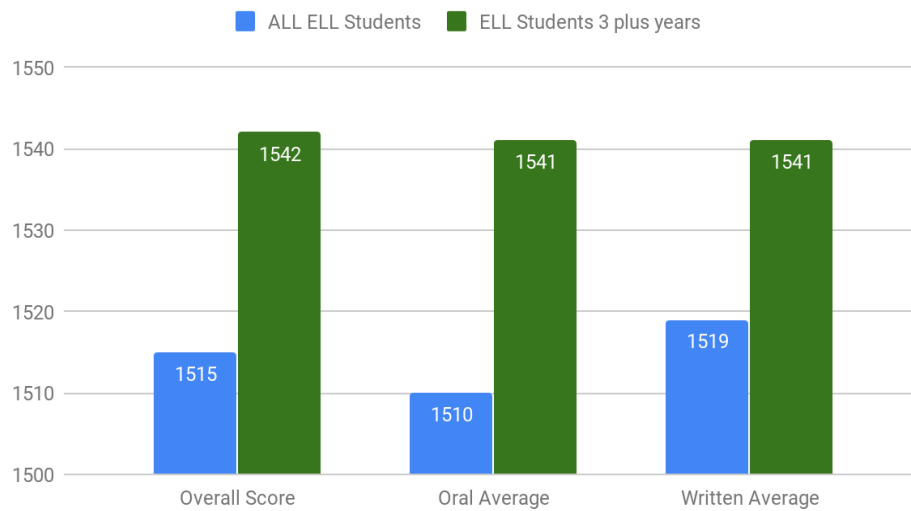
Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	18	2	64	7	18	2	18	2
Somewhat/Moderately	73	8	36	4	36	4	82	9
Beginning	9	1	0	0	45	5	0	0

# Tested		11
Overall Average	PL	3
	SS	1542
Oral Average	PL	3
	SS	1541
Listening Average	PL	2
Speaking Average	PL	3
Written Average	PL	2
	SS	1541
Reading	PL	2
Writing	PL	2

Number of Students at Each Level



ALL AIA ELL Students and AIA ELL Students 3 plus years



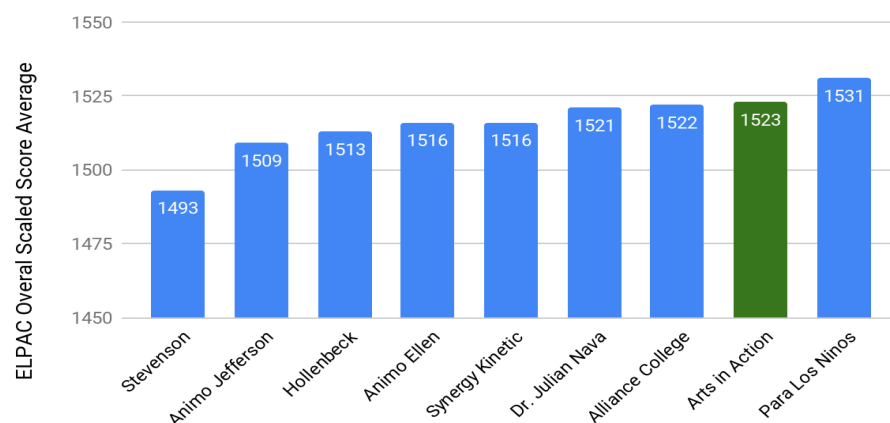
ELPAC Scores Compared to Neighboring Schools

(Only 2017-2018 Data available on the CDE website)

Arts in Action outperforms seven out of the eight district resident schools on the overall ELPAC score for grades 6-8 combined.

Mean Score Overall		6	7	8	Average <i>Since 8th grade is missing for AIA due to the age of the school, only grades 6/7 were used to provide the mean/average</i>
Green= Higher than AIA	Red= Lower than AIA				
Arts in Action		1522.7	1522.5	*	1523
Hollenbeck		*	1513.4	1508.1	1513
Stevenson		1492.4	1493.1	1519.9	1493
Dr. Julian Nava Learning Academy		1519.9	1522.3	1478.3	1521
Para Los Ninos		1523.5	1539.3	1548.9	1531
Animo Ellen Ochoa		1506.4	1525.1	1554.2	1516
Animo Jefferson		1503.7	1515	1530.8	1509
Synergy Kinetic		1507.5	1524.6	1526	1516
Alliance College Ready 8		1514.7	1530.2	1540.3	1522

Overall ELPAC Scores Compared to Resident District Schools



English Language Learner Reclassification Data

According to the Charter Division of LAUSD, Arts in Action has significantly lower English Language Learner Reclassification rates compared to district resident schools and compared to LAUSD. This can be attributed to a myriad of reasons: historically, Arts in

Action had a reclassification process with more stringent reclassification requirements, and there were also a reporting error (missing the data submission window in the 2017-2018 school year.)

The low reclassification rates are not due to the performance levels of English Language Learners at Arts in Action. English Language Learners at Arts in Action outperform neighboring district English Language Learner students on overall ELPAC scores. Due to these two reasons, Arts in Action made the following changes:

- Changed the English Language Learner reclassification requirements to reflect state requirements.
 - The state requirements were slightly lower than Arts in Action's reclassification requirements. The Arts in Action English Learner Plan was revised for the 19-20 school year.
 - LAUSD has historically had a lower bar for reclassification than the state, however per a state mandate, this was supposed to be revised for the upcoming year. It is highly likely LAUSD reclassification rates will decrease after following the state mandated adjustments.

LAUSD's new higher reclassification criteria now matches Arts in Action's lower reclassification criteria. This means that reclassification data and outcomes should be more aligned. In addition, the data reporting windows were reviewed and updated by the data team at Arts in Action, to ensure that important data deadlines are met.

Arts in Action Community Middle RECLASSIFICATION RATES

This report displays the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

LD	BD	Loc Code	School	16-17 EL #	17-18 Reclass #	17-18 Reclass Rate	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate	18-19 EL #	19-20 Reclass #	19-20 Reclass Rate
XR	0	7583	Arts in Action Community Middle	18	0	0.0	33	1	3.0	39	0	0.0
Similar Schools												
Similar Schools Median				--	--	--	--	--	--	--	--	--
Resident Schools												
E	2	8179	Hollenbeck Middle	283	82	29.0	191	86	45.0	155	38	24.5
E	2	8387	Robert Louis Stevenson College and Career Preparatory	258	76	29.5	195	89	45.6	139	40	28.8
E	2	6988	Sunrise Elementary	171	23	13.5	149	32	21.5	103	10	9.7
Resident Schools Median				258	76	29.0	191	86	45.0	139	38	24.5
Los Angeles Unified				157,619	31,718	20.1	143,196	32,647	22.8	123,579	19,510	15.8

California Dashboard Performance Data - Chronic Absenteeism

Attendance is a significant strength for Arts in Action. Arts in Action has tiered interventions for attendance, including significant socio-emotional and parent support for students who

are at risk for chronic absenteeism. In addition, the inclusive and welcoming environment at Arts in Action ensures that all students feel like they belong in the Arts in Action Community. The interventions used at Arts in Action is evident in the chronic absenteeism rates. Arts in Action performs in the green range for Chronic Absenteeism according to the California Dashboard Performance Data. Arts in Action outperforms all district resident schools in the area of chronic absenteeism rates and improvements in chronic absenteeism. Arts in Action outperforms all but one resident school in chronic absenteeism rates.

School Name	Chronic Absenteeism Rate	Increase/Decrease
Arts in Action	8%	Decreased 1.7%
Hollenbeck	18.9%	Increased 14.7%
Stevenson	14.9%	Increased 8.9%
Dr. Julian Nava Learning Academy	17.3%	Increased 9.2%
Para Los Ninos	13.4%	Increased 5.6%
Animo Ellen Ochoa	10.9%	Increased 5.9%
Animo Jefferson	10.7%	Increased 4.6%
Synergy Kinetic	5.5%	Decreased 1.4%
Alliance College Ready 8	8.5%	Maintained 0%

LEARN MORE Chronic Absenteeism

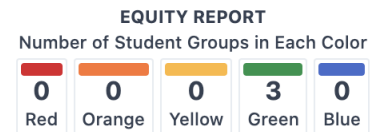
All Students State



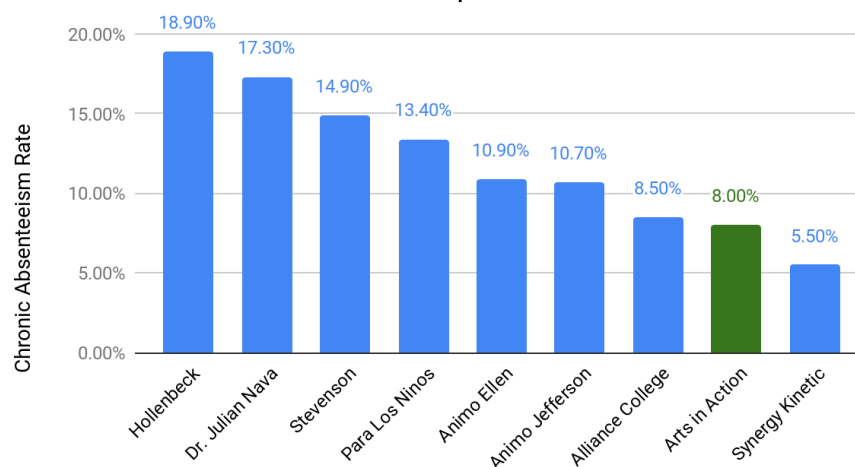
Green

8% chronically absent

Declined 1.7% ☺



Chronic Absenteeism Rates Compared to Resident Schools



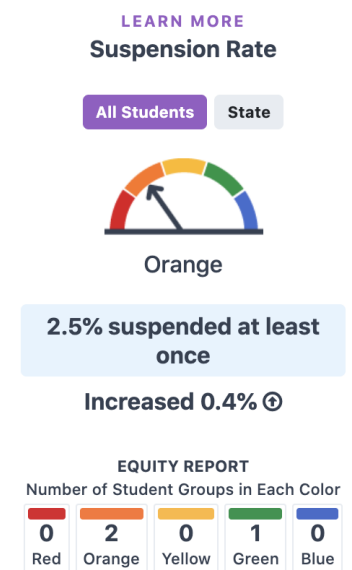
California
Dashboard

Performance Data - Suspension Rates

Restorative Justice practices and Positive Behavior Interventions and Supports are integral components of the multi-tiered systems of support for students in academic, socio-emotional and behavioral learning at Arts in Action. Arts in Action believes in a holistic education, where socio-emotional skills need to be explicitly taught and practiced by students.

The suspension rate at Arts in Action is comparable to resident schools. While the data for 2019-2020 is not readily available, it is important to note that Arts in Action had 0 suspensions or expulsions in the 2019-2020 school year, and thus a 0% suspension rate. In addition, due to the small size of Arts in Action, the percentage can fluctuate year to year based on the data on 1-2 students, which differs from larger middle schools, such as the district resident schools.

School Name	Suspension Rate	Increase/Decrease
Arts in Action	2.5%	Increased 0.4%
Hollenbeck	0.1%	Maintained
Stevenson	0.8%	Maintained
Dr. Julian Nava Learning Academy	0.5%	Declined 2.5%
Para Los Ninos	2.4%	Maintained
Animo Ellen Ochoa	6.6%	Increased 0.7%
Animo Jefferson	3.7%	Declined 6.4%
Synergy Kinetic	2.1%	Increased 1.1%
Alliance College Ready 8	3.5%	Increased 2.1%



Summary. According to the data generated from the California Department of Education (CDE) website and the California State Dashboard website, overall, Arts in Action outperforms most resident schools on CAASPP math based on schoolwide and subgroup student performance. For CAASPP ELA scores, Arts in Action provides comparably but slightly lower. However, in both ELA and math, Arts in Action has shown strong year to year growth. Internal testing measures corroborate the state testing scores.

Success in Meeting the Needs of All Students, including Significant Subgroups

Arts in Action strives to continue improving in our ability to meet the needs of all students, including significant subgroups. This is evident in the percentage of students in significant subgroups who are performing in the standards met range, and the low percentage of students performing in the standards not met range.

For English Language Learners, Arts in Action has the highest percentage of English language learners compared to all district resident schools. Despite this high percentage of English language learners, English language learners at Arts in Action outperform students at district resident schools for CAASPP math and based on ELPAC scores.

- For students with disabilities, Arts in Action's students with disabilities outperform their counterparts at all district resident schools. The performance of students with disabilities at Arts in Action has consistently been an area of strength.
- For students in the lowest performance band, Arts in Action has consistently moved the lowest performing students out of the standards not met category.
- Arts in Action has the lowest rate of chronic absenteeism compared to district resident schools, and has performed in this area year to year.
- Arts in Action has comparable rates of suspension compared to district resident schools, suspending 2.5% of students in the previous year and 0% in the 2019-2020 school year.

Success of the Innovative Features of the Educational Program

The innovative features of the educational program are described elsewhere in the petition. The successes of each are summarized here:

Constructivist Learning: Teachers utilize Reader's and Writer's Workshop and project based learning based on current events and the arts in order to create learning experiences in which students act as readers, writers, mathematicians, scientists and historians, rather just learning about those subjects. Many students have discovered a love of reading by choosing and working with books they select. Arts in Action spends a significant portion of the school budget on classroom libraries, and curating libraries that are engaging, and filled with new and culturally relevant books. Many students have a sense of their own voice and of writing as a tool. Students apply mathematical ideas to real world problems, perform scientific investigations, and act on their knowledge of the world.

Arts: The highly successful program has expanded in response to heightened demand to include even more opportunities for visual and performing arts integration into classroom instruction, skill development for students who demonstrate advanced ability, and exposure to professional performances. Arts in Action Community Charter schools is one of the only charter organizations to partner with LACOE in the TEAL and TELA program, incorporating the arts with technology and English Language development. Each year students participate in two showcases to express their creativity and demonstrate their progression toward mastering visual and performing arts standards. Students are exposed to the visual and performing arts through three distinct school structures: integration of visual and performing arts into core instruction, specialized visual arts and music classes, as well as field trips to professional performances and visits from professional artists and musicians. In this way students have opportunities to develop artistic abilities in a variety of genres and styles.

Social and Emotional Learning (SEL): At Arts in Action, we believe in the importance of explicitly teaching socio-emotional skills and allowing students to navigate their feelings and relationships in a way that celebrates each child and fosters inclusivity and belonging. All students receive advisory classes, where there is an opportunity to build culture and norms and to address any issues that students or the teacher are experiencing as challenges. Advisories often follow the format of community circles, which foster communication skills and the culture of the classroom. All students participate in a unique socio-emotional curriculum created by Arts in Action; an explicit, sequential curriculum that develops the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. All staff receive training so that they can support students in their daily interactions with others to effectively apply these skills. The school has also provided numerous parent trainings in SEL and parenting to capacitate parents as facilitators of positive child development.

Civic Engagement: Arts in Action believes in the importance of social justice in education, and fosters this through teaching students to become activists for themselves and their communities. In addition, Arts in Action teachers make sure to highlight inequity and issues of injustice in the core curriculum and in current affairs, so that students can become critical thinkers. Teachers plan curriculum with an eye for teachable moments, raising questions about social justice and what people can do to make the world more just and sustainable. Each school year, classes choose an article from the Universal Declaration of Human Rights, which then becomes the basis for project based learning and service projects for the school year. Previous areas of focus have included: the school to prison pipeline, immigrants rights, gender identification rights. Students complete projects around these topics after participating in an interactive read aloud of a book that is thought provoking and engaging for students with accompanying lessons. Projects can include: presentations, service projects, performances, reports, speeches.

Areas of Challenge that the School Has Experienced:

English Language Learner Reclassification Rates: The reclassification rates of English Language Learners has been consistently low. Part of the challenge has been in creating an English Language Learner Master Plan that is rigorous, and yet not overly stringent. In the past, our EL Master Plan created more strenuous criteria for reclassification compared to the district. This was evident based on the fact that English Language Learners at Arts in

Action outperform their district school counterparts when measuring the distance from the standard on the CAASPP, and is evident based on the higher overall ELPAC scores of AIAMS students compared to district students. Despite outperforming district students in these two measures, the previous AIA EL Master Plan did not allow for comparable percentages of students to reclassify. Through a bulletin that was recently released, AIAMS has been able to create criteria to reclassify students with disabilities through alternative criteria (if appropriate), and this has helped reclassify students who should be reclassified. In addition, the EL Master Plan was adjusted to ensure that it was still rigorous, but allowed for a higher percentage of students to reclassify. While it is slightly too soon to determine if the changes will be sufficient in yielding significantly higher reclassification rates long term, in the short term (for the 19-20 school year) the reclassification rate dramatically increased.

Teacher Sustainability: While Arts in Action has comparable rates of teacher retention as the district, per an LAUSD funded study and a sampling of LAUSD schools, teacher sustainability is still an area of continuous growth. Each year retention has increased, but it is still an area of growth. We have continued to work with our teachers on their perception of the work as sustainability, and how to incorporate self-care. In addition, we have had several iterations of growth in our coaching models to ensure that coaching was considered a system of support that was conducive to teachers' sense of efficacy and well-being. We are still continuously developing a community of care, which can be incredibly difficult in education for a myriad of reasons.

LAUSD Criteria for Measuring Performance: One struggle has been the ways that LAUSD analyzes the performance of our Middle School. LAUSD consistently measures the MS compared to the state, without disaggregating the performance of different grade levels, which means the MS data is compared to different grade levels (inclusive of elementary grades) levels. In addition, the MS has higher percentages of English Language Learners and students who are socioeconomically disadvantaged and Latinx, but without disaggregating the data through contextualized subgroups (such as students who are both Latinx and socioeconomically disadvantaged), Arts in Action has a difficult time showcasing comparable or higher performance. This means that AIAMS needs to perform at an even higher level in order to showcase performance, and needs to ensure that internal data can be showcased as a comparison to the district. In the past, the school used internal data to inform instructional practices, and it was not designed for external review. This will need to change to ensure that multiple measures of verifiable data showcase performance.

Family Internet Accessibility and Technological Literacy: The COVID-19 pandemic has shed light on the difficulties with internet access that many of our families have experienced. In addition, we have seen a tremendous to build technological literacy for our families. While we have shifted much of our support during the physical school closures due to COVID-19 to this type of support, it is something that we need to continuously work on and improve.

Mental Health Services: While Arts in Action has worked very hard in developing socioemotional curricula, partnering with outside agencies, applying for and receiving grants, and hiring and training a qualified counseling team, there is a mental health crisis in the United States and many of our families and students need access to higher quality mental health services beyond what the school can and is currently providing. Middle school is a difficult time for students in general, but systemic poverty, the pandemic and our current political climate make it even more difficult. We continue to set goals and assess

our performance in socioemotional health and services through data collected from students and parents.

Student Population to Be Served

Arts in Action is an independent middle charter school that provides students in Grades 6-8 with a site-based program using progressive education methods. Given the Charter School's focus, specific educational interests of Arts in Action students may include an interest in the arts or the focus on civic action. Students' backgrounds are diverse. While some come from fluent English-speaking families that have been rooted in the United States since generations back, most are children of immigrants or are immigrants themselves. Their backgrounds include rich linguistic and cultural heritage from numerous countries, especially Mexico and Central American countries. Arts in Action's curriculum is designed to be culturally and linguistically responsive, developing students' intercultural awareness and cooperation.

Students' challenges stem primarily from poverty-related trauma. Poverty-related trauma presents itself through housing and food insecurity and parents that often have to work multiple jobs in order to make ends meet. Per data derived from the most recently published Census data (adjusted for inflation to 2019), U.S. Census Boyle Heights and East Angeles communities are among the poorest in Los Angeles County, with a per capita income of \$13,000--\$30,000, less than the rest of California., and a cause of significant stressors (Iton & Ross, 2017). Consistently, over 97% of Arts in Action students are considered socio-economically disadvantaged. Less than ten percent of Boyle Heights and East Los Angeles residents have a Bachelor's Degree or higher, which is three times less than the rest of Los Angeles. Many families rent, rather than own their own homes, and there is a high degree of transience. While high student relocation and transition is a challenge for any school, Arts in Action's engaging curriculum and close, supportive relationships with families will give them greater incentives to keep their kids at Arts in Action. When students are personally affected by social injustice through poverty and institutional racism and oppression, focusing on learning often becomes much more difficult. Arts in Action will anticipate these issues and will design its curriculum, supplemental academic interventions and non-academic student supports to prevent and mitigate the effects of social injustices. Supports include connecting students and families with resources such as counseling and community resources. By providing a highly engaging curriculum, students will be more likely to be "swept up" in learning, rather than fighting off mental distractions. Further, Arts in Action will be prepared to engage and challenge all students at their just-right levels and to provide supplemental academic interventions to help all students perform at their full potential. Children from affluent neighborhoods benefit from the enrichment opportunities and exposure to art. Arts in Action aims to provide a rich arts program at levels comparable to that found in higher socioeconomic neighborhoods. The program nurtures development of the whole child.

In addition, Arts in Action has a significant percentage of students who are English Language Learners, with almost half of the students classifying as English Language Learners. Per home language surveys conducted by the school and data from the US

Census, almost eighty percent of families in the East Los Angeles area report speaking another language besides English at home. Almost half of the population report being foreign born. The percentage of English Language Learners at Arts in Action is higher than all district resident schools. Linguistic diversity is first and foremost a strength, but it can be a challenge, as learning a second language can take several years.

Five Year Enrollment Plan

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
6	75	75	75	75	75
7	75	75	75	75	75
8	75	75	75	75	75
Total:	225	225	225	225	225

Goals and Philosophy

Mission Statement

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

Vision Statement

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

An Educated Person in the 21st Century

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

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

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

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

How Learning Best Occurs

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

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

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

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

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

- **GOAL:** To achieve educational justice for the students it serves
 - Objective: Help students achieve academic and non-academic outcomes comparable to strong middleclass schools, especially those related to college and career readiness
 - Objective: Provide educational programming of exceptionally high quality, at a level adequate to this goal
 - Objective: Raise funds and establish parent and community partnerships to provide student and family supports students at a level adequate to this goal
 - Objective: Provide evidence of achievement of this goal using assessments that reflect skills students at elite progressive institutions would develop, such as higher order thinking skills and social-emotional skills
- **GOAL:** To prepare self-motivated students as active citizens who actively exercise a strong public ethic and take strategic action to create a more just, humane and sustainable world
 - Objective: Incorporate important social issues into the standards-based curriculum to the greatest extent possible without compromising other goals and objectives
 - Objective: Provide facilitated opportunities for students to take strategic action on issues they care about most
 - Objective: Implement curriculum to develop a strong sense of ethics and instill the value of active citizenship
- **GOAL:** To provide low-socioeconomic families with increased access to a progressive education for their children

- Objective: Develop strong curriculum and instruction that uses, to the greatest extent possible without compromising other goals and objectives, “learning by doing,” student engagement, thematic curricular integration – including the arts, emphasis on problem solving and critical thinking, understanding and action as goals and uses collaborative learning projects
- Objective: Focus on the whole child, through social-emotional skill development, student supports, education for democracy, emphasis on skills students need for the future
- Objective: Use authentic assessment, emphasizing development of students’ metacognition, the ability to monitor one’s own learning process
- Objective: Collaborate with parents and enable them as partners in progressive education methods
- **GOAL:** To provide low-socioeconomic families with increased access to arts programming for their children
 - Objective: Provide high-quality arts programming, with an emphasis on music and dance, to students who might otherwise not have access to these activities
- **GOAL:** To increase opportunities for teachers to develop as progressive educators.
 - Objective: Establish a high-functioning professional learning community to continually improve instruction, using progressive education methods, to continually raise student achievement
 - Objective: Articulate effective progressive education methods used so that both Arts in Action teachers and teachers from other schools can readily learn and further refine the Charter School’s approaches

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

The timing of the new LCAP has been extended to the end of the 2020-2021 school year. As a result, Arts in Action does not have current LCAP goals that have gone through the intensive stakeholder collaboration and input process. The LCFF State Priorities below are still in the draft stage and will be finalized upon the completion of stakeholder input and collaboration.

LCFF STATE PRIORITIES
GOAL #1

To Provide educational justice for our students by providing rigorous academics with an integrated arts program.	Related State Priorities: 1, 2, 4, 6 & 7					
	Local Priorities:					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none">AIA will conduct operations and facilities walkthroughs and audits each trimester and address findings in a timely manner.AIA will only purchase curriculum and resources that are standards alignedAdministration will develop a review process to audit student schedules to check for board course of study. This includes a way metric/method of measuring for the 2021-22 school year.Provide staff training on evaluating course enrollments in SIS.Host art showcases for families and the community where students can perform or display works of art.Regular observations/evaluations of teacher’s weekly lesson plans and units.Students have opportunities to participate in service-learning projects.Teachers receive professional development which includes but not limited to: CCSS, Social Justice Standards from Teaching Tolerance, ELD integrated strategies, data analysis.Leadership will work with teachers to create robust grade level projects that address a contemporary social justice issue and create rubrics to assess students understanding. In additional student will participate in at least field trip with a social justice connection.Additional assistant teacher support to facilitate small group support and instruction for English language learners and students with disabilities.						
Expected Annual Measurable Outcomes						
Outcome #1: All students will have a classroom and school that is in good repair and access to a broad course of study and standards aligned curriculum and resources.						
Metric/Method for Measuring: Operations and walk-through tool, standards aligned curriculum and resources						
Results	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
The school met expectations for % of indicators identified in the Operations and Facilities Walk-throughs tool	75%	75% or higher	75% or higher	75% or higher	75% or higher	75% or higher
% of students with access to standards-aligned curriculum	100%	100%	100%	100%	100%	100%

Expected Annual Measurable Outcomes						
Outcome #2: Ensure students make at least one year's progress each academic school year. Metric/Method for Measuring: I-Ready ELA growth scores, I-Ready Math growth scores						
Results	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
100% average growth per year on I-Ready Math	100%	100%	100%	100%	105%	110%
100% average growth per year on I-Ready Math for students who are English Language Learners	100%	100%	100%	100%	105%	110%
100% average growth per year on I-Ready Math for Hispanic/Latinx students	100%	100%	100%	100%	105%	110%
100% average growth per year on I-Ready Math for students who are socioeconomically disadvantaged.	100%	100%	100%	100%	105%	110%
100% average growth per year on I-Ready Math for students with disabilities.	100%	100%	100%	100%	100%	100%
100% average growth per year on I-Ready ELA	100%	100%	100%	100%	105%	110%
100% average growth per year on I-Ready ELA for students who are English Language Learners	100%	100%	100%	100%	105%	110%
100% average growth per year on I-Ready ELA for students who are Hispanic/Latinx	100%	100%	100%	100%	105%	110%
100% average growth per year on I-Ready ELA for students who are socioeconomically disadvantaged.	100%	100%	100%	100%	105%	110%

100% average growth per year on I-Ready ELA for students with disabilities.	100%	100%	100%	100%	100%	100%
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Expected Annual Measurable Outcomes						
Outcome #3: Ensure the school grows and narrows the gap to the standard in ELA and Math Metric/Method for Measuring: Distance from the Standard on the California State Dashboard: overall and broken into significant subgroups in Math and ELA.						
Results	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Points below standards in Math Overall	87.4 Yellow, increased 42.3	83.4 Yellow, increased 4	78.4 Yellow, increased 5	72.4 Yellow, increased 6	65.4 Yellow increased 7	57.4 Yellow increased 8
Points below standards in Math for significant subgroup: EL	124.9, Orange, increased 13.5	110.9, Orange, increased 14	100 Orange, increased 10.9	90 Yellow increased 10	80 Yellow increased 10	70 Yellow increased 10
Points below standards in Math for significant subgroup: Hispanic	89 points, Yellow, Increased 39.2	83.4 Yellow, increased 5.6	78.4 Yellow, increased 5	72.4 Yellow, increased 6	65.4 Yellow increased 7	57.4 Yellow increased 8
Points below standards in Math for significant subgroup: Socioeconomically Disadvantaged	88.4 Yellow, Increased 240.7	83.4 Yellow, increased 5	78.4 Yellow, increased 5	72.4 Yellow, increased 6	65.4 Yellow increased 7	57.4 Yellow increased 8
Points below standards in Math for significant subgroup: Students with Disabilities	154.9 No Color Increased 51.6	144.9 Orange, increased 10	134.9 Orange, increased 10	124.9 Orange increased 10	109.9 Orange increased 15	94.9 Yellow increased 15
Points below standards in ELA Overall	58.7 , Yellow, Increased 18.3	53 Yellow, Increased 5.7	47 Yellow, Increased 6	40 , Yellow, Increased 7	32 Yellow, Increased 8	28 Yellow, Increased 4

Points below standards in ELA for significant subgroup: EL	89.9 Orange, Increased 4.6	80 Orange Increased 9.9	75 Orange Increased 5	70 Yellow Increased 5	65 Yellow Increased 5	59 Yellow Increased 6
Points below standards in ELA for significant subgroup: Hispanic	60.5 points, Yellow, Increased 17.2	53 Yellow, Increased 7.5	47 Yellow, Increased 6	40 , Yellow, Increased 7	32 Yellow, Increased 8	28 Yellow, Increased 4
Points below standards in Math for significant subgroup: Socioeconomically Disadvantaged	60.5 Yellow, Increased 18.4	53 Yellow, Increased 7.5	47 Yellow, Increased 6	40 , Yellow, Increased 7	32 Yellow, Increased 8	28 Yellow, Increased 4
Points below standards in Math for significant subgroup: Students with Disabilities	105.2, No Color Increased 25.8	100 Orange Increased 5.2	90 Orange Increased 10	80 Orange Increased 10	75 Orange Increased 5	70 Orange Increased 5

Expected Annual Measurable Outcomes						
Outcome #4: English Language Learners will increase proficiency and reclassification rates						
Metric/Method for Measuring: Overall scaled score, reclassification rates, reclassification rates for students with disabilities						
Results	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Reclassification rates will meet or exceed the resident districts average	15%	20%	25%	25%	25%	25%
Overall scaled score average on the ELPAC will meet or be exceed the resident district average.	Meets/ Exceeds	Meets/ Exceeds	Meets/ Exceeds	Meets/ Exceeds	Meets/ Exceeds	Does meet or exceed
Reclassification rates for students with disabilities will meet or exceed the resident districts average	Does not meet or exceed	15%	20%	20%	20%	20%

Expected Annual Measurable Outcomes	
Outcome #5: Ensure teachers are qualified with the appropriate credentials	
Metric/Method for Measuring: Credentialing Audit	

Results	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Teachers with Appropriate Credentials:	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES						
GOAL #2						
Create a school community based on meaningful collaboration with families to educate the whole child.	Related State Priorities: 3, 5, 6, 8					
	Local Priorities:					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none">• The school leadership will meet at least twice a month to discuss the school’s community and socio-emotional data and program.• The school counseling team will meet with each grade level team at least twice a month to discuss the grade and class socio-emotional data and community.• Administer Panorama Education Survey twice a year. This survey focuses on perception data/SEL to families, students, and teachers.• Analyze the data to make informed decisions about policy, procedures regarding the culture and climate of the school.• Identify and partner with community organizations to provide education opportunities for families including technology and socio-emotional curriculum and strategies that can be used at home. Eventually offering 5 education/services per year.• Director of Community Engagement and parent coordinator will provide parent advocacy trainings.• Provide translations for all parent communications and in person or virtual meetings.						
Expected Annual Measurable Outcomes						
Outcome #1: Ensure students and families feel welcomed and safe at school						
Metric/Method for Measuring: Panoramic Survey (this is new with no data yet), suspension rates, expulsion rates, chronic absenteeism rates						
Results	Baseline	2021-2022	2022-2023	2023-2024	2024-2023	2023-2024

Panoramic Teacher Survey Results	80%	80%	85%	85%	90%	95%
Panoramic Student Survey Results	80%	80%	85%	85%	90%	95%
Panoramic Parent Survey Results	80%	80%	85%	85%	90%	95%
Chronic Absenteeism Rates: Overall	8% Green	7.5% declined green	7% declined green	6.5% declined green	6% declined green	5.5% declined green
Chronic Absenteeism Rates: Socioeconomically Disadvantaged	8.2% Green	7.5% declined green	7% declined green	6.5% declined green	6% declined green	5.5% declined green
Chronic Absenteeism Rates: Hispanic	8.3% Green	7.5% declined green	7% declined green	6.5% declined green	6% declined green	5.5% declined green
Chronic Absenteeism Rates: English Language Learners	7.3% Green	7.5% maintain yellow	7% declined green	6.5% declined green	6% declined green	5.5% declined green
Chronic Absenteeism Rates: Students with Disabilities	16.7% No color	10% Declined yellow	7% declined green	6.5% declined green	6% declined green	5.5% declined green

Expected Annual Measurable Outcomes

Outcome #2: Suspension Rates will decrease to 0%

Metric/Method for Measuring: Internal reporting measures on SIS system

Results	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Suspension Rates: Overall	2.5%, Orange	2.0% Green	1.9% Green	0.5% Blue	0% Blue	0% Blue
Suspension Rates: EL	2.2%, Green	2.0% Green	1.9% Green	0.5% Blue	0% Blue	0% Blue
Suspension Rates: Socioeconomically Disadvantaged	2.6%, Orange	2.0% Green	1.9% Green	0.5% Blue	0% Blue	0% Blue
Suspension Rates: Hispanic	2.6%, Orange	2.0% Green	1.9% Green	0.5% Blue	0% Blue	0% Blue
Suspension Rates, Students with Disabilities	4.2% No color	2.0% Green	1.9% Green	0.5% Blue	0% Blue	0% Blue

Expected Annual Measurable Outcomes

Outcome #3: The school will provide engaging trainings for families and staff

Metric/Method for Measuring: Internal reporting measures on Panoramic survey

Results	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
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Number of trainings for parents a year	10 plus	7	7	8	8	8
Panoramic Training Satisfaction Survey- Parents	No data	80%	80%	85%	85%	85%
Panoramic Training Satisfaction Survey- Teachers	No data	80%	80%	85%	85%	85%

INSTRUCTIONAL DESIGN

The goals shared above will ensure that students become and remain self-motivated, competent and lifelong learners through ensuring that the following occurs:

- **Self Motivated:**
 - **Engaging Teaching and Self Directed Learners**
 - Students need to have teachers who are trained and who continue to develop their knowledge of best teaching practices through effective professional development. This ensures that engaging, and culturally relevant teaching occurs, which is the foundation through which self-directed, self-motivated students can learn best. Our curricular choices, professional development, and teacher selection process are all focused on ensuring that students develop a love of learning that sparks their academic motivation for years to come.
- **Competent:**
 - **Academic Proficiency**
 - Our goal is to ensure that students have the skills necessary to do whatever they want in life- whether it be going to college, learning a trade, becoming an activist or an artist, etc. We understand that the road to competency is partially predicated on proficiency, and we aim to narrow the gap in reading, writing and math as evidenced by continuous improvement on internal and external assessment metrics, including the ELPAC and CAASSPP for all students and significant subgroups.
 - **Absenteeism**
 - In addition, we understand the link between absenteeism and student achievement, and we want to ensure that our students feel safe and important at school. Chronic absenteeism has been linked to success in high school and beyond. Everything that we do is geared towards ensuring that students want to come to school and learn- including keeping our facilities clean and in good repair.
- **Lifelong Learners**
 - **Intellectual Curiosity and Passion**
 - Students who have robust socioemotional health are better able to focus on the mysteries and wonders of the world- we teach our students to ask why, to learn through projects and experimentation, and to constantly explore the rich world around them. We work with our

teachers to ensure that they have the tools and support needed to creatively teach.

- **A Love of Reading**

- Through training our teachers Reader's and Writer's Workshop, we ensure that they have the skills necessary to teach students to love reading. The workshop model supports students reading at their instructional reading level, choosing books on their own, and exploring a variety of genres. If our students leave our school with a love of reading, then we have been successful.

Overall Curricular and Instructional Design

Program Structure and Staffing

Integrated Teaching Mode. At Arts in Action, teachers collaborate to provide arts integrated common core aligned teaching in an inclusive environment.

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

At AIA Middle, most teachers will be content area specialists in English/language arts, social studies, math, science, physical education or music or visual arts. The transition to middle school is a shift, and Grade 6 students as well as some Grade 7 students may thrive most where they have a close relationship with their teachers. To reduce the number of teachers that students interact with in Grade 6, AIA Middle expects to have multiple subject credentialed teachers who teach either English/language arts/social studies or math/science. This may also extend to Grade 7 to one or more groups of students, for example, students who benefit most from having extended contact with an adult who knows them well. Providing options for the Grade 7 students will allow the Charter School to offer classroom placements based on each student's developmental needs. Anticipated staffing would look like this:

6a, 6b, 6c, 7a: (2) English/language arts/social studies + (2) math/science

7b, 7c , 8a, 8b, 8c: 2 English, 1 social studies, 1 math, 1 science

Content area combinations may change according to the strengths of the teachers hired and other factors such as year to year enrollment.

AIA Middle views teaching as a complex craft, requiring a high level of skill to teach effectively. Successful teaching requires strong content area knowledge as well as masterful understanding of instructional strategies appropriate to children's developmental

learning stage. With a majority of students entering with skills below grade level and a wide range of skill levels and needs to differentiate for, the pedagogical task is even more complex. Arts in Action aims to hire qualified teachers who are passionate about their subject matter, teaching, and addressing educational inequity.

Educational Theories and Research Base

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

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

Research Base for Just-Right Challenge. The principle of just-right challenge aligns with the needs of the target student population and is supported by a solid body of evidence. In his Zone of Proximal Development theory, educational theorist Vygotsky (1978) argues that optimal learning occurs in the “distance between the actual development level as determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers.” This zone bridges the gap between what students can achieve with guidance or collaboration, otherwise known as scaffolding and what they can achieve alone. It is within this zone that cognitive change occurs.

Clear expectations, challenge and a feedback loop between instruction and assessment are also important for the target student population. In a study of Washington, D.C. high-poverty, high-minority districts where students were achieving at high levels, researchers identified several characteristics in the successful schools, including

1. providing clear and public standards for what all students should learn;

2. offering students challenging, standards-based curricula;
3. providing extra instruction to students who need extra support to succeed in rigorous courses; and
4. ensuring that teachers are well-prepared to teach their subjects.

The regular use of assessment data to inform instruction is also important. Echoing similar results of other studies, a recent study of thirty-two K-8 schools by the Bay Area School Reform Collaborative found that the schools that were more successful in closing the racial achievement gap did many things differently, most notably, teachers diagnosed students' needs a few times each week and then changed how they worked with students based on what the data revealed.

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

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

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

Research Base for Supportive School Culture. In a study of schools that have succeeded in raising minority students' achievement, adults in the school willingly provided extra help, adults encouraged students to work hard, and staff developed trusting relationships with students and support their growth and achievement: time and time again, the researcher found high-achieving minority students talking about the value of a teacher's note of encouragement or a principal's pat on the back (Ferguson, 2002).

Many studies have observed a strong relationship between the emotional and instructional classroom climate on student performance and growth. For example, the authors of an National Institute of Child Health and Human Development (NICHD) Early Child Care and Youth Development Research report concluded that, "opportunities to learn in small groups, to improve analytical skills, [and] to interact extensively with teachers...add depth

to students' understanding" (Pianta, Belsky, Houts, and Morrison, 2007). A recent research report on closing the achievement gap stated, "For African American and Latino kids, having a positive, encouraging relationship with adults in the school is absolutely critical." The report also described the importance of having a problem-solving attitude, confronting racial disparity issues with data and specific initiatives to solve problems (Sadowski, 2005).

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

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

Evidence for Progressive Education. Arts in Action's instructional framework stems from a long tradition of progressive education methods with a sound base of evidence of their efficacy. One large-scale investigation reviewed research on various progressive education methods from across several decades, including studies of schools; studies of instruction in reading, writing, math, and science; and studies of student-centered education, constructivist teaching, democratic classrooms, looping, cooperative learning, and authentic assessment. Across domains, the results overwhelmingly favor progressive education methods which, notwithstanding ideological considerations, can be recommended purely on the basis of their effectiveness. Says the author of the report, "The relative benefits of progressive education methods were found to be even greater when looking at more ambitious educational goals: long-term retention of what's been taught, the capacity to understand ideas and apply them to new kinds of problems, a desire to continue learning — the relative benefits of progressive education are even greater. This conclusion is only strengthened by the lack of data to support the value of standardized tests, homework, conventional discipline (based on rewards or consequences), competition, and other traditional practices." (Kohn, 1999)

Knowing Each Student Well. Arts in Action will use several strategies to promote strong relationships between students and adults and an emotionally and physically safe school

culture. First, the school will ensure that every student has an adult who knows him or her especially well by designating one of the core teachers as his or her advisor and homeroom teacher. Advisors will be responsible for monitoring each of their students' progress and communicating with parents. Advisors will facilitate the socioemotional curriculum during morning meeting time. Advisories will also be the place for students' to engage in democratic participation (school-wide problem solving, event planning, student input in decision-making, etc.). Advisory will not be a separate class, rather, time will be allocated for advisory activities within the core content classroom.

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

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

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

Curriculum and Instruction

English Language Arts (Core Class)

Arts in Action believes that key components of literacy are made up of a set of skills, but that these skills in isolation will not help students become competent readers, writers, speakers and listeners. The National Research Council, in a 1998 report on reading difficulties in young children, posited that children master important literacy skills, strategies, and knowledge to become successful readers and writers most quickly and effectively if their teachers integrate both systematic instruction in letter-sound relationships and critical thinking about literature into their literacy classrooms. This approach, also known as balanced literacy instruction, will be the backbone of the English language arts program. The majority of Arts in Action students are or were recently classified as English Learners and therefore have a unique set of learning needs. The balanced literacy approach pushes students to achieve within their current level of language development while providing the necessary supports for continuous growth.

The AIA Middle English/Language Arts (ELA) curriculum will be based on California Common Core standards and will emphasize the development of skills, strategies and abilities all students need to be competent readers, writers, speakers and listeners. The program will develop reading fluency, comprehension, writing for varied audiences and purposes, a love of literature, proficiency with non-fiction texts, and a deep understanding of the importance of fiction and non-fiction to their personal goals.

In middle school, students have already transitioned from “learning to read” to “reading to learn” and take on increasingly complex language. To become proficient readers, writers, speakers and listeners. Students must become critical thinkers as they read and write. In the workshop model, students “learn by doing.” Students build individual identities as readers by reading books at their “just right” level. Students spend extensive time actually reading each day. As they become more adept readers they engage in deep analysis of texts collaborating with peers to make connections to their lives and the world beyond. Students will be immersed in multiple novel studies through year in literature circles. Students will also develop fluency through guided reading, individual conferencing, and small group instruction. Similarly, students build identities as writers by writing on a daily basis. Students are guided in revising and adding to their writing pieces, with emphasis on publishing written products for varied audiences. Each of these pieces will be aligned to the goals of the Common Core standards and laid out in detailed AIA Middle scope and sequences.

In middle school, developing proficiency with nonfiction takes on even greater importance. Weekly routines will reflect the greater role of nonfiction. For example, teachers may use Kelly Gallagher’s *Articles of the Week* to engage cognitively with complex text as they explore a relevant social issue. The articles may be Lexile-leveled to differentiate based on reading level. In this assignment, students read complex informational texts and respond to them in writing. The writing is usually a blend of explanatory and argumentative modes, culminating with a discussion of the issues in the text. Students “mark their confusion,” learning to recognize where a text is throwing them. Then, students annotate the article to show evidence of close reading. Finally, students prepare a response to the article. They may work with articles farther by developing positions on either side. Their written work becomes a basis for sharing through discussion or debate.

Similarly, writing continues to build students’ analytical capacity. AIA Middle intends to follow the writing model developed through the Improving Students’ Analytical Writing (ISAW) of the California Writing Project, which seeks to enable students as critical readers and as analytical and engaging authors of academic text. Teachers facilitate student writing in response to on- demand writing prompts, using assessment rubrics to drive instruction. Analytical writing is a gatekeeper to college success. AIA Middle will start in Grade 6 from each student’s baseline to continually monitor progress with respect to seven features of writing and move students toward stronger analytical writing.

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

pieces. Each of these pieces is artfully aligned to the goals of the Common Core standards and laid out in detailed Arts in Action scope and sequences.

Teachers will implement a Readers and Writers Workshop model as part of a comprehensive standards-based program. Explicit instruction in vocabulary, language mechanics, writing conventions, and other skills will supplement and dovetail with the Workshop model as appropriate by grade or individual ability level. Students will work towards reading, speaking, and listening goals in Reading Workshop, as described by Lucy Calkins in *The Art of Teaching Reading*, by Kathy Collins in *Growing Readers*, and by Irene Fountas and Gay Su Pinnell in *Guiding Readers and Writers*. Course objectives and will align to the ELA California Assessment of Student Performance and Progress (CAASPP) performance tasks.

In Reading and Writing Workshop, students truly “learn by doing.” Students build individual identities as readers by reading complete books they have chosen for their own purposes, with guidance from teachers and tutors. Rather than completing worksheets after reading a story, they do the same work adults do in academic settings or book clubs: they work in community to think and talk and grow ideas about the texts. Similarly, instead of responding to teacher prompts or completing grammar workbooks to show they have mastered grammar and mechanics on grade level, students do the work “real” writers do: gathering ideas, planning, drafting, revising, editing, and – to the greatest extent possible – publishing for real audiences on topics that matter to them. During the stages of this work, students receive mini-lessons on writing strategies, including English Language Conventions, sentence structure, spelling, and penmanship. All of the grade level standards are addressed in the context of this authentic writing.

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

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

Small group instruction will provide differentiated lessons on word analysis, fluency and vocabulary development. Utilizing homogenous groupings, the teacher gathers a small group of students to work with text that presents a gentle challenge also known as the students’ instructional reading level. The teacher introduces the text, observes and coaches

students as they read side-by-side, and then shares a strategy lesson appropriate for this particular group of students.

With support from their teacher and using appropriate scaffolds, all students engage in meaningful conversations about universal themes. ELA and content area teachers will be trained in close reading strategies allowing for a structured analysis of the text.

Differentiation. Differentiation is one of the greatest strengths of the workshop model, by emphasizing small groups over whole group instruction. Lessons are designed based on individual students' needs, thereby addressing the needs of an array of learners, including students with disabilities, English Learners, students with other literacy challenges, and high achievers. As such a weekly component and vital portion of instruction includes guided reading based upon the work of Fountas and Pinnell and Accelerated Reader. While novel units, read-alouds, and shared reading experiences promote grade level texts, Guided Reading and Reading Workshop allows for students to read at their own level. During guided reading students improve their reading by engaging in metacognitive strategies facilitated by the teacher. Struggling readers are provided individualized attention to their learning needs while more proficient readers are challenged to read difficult texts. Furthermore, the Charter School provides supplemental instruction in the afternoon to students who continue to struggle with mastering grade level standards and expectations for language arts. This intervention period is organized so that students receive more individualized attention that is not tied to a specific curriculum. Assistant teachers (all of whom, at the time of writing, have completed or are working towards a teacher or counseling preparation program and have received professional development) collaborate with the general education teachers to tailor the lessons taught to the particular skill gaps for each child. This cycle of data, analysis, and re-teaching focuses on what each individual student needs to be successful.

Learning tools will include computers, to an increasing degree as the Charter School's budget allows and as teachers become increasingly able to integrate technology to enhance instruction. To accomplish the program's goals, students are immersed in texts across content areas and respond to questions by supporting their ideas with evidence. Not only will laptops provide a multitude of articles and texts available via the internet, students will use them to develop skills in word processing, Internet research, presentation skills, and safe use of diverse technology applications. To be prepared for college and career AIA Middle believes in teaching students to use technology as tools to become researchers, authors, and disciplinary specialists (scientists, historians, mathematicians, etc.).

In Grade 6, students read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students develop greater focus and active engagement with text. Students study narration, exposition, and persuasion. Students read a wide variety of literacy selections and write narrative, persuasive, and descriptive text as they continue to extend their knowledge of Standard English. Classic and contemporary literature is used to increase each student's motivation to read while popular media will be a tool that is used to entice learners. A variety of prewriting strategies are used for planning and organization. Topics are developed with relevant facts, definitions, concrete details, quotations or other information and examples. Students engage with others to build on others' ideas and to express their own clearly, distinguishing claims that are supported by reasons and evidence from claims that are not.

Grade 7 students read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students develop and practice academic vocabulary, in oral and written form, and strengthen independent reading skills. Students expand their writing skills with attention to organization and use greater documentation to support their writing. Students maintain a personal reading list to reflect their motivation to read. To respond to their reading of literary and information texts, students engage in a variety of writing activities and will publish writing. Through class lectures, brainstorming sessions with peers, and classroom discussion, students listen to comprehend and actively participate.

Grade 8 language arts students will read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students strengthen readiness skills that prepare them for high school content. Students will analyze literacy elements and devices (character, plot, etc.). Students will read and think about a wide variety of literary selections and will extend their writing to construct their own arguments. To demonstrate a motivation to read, students engage in independent silent reading for extended periods of time and read voluntarily for a variety of personal and academic purposes. Writing requirements expand in length and depth. Students maintain a portfolio of writing that includes a variety of genres. Communication with others demonstrates a respect for differences and an ability to express personal opinions. They also integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

In many schools, teachers expect that students have “learned to read” and therefore can successfully apply the sight-word and decoding skills, supposedly gained in the earlier grades, to new and challenging content-area information. They can, therefore, “read to learn” beginning in Grade 4, if they are performing on grade level. In reality, however, many kids need more practice with these basic skills. They also need continued emphasis and instruction on interpreting and comprehending what they read. Therefore, throughout middle school, many readers will be supported to continue learning to read, as they master those basic skills, as well as to strengthen their ability to read to learn.

ELA Unit Pacing

August: Teacher chooses a mentor text *FICTION* (rich, deep, sparks discussion, ex: Fish Cheeks by Amy Tan): Students use mentor text for a “write like.” GOALS: Getting to know each other, writing groups established, procedures established, move through writing process and expectations in a gentle/fun way but setting up routines for first real unit.

September/October: Informational Writing GOALS= 1) Essay structure (introduction=hook, background, thesis body=ICE (introduce, cite and explain quotes/ideas from text), conclusion) 2) strengthen annotation skill level of students, 3) writing a strong hook, 4) body paragraphs only about one topic 5) how to choose strong textual evidence and cite it 6) GRAMMAR: capital letters, individualized spelling lists, basic MLA formatting

November/December: Argument Writing: GOALS= 1) Learning how to take a stance 2) understanding how to answer prompt with a thesis statement 3) selecting relevant evidence that backs-up an opinion 4) essay structure internalized to the point of being able to do an on demand essay with structure 5) GRAMMAR: apostrophe use, homophones (their, there, they're), basic MLA format

Starting in January after winter break Writing on Demand routines begin

January/February: Response to Literature: GOALS: 1) moving away from book reports and into essays that analyze a text (theme, character, metaphorical language, author's writing style, etc.). 2) essay structure continues . 3) using strong textual evidence 3) GRAMMAR: proper quote citations and comma usage

March/April: Narrative GOALS: 1) understanding how to format dialogue and how essay structure shifts because of dialogue, but story still has a beginning/middle/end structure 3) sensory details 4) figurative language basics (similes, metaphors, onomatopoeia, etc.) 5) dialogue GRAMMAR: dialogue punctuation and formatting

May/June: Test prep GOALS: Review important academic vocabulary and ideas from all previous units + Poetry unit GOAL: figurative language + expression + exposure to both classic and "fun/modern" poetry GRAMMAR: how lines of poetry are different than paragraphs

In Reading and Writing Workshop, students truly “learn by doing.” Children build individual identities as readers by reading complete books they have chosen for their own purposes, with guidance from teachers and tutors. They engage with text for the same purposes proficient adult readers do: first for enjoyment and vicarious experiences, later to find themselves and understand issues, and finally for the aesthetic appreciation of literary works. Rather than completing worksheets after reading a story, they do the same work adults do in academic settings or book clubs: they work in community to think and talk and grow ideas about the texts. Similarly, instead of responding to teacher prompts or completing grammar workbooks to show they’ve mastered grammar and mechanics on grade level, students do the work “real” writers do: gathering ideas, planning, drafting, revising, editing, and publishing for real audiences on topics that matter to them. During the stages of this work, students receive mini-lessons on writing strategies, including English Language Conventions, sentence structure, spelling, and penmanship. All of the grade level standards are addressed in the context of this authentic writing.

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

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

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

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

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

In an increasingly digital age, it has become necessary that of the formats used to instruct and learn schools must include desktops, laptops, and tablets. Arts in Action does not believe that the myriad of resources available online today can replace the interactions between student and teacher. However, educators on campus integrate opportunities for technology use on a weekly basis. Kindergarten classrooms are equipped with a set of iPads so that students can play games that allow them to practice essential phonics and other language arts skills after receiving instruction from their teacher. Students at all grades have access to a laptop cart and a computer lab. To accomplish the program's

goals, students are immersed in texts across content areas and respond to questions by supporting their ideas with evidence. Not only does the cart and lab provide a multitude of articles and texts available via the internet, students also are able to develop word processing and presentation skills. To be prepared for college and career Arts in Actions believes in teaching students to use technology as tools to become researchers, authors, and disciplinary specialists (scientists, historians, mathematicians, etc.).

English Language Development

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

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

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

Integration Throughout the Curriculum

Guided Language Acquisition Design

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

The four components of Project GLAD consist of the following:

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

GLAD is both a program that provides effective and research-based SDAIE strategies to ensure full access to the curriculum, and a program that includes all four ELD domains—Speaking, Listening, Reading and Writing. GLAD is designed to be content based and all language instruction is taught through the content area. At AIA, GLAD is integrated with social studies and science units. Teachers plan their units by identifying key California ELD

standards that will guide their instruction. AIA's ELD program been updated to reflect the state adopted new generation standards for English Language Development. These new standards are aligned to common core standards for ELA/Literacy. Professional development on the new standards are being implemented to support the transition to the new standards.

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

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

High Yield Instructional Strategies for English Learners

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

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

The following are selected examples of these techniques:

- Comprehensible Input
 - Scaffolding Text. Research shows that the explicit teaching of reading strategies helps students to become increasingly skillful at interpreting,

understanding, and analyzing text. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. Scaffolds might include pre- and post-reading prompts, graphic organizers, quick writes, re-reading and margin notes. ELs with lower levels of reading ability can also be provided with adapted and/or annotated text, summaries written in their primary language, text outlines, and selective highlighting.

- Teaching language through academic content
 - Higher-order Language Functions. In order to help ELs succeed in rigorous academic tasks, all content teachers include explicit CALP instruction that demands cognitive processes in students' work. Effective schools for ELs balance basic skills and higher order thinking skills; in other words, simplified linguistic input does not equal simplified content.
 - Systematic Cognitive Processes (Bloom's Taxonomy)
 - Categorize
 - Compare
 - Analyze
 - Language Functions
 - Evaluating
 - Justifying
 - Persuading
 - Differentiation of literal and non-literal uses of language
- Facilitate Interaction with Academic Language
 - Accountable Talk. In order for classroom discussions to significantly support ELs' content and language acquisition, expectations and accountability for scholarly student talk must be instituted¹². Ensuring that classroom talk emphasizes and continuously practices higher-order thinking is important, because extended, reasoned discourse is more abstract and decontextualized than conversational English; thus, making it more difficult for ELs to access. Classroom discourse can also provide important opportunities for EL practice in speaking and listening.

Specially Designated ELD time

Explicit Linguistic Instruction

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

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

ELD focus areas also integrate writing and reading tasks in order to provide a comprehensive ELD lesson.

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

Mathematics (Core Class)

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

Math instruction in all grades will address the California Common Core Standards, which encompass the following strands: number sense, algebra and use of variables, measurement and geometry, statistics, data analysis and probability and mathematical reasoning. The series commonly known as ReadyMath, which is based on many of the same principles of Engage NY/Singapore math, is the primary math curriculum. The series is aligned with the California Common Core Standards. One of Ready Math's key strengths is that it is set up to help teachers enact learning at a higher level of cognitive demand and the ability to embed English language development instruction into math curriculum.

Arts in Action shifted from Singapore/EngageNY math last year to continue supporting the needs of teachers and students. Based on teacher strategic planning, it was determined a program with more robust resources was desired and additional English Language development instruction was needed.

Ready Math is based on the strengths of the Engage NY/Singapore math curriculum, and uses a strong organizing framework with which standards, texts, tests and teacher preparation are aligned. Ready Math has a clear, coherent mathematical focus at each grade level. Its textbooks include multiple representations and English language development supports which help clarify concepts and main ideas.

- Emphasize development of mathematical thinking, not just rote computation. Bearing strong similarity to the five strands of mathematical proficiency presented in the National Research Council's Adding It Up: Helping Children Learn Mathematics (2001), Engage NY Math's framework develops mathematical problem solving through the following components of its organizing framework (Leinwand and Ginsburg, 2007):

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

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

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

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

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

Literacy. Arts in Action has made a concerted effort to integrate writing into the math curriculum based on research that has demonstrated the value that writing can bring to the

learning of math concepts. If a student can do the algorithm but cannot explain how to do the algorithm and why, then that student does not have a deep understanding of the math concept being taught. Writing forces students to think carefully about math concepts before they are able to articulate their understanding. Writing in math also activates parts of the brain that will increase student's understanding of mathematical concepts. "When it comes to math and science, writing brings more than literacy and communication advantages. The practice of writing can enhance the brain's intake, processing, retaining, and retrieving of information" (Willis, 2015).

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

AIA Procedural Math Rubric

SCORE LEVEL	MATHEMATICAL KNOWLEDGE: (Do you know it?)	STRATEGIC KNOWLEDGE: (How do you plan?)	EXPLANATION: (Can you explain it?)
4	<ul style="list-style-type: none"> I solve the problem accurately. I label my answer accurately. I made no mistakes in computation. 	<ul style="list-style-type: none"> I circle or underline important parts of the word problem, and I know how to apply and use them to solve the problem. I show accurate numerical sentence(s). I show all of the steps I used to solve the problem. 	<ul style="list-style-type: none"> I write neatly and in complete sentences. I explain <u>what</u> I did and <u>how</u> I did it. If I use a drawing, I can explain all of it in writing. I use many of the right math words to show I understand how math works.
3	<ul style="list-style-type: none"> I solve the problem accurately. I label my answer, but it might not be accurate. I made small mistakes in computation. 	<ul style="list-style-type: none"> I circle or underline most important parts of the word problem, and try to apply and use them to solve the problem. I show appropriate numerical sentence(s). I show most of the steps I used to solve the problem. 	<ul style="list-style-type: none"> I write in complete sentences, but a little messy with some grammar mistakes. I mostly explain <u>what</u> I did. I mostly explain <u>how</u> I did it. If I use a drawing, I can explain most of it in writing. I use several math words to show I understand how math works.
	<ul style="list-style-type: none"> I do not fully understand what the problem 	<ul style="list-style-type: none"> I circle or underline some 	<ul style="list-style-type: none"> I write my

2	<p>is asking me to do.</p> <ul style="list-style-type: none"> • I made many mistakes. • I only gave part of the answer, or I do not label my answer. 	<p>important parts of the word problem, but I don't apply or use them to solve the problem.</p> <ul style="list-style-type: none"> • I show some of the numerical sentence(s) I used to solve the problem. • I show some of the steps I used to solve the problem. 	<p>explanation but it is difficult to understand due to grammar mistakes.</p> <ul style="list-style-type: none"> • I explain some about <u>what</u> I did or <u>how</u> I did it but not both. • If I use a drawing, I can explain some of it in my writing. • I used some math words; or, I used some of the math words incorrectly.
1	<ul style="list-style-type: none"> • I tried to solve the problem, but I don't understand it. • My answer is not correct or unclear. 	<ul style="list-style-type: none"> • I circle or underline almost no important information in the word problem. • I show an incorrect numerical sentence(s). • I show little or no steps I used to solve the problem. 	<ul style="list-style-type: none"> • My sentences are incomplete, my work is messy, and it is not understandable. • My writing and my drawing, if used, do not relate to the problem. • I do not use math words; or, I use them incorrectly causing confusion.
0	<ul style="list-style-type: none"> • I did not try to answer the problem. 	<ul style="list-style-type: none"> • I show no numerical sentence(s) or steps for the problem. 	<ul style="list-style-type: none"> • I do not explain anything in writing; or, I explain such a small amount that it is not useful.

Differentiated Support.

Students who experience difficulty mastering basic math concepts are supported to stay on pace through skillfully implemented classroom instruction and supplemental intervention, mostly in the form of small group instruction. Classroom accommodations such as individual workstations, shortened and/or un-timed assessments, problem-solving steps outlined on worksheets and timers are used to help all students experience success. Teachers and instructional aides will be trained and supported in strategies proven effective in supporting struggling students, such as the following nine advocated by renowned math instruction expert Marilyn Burns:

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

8. Provide practice – Practice is ample and connects to students immediate learning experiences
9. Build in vocabulary instruction – Students learn mathematical vocabulary explicitly, and within the context of relevant learning activities

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

Technology. Arts in Action has implemented the award-winning computer adaptive program I-Ready. Arts in Action made the shift to I-Ready because I-Ready provides the ability for students to work at their instructional level, and the work is common core aligned. In addition, I-Ready provides the schoolwide benchmark assessments, and it has been helpful to have an integrated math computer program. Since I-Ready is adaptive, students receive differentiated instruction that meets them right at their current math level. I-Ready individually tailors every math lesson and ensures that students work in their optimal learning zone. I-Ready is a math learning curriculum that connects to computer adaptive assessments, it effectively builds conceptual understanding, procedural fluency, and college and career readiness.

History/Social Science (Core Class)

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

-National Council for the Social Studies, Expectations of Excellence: Curriculum Standards for Social Studies, 2008.

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

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

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

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

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

- Acquiring Information
 - reading skills
 - study skills
 - reference and information search skills
 - technical skills unique to electronic devices
- Organizing and Using Information
 - thinking skills
 - classify information
 - interpret information
 - analyze information
 - summarize information
 - synthesize information
 - evaluate information
 - Decision-making
 - Metacognition
- Interpersonal Relationships and Social Participation
 - personal skills
 - group interaction skills
 - social and political participation skills

Arts in Action’s curriculum will use History/Social Science History Alive! to plan reading and supplemental activities. Teachers also reference the California History-Social Studies Framework published by the California Department of Education. These frameworks align with the California content standards, include assessments and reflect the Charter School’s instructional approaches in social studies.

Grade 6 students expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

In Grade 7, students study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500 - 1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

In Grade 8, students study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

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

Literacy integration in social studies also includes close reading of informational and primary texts, read-alouds of historical fiction and non-fiction, writing fictional first-person

narratives based on a particular time period being studied, writing informational summaries, and writing persuasive essays advocating for a particular point of view in a historical debate.

Technology. In addition to the use of History Alive! The social studies team uses Google Classroom for exams and written assignments and presentations. The use of technology also helps to facilitate cross curricular collaboration between teachers and content.

Science (Core Class)

The science program at Arts in Action will provide an integrated, developmental, inquiry-based curriculum based on Next Generation Science Standards (Next Gen). The program will not only effectively teach students Next Gen content but also develop their social and literacy skills as well. Major organizing principles of science instruction include the following:

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

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

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

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

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

- Classifying: arranging or distributing objects, events, or information representing objects or events in classes according to some method or system
- Communicating: giving oral and written explanations or graphic representations of observation
- Comparing and contrasting: identifying similarities and differences between or among objects, events, data, systems, etc.
- Creating models: displaying information, using multi-sensory representations
- Gathering and organizing data: – collecting information about objects and events that illustrate a specific situation

- Generalizing: drawing general conclusions from particulars
- Identifying variables: recognizing the characteristics of objects or factors in events that are constant or change under different conditions
- Inferring: drawing a conclusion based on prior experiences
- Interpreting data: analyzing data that have been obtained and organized by determining apparent patterns or relationships in the data
- Making decisions: identifying alternatives and choosing a course of action from among the alternatives after basing the judgment for the selection on justifiable reasons
- Manipulating materials: handling or treating materials and equipment safely, skillfully, and effectively

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

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

In Grade 6, Earth Science is the focus. Students explore the organization of the universe and Earth's place in it. The Geologic Time Table, the theory of continental drift and plate tectonics, and how fossils form help students create an overall view of planet Earth's history. Students also explore geological characteristics of the Earth, including volcanoes, earthquakes, and factors of change such as erosion. Finally, students study global weather and changes in weather patterns. Grade 6 science creates a foundation for science to come. Grade 6 students complete Earth Science with a clearer understanding of the world around them and demonstrate readiness to begin study of life in Grade 7.

In Grade 7, Life Science is the focus. Students explore life from the cellular level to groups of organisms. The course focuses on understanding the development of life from genetic and evolutionary standpoints to the organization, structure and function of living things. Hands-on lab experiments enhance the concepts learned and stimulate critical thinking necessary to draw conclusions from observations. To further their understanding of the scientific method and practice, Grade 7 students will work in pairs to develop a science experiment. Students will conceive, design, run and report on the experiment of their choice. Students will research their topics to inform design of their experiment. To help students select challenging projects, teachers arrange for speakers during the school year

to conduct experiments with the students or demonstrate scientific technology. Teachers also closely monitor the progress of projects. Grade 7 science develops experimental practice and curiosity in students to learn more about physical science in Grade 8.

In Grade 8, Physical Science is the focus. Examining energy and motion, students incorporate skills learned in math to utilize formulas in calculating speed, force, heat and other quantities. Graphing data and interpreting trends from graphs assist students in drawing conclusions from lab experiments. Continuing the hands-on nature of the science program, students conduct experiments to investigate average speed, friction force of gravity, patterns of waves in wave tanks and many others. Given the more abstract nature of Physical Science questions posed include the critical thinking variety. Critical thinking questions draw upon the concepts learned and require students to consider multiple aspects of a given problem. Critical thinking questions will be included with the conclusion questions on labs and on exams. Use of pertinent data and information will be required as evidence to support their answers to these questions. Science teachers will develop a rubric to assess these questions in an effort to help students improve their critical thinking skills. In Grade 8, students will extend their work in experimental design through a culminating project, with incremental skill-building ramping up to the independent work at the end of the year.

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

Arts (Non-Core Class)

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

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

Arts in Action will incorporate California Visual & Performing Arts (VAPA) Standards, which defines the four arts components as visual arts, theatre, music and dance and will use the VAPA Framework to guide planning, delivering, and assessing a comprehensive arts education program for all students. The Framework provides connections between the arts

and other core subjects to create an integrated curriculum. The Charter School's arts curriculum will address all five strands outlined in the Framework:

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

Program Overview. The arts curriculum provides students with artistic avenues for creative self-expression and to channel emotions into creative forms, with the objective of instilling in students a lifelong interest in the arts as well as tolerance and respect for diversity. Activities further students' understanding of artistic elements and principles of visual design. By engaging in arts activities that are integrated with core academic subjects, such as language arts and social studies students will enhance their content area knowledge, apply critical thinking skills and develop artistic skill and style. Based on the constraint of available funding and physical space, Arts in Action has implemented music and art instruction in the regular school day, taught by credentialed teachers who are experts in their craft. Currently, students have music and visual art instruction on a regular basis with dance and other arts opportunities after-school, and we are continuously building a high caliber arts program that demonstrates to students how they can excel in performing or fine arts and how they can use arts as a tool to change their lives.

Arts in Action works with several community organizations and works to bring the arts to our students in multiple ways and integrated into core content classes through our work with LACOE and the funding to integrate English Language Development with the arts and technology through TELA and TEAL.

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

Our goal is to develop the students' music skills enough that by the end of fifth grade, students would be able to pass a music fundamentals college course.

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

Visual Arts. The Arts in Action Community Charter School visual arts curriculum is designed to give students a well-rounded standard based arts education while encouraging each student's creativity and self-expression. AIA art lessons incorporate contemporary arts, art history, literacy, critique a work of art using art terms and hands on experience with a variety of art materials and techniques. We value process based-experience versus

emphasizing products. We want to foster confidence for students to try new methods and develop their skills as artists in a non-threatening manner. Grades are based on participation, effort, creativity, craftsmanship, use and care of materials, understanding and application of art concepts and lesson objectives, growth and behavior.

Art instruction at AIA is multimedia based in that students experience different types of paints—acrylics, watercolors, tempera; they use different drawing instruments—pencils, color pencils, charcoal, pastels, sharpies; they use different types of paper for collages; and they create 3D art through the use of clay and recycled materials. Students learn about master artists throughout history and artistic movements, --impressionist, cubism, expressionist, abstract, pop art.

Students currently receive art instruction or music daily. In addition, students who demonstrate particular talent in the visual arts are placed into the Art Intensive Program. This class is comprised of no more than 10 students, carefully selected for their enthusiasm and talent. The class meets Mondays, Wednesdays, and Fridays as part of an extended school day block.

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

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

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

teachers will collaborate with general education teachers to create coherence and to develop their skills in extending arts education in the general education classroom.

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

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

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

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

Social Emotional Skills (Non-Core Class)

The Charter School seeks to prepare students to lead healthy, fulfilling lives as part of its core strategies to focus on the whole child and to provide a supportive learning environment. As part of our SEL (Social Emotional Learning) process, AIA teaches the 5 Core Competencies outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The competencies of self-awareness, self-management, social awareness, relationship skills, and decision-making skills are taught during regular class

lessons. Students learn to recognize in themselves, and others, a wide range of emotions and responses to those emotions. They will learn and practice ways to calm themselves and to choose productive responses.

Additionally, students participate in weekly SEL Lessons that focus on developing one of these skills, on character development, or restorative justice practices (e.g. harm circles, social circles). Through these lessons, students learn to have empathy, to communicate effectively with others and to effectively resolve and manage conflict. The social emotional curriculum includes the following program components:

- School-wide AIA Creed/Character Development lessons taught during advisory time and reinforced by all school personnel
- A curriculum designed by our Director of Student Culture utilizing the Social-emotional skills curriculum *Habitudes from Growing Leaders*, as well as culturally relevant resources generated through multiple sources (e.g. facinghistory.org).
- Daily Advisory Meeting where students engaged in restorative justice activities in order to learn problem solving structures, such as social circles and harm circles.
- Suicide Prevention Curriculum, Signs of Suicide lead by the School Counselor. This program teaches students about triggers and warning signs of suicide, as well as coping skills and ways to ask for help. Additionally, the School Counselor will be available to provide on-going support and referrals in this area.
- Each core teacher will receive training in conducting advisory, ensuring that (1) all teachers share a common vocabulary and awareness of what skills students are developing at any given point in time and (2) each student has at least one adult who knows him or her well and monitors his or her progress.
- Explicit connections between social-emotional curriculum and academic curriculum, to reinforce and deepen both areas of learning (e.g., as students analyze varied perspectives in fiction and in history, write with authentic voice)
- Parent education classes, including, Suicide Prevention, Child Abuse Prevention and Awareness, and talking to kids about “tough topics.”

Physical and Health Education (Non-Core Class)

The Arts in Action physical and health education curriculum promotes healthy lifestyles among students and their families through the development of positive physical and mental habits.

Using the Physical Education Framework for California Public Schools, the physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and health and nutrition. The physical education program emphasizes individual motor skills, fitness and good sportsmanship.

Over the last decade a plethora of studies have found that physical activity promotes academic achievement. Physical activity activates important parts of the brain needed for learning, it promotes the growth of new brain cells, it lowers stress and improves mood, and it increases self- esteem (Institute of Medicine, 2013; Jensen, 2005). Increase in physical activity has been shown to have a positive relationship with academic performance. A report from the Center for Disease Control (2010) reviewed 43 research studies on the

topic and they found that 50.5% of the findings demonstrated a positive association across “measures of academic achievement, academic behavior, cognitive skills and attitudes.” At Arts in Action students are taught the importance of physical activity on optimal brain function and academic achievement. We believe that it is essential to have the students understand the why of physical activity. Walking through the classrooms one might see a teacher telling a group of first grade students to “pump up their brains” by having students jump up and down for a minute before beginning the next lesson, or a fourth grade teacher telling students to take a “brain break” by standing up and stretching their muscles for 3 minutes.

For explicit physical education instruction, teachers use the SPARK physical education curriculum as a guide. SPARK has been honored as an Exemplary Program of the U.S. Department of Education; featured in the Surgeon General’s report as a “School-based solution to our nation’s healthcare crisis,” earned a Governor’s Commendation and identified as the Center for Disease Control as a national model for programs designed to increase physical activity and combat childhood obesity. The SPARK curriculum is aligned to the state standards and it incorporates non-competitive, physical activity that has the following goals: 1) all students are provided with many opportunities to learn, participate and practice skills, 2) students are involved in moderate to vigorous physical activity at least 50% of class time, 3) students enjoy physical activity, and 4) students are encouraged to participate in physical activity outside of P.E.

All students will practice maintaining proper health by developing responsible lifelong habits in and out of the classroom. The knowledge and skills covered may include: food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions.

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

Innovative Curricular Components of the Educational Program

Intervention

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

Arts Instruction

Arts in Action students have three school structures by which they are exposed to the Visual and Performing arts: arts integration in core subjects, art and music electives, and field trip experiences. Teachers receive beginning of the year professional development from school administration which allows them to explore the visual and performing arts standards. In addition, professional development is provided during the school year through the LACOE TELA and TEAL grant that support arts integration in the core content classes. In addition, the arts teachers at Arts in Action attend professional development at the Institute for Educators held at the Music Center.

Arts in Action teachers are able to collaborate and plan, aligning units of study with classroom-based art projects. As the school moves into its next five-year term, the administration plans to continue expanding arts integration opportunities for students through robust strategic planning and professional development opportunities.

Students enrolled at Arts in Action are also afforded the opportunity to participate in music and arts classes throughout the week. These electives are taught by experts in the field and cover a breadth of genres, styles, and artists. The classes are aligned to the Visual and Performing Arts (VAPA) standards and students are taught above and beyond those standards.

To celebrate the success of these classes, the school hosts several showcases throughout the school year. An art gallery is set up in the hallways while each class demonstrates a musical performance. These events epitomize AIA's goal to develop the whole child through creative expression. Some students also perform in our yearly musicals and additional performances. We believe that encouraging students to perform in front of a large audience boosts self-esteem, increases presentation skills, and encourages students to "come out of their shell." It is common to see students become shy and withdrawn their first few times on the stage, but after a few years, students demonstrate great confidence and enthusiasm for performing. In the future, Arts in Action would like to incorporate more opportunities for students to perform, such as at competitions, and community events. Further, a scholar who demonstrates gifted ability is then asked to audition for the high achiever/Extended Enrichment program. This program allows for students to receive more intensive training to develop artistic or musical ability. These students may study painting, sculpture, guitar, or voice. In the past, we have also had students who were identified as gifted in the arts through GATE.

Students are also provided field trips where they experience both amateur and professional performances. Due to the Charter School's partnership with the Los Angeles County High School for the Arts (LACHSA) students are able to attend operas, dance performances, and symphonies. In addition, students visit local museums to connect the art to styles they have studied and their own lives. Lastly, the Charter School capitalizes on the extensive educational outreach programs offered by the Music Center.

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

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

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

- **Language Arts** – In our literature-based program, emphasis is on a well-stocked library of high-quality chapter books and other fiction and non-fiction literature so that each student can continually read books of interest at his or her just-right reading level. The Charter School’s instructional leadership team has an extensive set of curricular resources with which standards can be comprehensively addressed. In addition, the Units of Study in Opinion/Argument, Information, and Narrative Writing: A Common Core Workshop Curriculum, Accelerated Ready, Ready ELA workbooks (for additional ELD and informational text and writing support, and the computer adaptive program I-Ready ELA.)
- **Math** –Ready Math curriculum workbooks (aligned to common core, and supplementary materials through I-Ready Math.
- **History/ Social Science** – History-Social Science: History Alive! Curriculum and school generated units aligning GLAD and the Social Studies Framework.
- **Science** – Full Option Science System (FOSS) California by Lawrence Hall of Science, and ProjectGlad.com
- **English Language Development**—Project Glad.com, ELD Instructional units integrated with science and social studies (in addition to the ELD integration through Ready ELA and Ready Math.
- **Visual and Performing Arts** – Teacher-selected materials, art history resources from Art People; City Hearts teachers;
- **PE** – SPARK P.E. Curriculum
- **Social-emotional development** – A curriculum curated through various resources by the Director of Student Culture and a socio-emotional committee.

Instructional Methods and Strategies

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

Purposeful Action

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

- Students' work develops higher order thinking and skills and habits needed to thrive in the modern world.

Just-Right Challenge

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

Student Ownership of Learning

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

Supportive Learning Environment

- Learners feel respected and understood by adults and peers.
- Kindness is modeled and encouraged throughout the school.
- Learners have opportunities to make decisions in the democratic management of school life.
- The school culture, including, instruction is culturally relevant.
- All learners are expected to meet high standards.
- Learners receive supports needed to meet academic and behavioral expectations, including supplemental academic instruction and support, targeted social-emotional skill development, counseling, referrals to community partners and more.
- Learners learn to collaborate effectively, often in cooperative learning groups
- Parents are supported to become active partners in students' learning.

- Teachers are supported to become expert practitioners of the Charter School's methods.
- The school taps community resources to round out needed student supports and create a comprehensive program.
- All community members, especially teachers to students, have a problem-solving attitude.

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

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

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

Disciplinary Habits of Mind. Another primary path for ensuring high student achievement is by weaving content area process skills together with content. Students practice the process skills particular academic discipline as adult practitioners of the disciplinary world. This creates a more powerful mode of understanding content and develops higher order

thinking skills. Students are not just students, but authors, historians, and scientists. In the science research literature, this is referred to as teaching the nature of science and includes developing an understanding of the scientific worldview, scientific methods of inquiry, and the nature of the scientific enterprise.

In addition, students are also taught habits of mind necessary to success in any field of study or occupation. We strive to ensure that students develop these habits of mind as early as possible. In addition, students receive recognition on a monthly basis schoolwide and a daily basis in the classroom. We believe that this reinforces students' self-concept as academic achievers and bolsters their achievement.

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

Students:

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

Teachers:

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

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

A meta-analysis of 18 experiments concluded that the predominant use of higher-level questions—those that require students to go beyond simple recall and engage in more sophisticated thinking—during instruction yielded positive gains on tests of factual recall and application of thinking skills (Redfield and Rousseau, 1981). In a separate study (Andre, 1979), researchers investigated the effects of having students respond to higher-order questions that were inserted every few paragraphs in a text; they concluded that such a procedure facilitates better textbook learning than do fact question inserts. Pressley and colleagues (1992) showed that asking students for explanatory responses to higher-level questions prior to instruction activates prior knowledge and focuses attention, resulting in

better learning. Despite the demonstrated effectiveness of higher cognitive-level questioning, research has demonstrated that traditional classroom practice has rarely utilized it. In a review of the research on teacher questioning, Gall (1984) discovered that only about 20 percent of classroom questions required more than simple factual recall. Similarly, Goodlad (1984) reported that only about one percent of classroom discussion invited students to give their own opinions and reasoning. Arts in Action will make explicit teaching of higher order thinking skills a priority. This aligns with the shift to Common Core State Standards, which emphasize reasoning, application of skills in novel contexts, and other higher-level thinking skills.

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

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

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

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

Arts in Action will track student mastery of grade level standards to ensure that the curriculum addresses all students' needs.

Those students who are identified as underperforming will be tutored and provided with additional assistance in order to ensure their progress towards mastery of the standards. Further, research shows that when teachers and students work together for longer periods of time, achievement levels go up (Gottfredson and Daiger, 1979).

State Standards

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

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

- Views on effective learning have shifted from a focus on the benefits of diligent drill and practice to a focus on students' understanding and application of knowledge. This is reflected throughout the Common Core State Standards.
- Learning must be guided by generalized principles in order to be widely applicable. Knowledge learned at the level of rote memory rarely transfers; transfer most likely occurs when the learner knows and understands underlying concepts and principles that can be applied to problems in new contexts. Learning with understanding is more likely to promote transfer than simply memorizing information from a text or a lecture. This approach supports the rigor of Common Core State Standards, which require deep authentic command of content.
- Experts first seek to develop an understanding of problems, and this often involves thinking in terms of core concepts or big ideas. Novices' knowledge is much less likely to be organized around big ideas; novices are more likely to approach problems by searching for correct formulas and pat answers that fit their everyday intuitions.
- Research on expertise suggests that superficial coverage of many topics in the domain may be a poor way to help students develop the competencies that will prepare them for future learning and work. Curricula that emphasize breadth of knowledge may prevent effective organization of knowledge because there is not

enough time to learn anything in depth. Curricula that are “a mile wide and an inch deep” run the risk of developing disconnected rather than connected knowledge.

- Feedback is fundamental to learning, but feedback opportunities are often scarce in classrooms. Students may receive grades on tests and essays, but these are summative assessments that occur at the end of projects. What is needed are formative assessments, which provide students with opportunities to revise and improve the quality of their thinking and understanding.
- Many assessments measure only propositional (factual) knowledge and never ask whether students know when, where, and why to use that knowledge. Given the goal of learning with understanding, assessments and feedback must focus on understanding, and not only on memory for procedures or facts.
- Expert teachers know the structure of their disciplines and this provides them with cognitive roadmaps that guide the assignments they give students, the assessments they use to gauge student progress, and the questions they ask in the give and take of classroom life. The misconception is that teaching consists only of a set of general methods, that a good teacher can teach any subject, and that content knowledge alone is sufficient. (Brown and Cocking, 2001)

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

Technology

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

- All students use I-Ready math and ELA, this computer based adaptive program provides school wide assessments and instruction that is based on students’ achievement levels. The program tracks growth and proficiency levels, and is research based and correlated with success on the CAASPP state testing. I-Ready benchmark assessments are conducted at least three times a year. In addition, CAASPP IRBs are conducted to ensure that students are prepared for state testing at the end of the year.
- The school aims to have a one to one computer ratio through the use of chromebooks and GSuite for Education.

Students are trained in safe and appropriate usage of the Internet

- Students conduct research on computers
- Students use educational websites as part of the core curriculum
- Students use Google Classroom for projects and assignments in the upper grades.

The school will ensure that students will be prepared to take computer-based state standardized assessments by administering benchmark assessments with a similar interface and format three times a year at all grade levels, typically.

Subject Area	Grade 6	Grade 7	Grade 8
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English Language Arts	English 6	English 7	English 8
Math	Math 6	(Math 7 (Pre-Algebra))	Math 8 (Algebra or Algebra Readiness*)
History-Social Science	World History: Ancient Civilization and Literature	World History: Medieval Times	US History
Science	Earth Science	Life Science	Physical Science
PE/Arts /Intervention	PE course runs all year, 2-3 times per week Music and/or Art runs all year, daily Build in Intervention block: at least 3-5 times weekly Additional After-School Intervention based on need, 1-5 days per week		
Notes	AIA Middle has Honors English and Math and an Honors Robotics Course for Science. Honors History and additional honors opportunities will be added over time.		

Technology

AIA Middle's budget has been planned to ensure for ample acquisition of technology at a 1:1 ratio. The instructional program will provide and support student development of technology-related skills and student use of technology as follows:

- All students use computer-based learning programs (DreamBox Learning, Brain Pop, and, for intervention, Read 180, for example)
- Students are trained in safe and appropriate usage of the Internet
- Students take software-based typing lessons as a small group activity.
- Students conduct research on computers
- Students use educational websites as part of the core curriculum
- Students use computer-based educational programs for additional support and practice
- Students will increasingly utilize diverse computer applications such as blogs, video, editing software PowerPoint, and numerous other applications to create real-life application and to engage students learning; as a by-product, they learn to utilize diverse interfaces

ACADEMIC CALENDAR AND SCHEDULES

The school year will be 180 days long. Arts in Action will observe all federal holidays and will closely align winter break, spring break and other pupil-free days to the charter authorizing school district. Arts in Action's calendars are subject to revision year to year but all calendars follow the number of instructional minutes and school days specified below.

Instructional Days and Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req'd.
6	Select Y/N	168	335	10	275	2	200	0	0	180	54000	59410	5,410
7	Select Y/N	168	335	10	275	2	200	0	0	180	54000	59410	5,410
8	Select Y/N	168	335	10	275	2	200	0	0	180	54000	59410	5,410

Arts in Action Community Charter Schools

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Sample 6th Grade Schedule

6th	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-10:28	Period 1 Math 118 MIN	Period 1 Math 118 MIN	Period 1 Math 118 MIN	Period 1 Math 118 MIN	Period 1 Math 118 MIN
10:30-10:45	Break	Break	Break	Break	Break
10:45-11:43	Enrichment Art/Music/PE 48 MIN	Enrichment Art/Music/PE 48 MIN	Enrichment Art/Music/PE 48 MIN	Enrichment Art/Music/PE 48 MIN	Enrichment Art/Music/PE 48 MIN
11:45-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-2:20	Period 2 ELA 120 MIN	Period 2 ELA 120 MIN	Period 2 ELA 120 MIN	Period 2 ELA 120 MIN	Period 2 ELA 120 MIN
2:20-3:10	Period 3 SS/S 50 MIN	Period 3 SS/S 50 MIN	Period 3 SS/S 50 MIN	Period 3 SS/S 50 MIN	Period 3 Advisory 50 MIN
	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
	After School	After School	After School	After School	After School
	336 MIN	336 MIN	336 MIN	336 MIN	336 MIN
	1,680 MIN PER WEEK				

Sample 7th Grade Schedule

7th	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:28	Period 1 Science 58 MIN	Period 1 Science 58 MIN	Period 1 Science 58 MIN	Period 1 Science 58 MIN	Period 1 Science 58 MIN
9:28-9:30	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period
9:30 - 10:28	Period 2 ELA 58 MIN	Period 2 ELA 58 MIN	Period 2 ELA 58 MIN	Period 2 ELA 58 MIN	Period 2 ELA 58 MIN
10:30 - 10:45	Break	Break	Break	Break	Break
10:45 - 11:43	Period 3 Math 58 MIN	Period 3 Math 58 MIN	Period 3 Math 58 MIN	Period 3 Math 58 MIN	Period 3 Math 58 MIN
11:43-11:45	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period
11:45 - 12:43	Period 4 Social Studies 58 MIN	Period 4 Social Studies 58 MIN	Period 4 Social Studies 58 MIN	Period 4 Social Studies 58 MIN	Period 4 Social Studies 58 MIN
12:45 - 1:25	Lunch	Lunch	Lunch	Lunch	Lunch
1:25 - 2:23	Period 5 Enrichment 58 MIN	Period 5 Enrichment 58 MIN	Period 5 Enrichment 58 MIN	Period 5 Enrichment 58 MIN	Period 5 Enrichment 58 MIN
2:23-2:25	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period
2:25- 3:10	Flex 45 MIN	Flex 45 MIN	Flex 45 MIN	Flex 45 MIN	Advisory 45 MIN
	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
	After School	After School	After School	After School	After School
	335 MIN	335 MIN	335 MIN	335 MIN	335 MIN
	1,675 MIN PER WEEK				

Sample 8th Grade Schedule

8A	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 - 9:28	Period 1 Math 58 MIN	Period 1 Math 58 MIN	Period 1 Math 58 MIN	Period 1 Math 58 MIN	Period 1 Math 58 MIN
9:28-9:30	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period
9:30 - 10:28	Period 2 Enrichment 58 MIN	Period 2 Enrichment 58 MIN	Period 2 Enrichment 58 MIN	Period 2 Enrichment 58 MIN	Period 2 Enrichment 58 MIN
10:30 - 10:45	Break	Break	Break	Break	Break
10:45 - 11:43	Period 3 ELA 58 MIN	Period 3 ELA 58 MIN	Period 3 ELA 58 MIN	Period 3 ELA 58 MIN	Period 3 ELA 58 MIN
11:43-11:45	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period
11:45 - 12:43	Period 4 Science 58 MIN	Period 4 Science 58 MIN	Period 4 Science 58 MIN	Period 4 Science 58 MIN	Period 4 Science 58 MIN
12:45 - 1:25	Lunch	Lunch	Lunch	Lunch	Lunch
1:25 - 2:23	Period 5 Social Studies 58 MIN	Period 5 Social Studies 58 MIN	Period 5 Social Studies 58 MIN	Period 5 Social Studies 58 MIN	Period 5 Social Studies 58 MIN
2:23-2:25	Passing Period	Passing Period	Passing Period	Passing Period	Passing Period
2:25- 3:10	Flex 45 MIN	Flex 45 MIN	Flex 45 MIN	Flex 45 MIN	Advisory 45 MIN
	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
	After School	After School	After School	After School	After School
	335 MIN	335 MIN	335 MIN	335 MIN	335 MIN
	1,675 MIN PER WEEK				

Professional Development

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

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

As much as possible, Arts in Action works to retain strong teachers and continuously increase teacher retention.

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

The school year begins with two weeks of development for all AIA teachers, both new and returning. The first two weeks are used to provide professional development on Reader's and Writer's Workshop, Project GLAD and English Language Development, Engage NY, positive behavior management, social justice, socio-emotional education and other components of the curriculum. The focus is also on team-building and understanding each other's strengths, leadership styles, and backgrounds. This foundation allows for the difficult work to begin and the team works in grade level and department teams to plan cognitively engaging lessons aligned to the Charter School's scope and sequences. Along the way, teachers receive guidance and support from the leadership team and coaches, as well as from lead teachers. This team mentality helps ensure that students at Arts in Action receive a well-rounded program. Teachers frequently comment on how supportive and collaborative the teaching team is, and we believe that this collaboration is the basis of our programming and services.

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

Arts in Action Community Charter Schools Professional Development <i>PDs occur during the beginning of the year PD (two weeks before school year starts), during weekly PLCs, during pupil free days, during school days, after-school and during optional workshops</i>	
Professional Development Topic	Sessions and Titles
Special Education	<ul style="list-style-type: none"> • Special Education: Compliance, IEPs, Expectations for IEP meeting participation • Americans With Disabilities Training • IEPs at a Glance and Accommodations Overview (in grade-level teams) • 504 Accommodations Overview (in grade-level teams) • Universal Design for Learning and supporting exceptional students • Special Education and Referral Evaluation Process • Special Education State of the Union (300 reports, SESAC) support for students with IEPs (Optional monthly) • Unique Learning Curriculum • GoalBook
Multi-Tiered Systems of Support	<ul style="list-style-type: none"> • MTSS Schoolwide Overview • Creating MTSS tiered supports in your classroom • Student Support and Progress Team meetings and process • Creating/Planning Interventions • Working with Assistant Teachers • Planning for Power Block/Flex Time
Arts Integration	<ul style="list-style-type: none"> • Multi-Tiered Systems of Support and the Arts • Technology and English Language Development and the Arts (TELA) • Arts Integration with Core Content Classes
ELD	<ul style="list-style-type: none"> • ELD general strategies review and what EL levels indicate (BOY) • ELD Powerful Choices • GLAD strategies • ELD planning for designated and integrated instruction • Middle of year ELD check-in: strategies that are working and ELPAC intro • ELPAC Summative training • Technology and English Language Development in the Arts (TELA)

CAASPP	<ul style="list-style-type: none"> • CAASPP data review (overall and significant subgroups), overview (all grades) and IAB overview • SBAC prep (vocabulary, test taking strategies, content review, genre studies, performance task demands) • CAASPP workshops for Mat • CAASPP workshops for ELA • CAASPP Compliance and kick-off • CAASPP scheduling and logistics
NGSS and FOSS Science Planning	<ul style="list-style-type: none"> • NGSS Training and Unit Planning • CAST Data Review and Training • FOSS Training and Check-Ins • Sex Education/Drug Prevention Training for grades 4 and above and grades 6 and above
Literacy and Reader's and Writer's Workshop	<ul style="list-style-type: none"> • School library intro & procedures • Interactive Read Aloud basics review + STAR levels review • Accelerated Reader/STAR Reading (grades 3 and above, grades 6 and above) • Introduction to Writer's & Reader's Workshop (new and developing teachers) • RW/WW Guided Planning Rounds • Workshop Lab Rounds • Interactive Read Aloud Lab Rounds • Guided Reading/Shared Reading Training
Engage NY/Ready Math	<ul style="list-style-type: none"> • BOY support/unit planning, pacing, scope and sequence planning • Baseline Observations & Debriefs • Follow-Up Observations & Debriefs • Fluency/Sprints • Application Problem • Differentiation • Assessments • Pacing Check-Ins
Extended Enrichment Program and GATE	<ul style="list-style-type: none"> • GATE Caseload conferral with teachers • Extended Enrichment overview/GATE referral process • Teacher checklists for GATE testing and recommendations • Differentiating for GATE students/midyear reminders
I-Ready	<ul style="list-style-type: none"> • I-Ready Overview • Data Goal Setting • Data Review for each round of school wide testing
Power Schools	<ul style="list-style-type: none"> • Data & Assessments (PowerSchools) • How to use pre-built assessments, Itembank, assessment reports, etc. • Parent Portal • Attendance/Student Information/Etc. • Gradebook Set-Up • Report Cards • Optional Work Sessions (Internal) • Behavior Referrals

Socio-Emotional and Discipline Restorative Justice	<ul style="list-style-type: none"> ● Advisory and Morning Meetings Overview ● Classroom behavior expectations vs. school wide (teacher locus of control vs. admin/DT) ● School Culture Events and Initiatives (Upcoming events) ● McKinney Vento Training ● Erin's Law - Child Abuse Prevention and Identification ● PBIS/Tiered Levels of Support: ● Overview, different levels of support, Dojo overview and set up ● Higher Levels of Support (Tiers 2 and 3) ● "Re-setting" - Returning for winter break ● Peer Helpers Program/Student Council ● Social-Emotional Learning - Overview, importance, and planning (Lesson Outline and Creed) ● Responding to Bullying and other student conflicts ● Setting up Classroom Culture - Home Court advantage, emptying the amygdala ● School-Wide Support Team and Counseling updates - a Data Review ● Suspension, Alternatives to Suspension, and Restorative Justice ● Behavior & Health Referrals, and Minor Incident Reports- PowerSchools ● Community Circle Protocols ● Uniforms, Toy, Cell Phone/ Electronics Policies ● Monthly Workshops with Dust - 3:30-4:30 on Thursdays Topics: social emotional needs, behavior plans, classroom culture, etc.... ● Suicide Prevention Policy and Mental Health - Overview and Responding ● Suicide Prevention/Impact of Traumatic Stress/Vulnerable groups ● Suicide Postvention - What happens next?
Social Justice and Mission and Vision	<ul style="list-style-type: none"> ● Social Justice Planning for the First Two Weeks and Teaching Tolerance Website ● Mission and Vision Brainstorming, Goal Setting, Overview ● Social Justice Check-Ins ● Showcase Planning
Other	<ul style="list-style-type: none"> ● Teacher Evaluation ● Office Procedures ● Operations Procedures ● Safety Procedures and Fire Drills ● Wellness Committee Training ● Bloodborne Pathogens, Concussion, Drug and Alcohol Abuse Awareness, Sexual Harassment Training

Beyond the weekly PLCs, full day professional development sessions are built into each trimester. While the primary focus of these days is dedicated to data analysis and re-teaching, the leadership team also strives to provide more in depth workshops related to effective instructional practices. Utilizing school wide benchmarks and other data, teachers engage in a structured reflection on how their teaching practices have impacted student

achievement. As department or grade level teams they brainstorm different ways to engage their learners as they re-teach the content.

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

Standard	Indicators	Observation Evidence
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	
	B) Creating cognitively engaging learning experiences for students	

Standard	Indicator	Level 1	Level 2	Level 3	Level 4
		Developing	Basic	Proficient	Distinguished
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design and selection of learning experiences are not aligned to learning objective and not sequenced to ensure independent mastery of	The design and selection of learning experiences are aligned to learning objective but are not sequenced / paced to maximize	The design and selection of learning experiences are sequenced / paced to enable students to demonstrate independent mastery of learning	The design and selection of learning experiences are sequenced / paced to enable students to demonstrate independent mastery of learning
		learning.	instructional time to enable students to demonstrate independent mastery of learning (e.g., sufficient modeling, varied practice).	objectives including sufficient opportunities to practice under direct supervision of teacher and / or in collaboration with other students.	objectives including differentiated resources / activities for re-teaching and additional practice to adjust instruction as needed.
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide cognitively engaging learning experiences to support students in achieving mastery of the stated learning objectives.	Instructional plans include cognitively engaging learning experiences but the plans include insufficient time and supports for students to achieve mastery of stated learning objective.	Instructional plans provide students opportunities for sustained attention to a cognitively challenging learning experience. The plans include sufficient time and supports for students to achieve mastery of learning objective through cognitively engaging learning experiences.	Instructional plans provide cognitively engaging learning experiences that ensure students construct knowledge to achieve or exceed mastery of the stated learning objective.

Lead teachers have displayed a track record of success and therefore can use their level of expertise to grow the program. Lead teachers serve on a committee that will serve as the voice of the teaching staff on a variety of school related topics. Lead teachers are given more autonomy in terms of how they manage their classrooms and have fewer informal observations each year. In addition, lead teachers provide coaching and support to developing teachers.

A teacher who has made significant academic achievement gains, has a track record with the school over a minimum number of years, and maintains an effective score on the teacher observation and evaluation tool can be recommended for the third tier, Distinguished. Distinguished teachers are recognized for both their practice in the classroom and leadership in the school.

Meeting the Needs of All Students

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

Our educational program meets the needs of our students by providing opportunities for student integration through research-based language supports, continuous professional development for staff, and parent involvement. Students identified as English Learners through initial assessment receive at least 45 minutes of integrated English Language Development every day through social studies and science instruction. During the English class and FLEX portion of the day, English learners are grouped by ELD level and receive targeted designated instruction by the teacher for at least another 45 minutes daily. Arts in Action Charter School provides English learners full access to the curriculum so that they understand content being taught. Research-based strategies (Rubenstein-Avila, 2006) utilized to provide full access include:

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

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

[Project Glad] provides an organizational structure for an integrated, balanced literacy approach. The integration, of listening, speaking, reading, and writing into all content areas and the interrelating of science, social studies, and literature with each other, underscores research that language is acquired most effectively when the emphasis is on meaning and

the message. Language, any language, should be acquired while studying something of interest or real life use.

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

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

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

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

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

Full implementation of the CA ELD Standards has occurred over the past few years using the following timeline:

- The Awareness Phase focuses on introducing the CA ELD Standards to stakeholders, planning systems of implementation, and establishing collaborations among stakeholders.

- The Transition Phase concentrates on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders.
- The Implementation Phase expands on the new professional learning support systems, full alignment of curriculum, instruction, and assessments, and effective integration of these elements across the field.

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

- Targeted Small Group ELD—English Learners who are identified as in need of intensive intervention will participate in small group ELD instruction (approximately five students) during the regular scheduled ELD time. Specific ELD goals will be set for these students through a School Success Progress Team Meeting (SSPT), and the assigned teacher will teach ELD to target these goals.
- Tutoring—to best support ELL students in need of intensive intervention, the ELD coach, ELA teachers or assistant teachers will provide them with one-on-one and/or very small group tutoring that specifically addresses their identified needs and targets their SSPT ELD goals. The tutoring sessions will occur 2 to 3 times a week, based on severity of need. Teachers will create a tutoring plan that delineates how the students' ELD goals are addressed and when they will be assessed. Evidence of student's progress in tutoring will be shared with the ELD teacher, and presented at the following SSPT meeting for review.

Annually, Arts in Action Community Middle School reviews the and evaluates the English language program to guarantee that students are provided with the highest quality instruction and that instructors use the best practices in the field. Our annual evaluation consists of receiving formal feedback from parents, administration, teachers, and the English Language Advisory Committee (ELAC). The evaluation process entails reviewing curriculum support, student data, instructional practices, and program funding. The goal of our educational program is to provide services to English learners that will lead to their reclassification as fluent in English. Therefore, Arts in Action has adopted a reclassification process to enable students initially identified as English Learners to exit the program and participate without further language assistance as Fluent English Proficient students. English learners shall be reclassified as Reclassified Fluent English Proficient (R-FEP) when they have acquired the academic English language skills necessary to receive instruction and achieve academic progress at a level equivalent to students of the same age or grade whose primary language is English.

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

Arts in Action has adopted a reclassification process to enable students initially identified as English Learners to exit the program and participate without further language assistance as Fluent English Proficient students. Arts in Action will reclassify students according to the reclassification guidelines offered with the rollout of the new ELPAC exam.

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

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

Required Criteria (California Education Code Section 313[d])	Reclassification (Exit) Criteria
English Language Proficiency Assessment: ELPAC	Overall Level 4 High level 3 in all subgroup areas
Comparison of Performance in Basic Skills: <ul style="list-style-type: none"> • Language Arts State Test (CAASPP) • Internal Language Arts Assessment (iReady) • Fountas & Pinnell Assessment (TK-5th) • Accelerated Reader Assessment (4th-8th) 	Score of Standards Met (Level 3) or higher on CAASPP or evidence of being on grade level on one of the qualifying exams listed
Parental Consultation: Reclassification Meeting	School Administrator, Teacher and Parent Signature
Teacher Evaluation: Overall Language Arts Grade	Elementary: Language Arts grade within the classroom must be a 2.0 or greater at end of year Middle School: Language Arts grade of 2.0 or higher

If an English Learner does not meet the ELPAC criteria for reclassification, the parents receive an Annual Notice of English Progress that provides the parents with their son or daughter's ELPAC scores and compares those scores to the reclassification criteria followed by AIA.

If an English Learner does meet the ELPAC criteria for reclassification, the Reclassification Team, comprised of teachers, administrators, and parents will meet to discuss individual student's data and determine if he or she meets all of the criteria outlined above for reclassification. The student's parents are invited and highly encouraged to attend the meeting. If they are unable to attend the meeting, then alternate forms of soliciting feedback are obtained, such as a phone call or note home. Communication with parents is noted on the second page of the Reclassification Request Form.

If the Reclassification Team designates a student as having met all of the criteria for reclassification to Fluent English Proficient then the student's reclassification is noted in the student information system reporting system, and their parents are notified via the Parental Notification of Reclassification form.

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

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

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

Developmental Benchmarks	Reading	<ul style="list-style-type: none"> ● Accelerated Reader ● STAR Reading ● i-Ready computer software
	Writing	<ul style="list-style-type: none"> ● On Demand Writing Assessments ● IAB's at end of ELA modules (6-8)
	Math	<ul style="list-style-type: none"> ● ReadyMath Benchmarks for MS ● i-Ready computer software ● IAB's at end of Math modules (6-8)
	ELD	<ul style="list-style-type: none"> ● ELPAC (TK-8)
Performance-Based	<ul style="list-style-type: none"> ● Math ● Reading ● Writing ● Science ● Social Studies 	Teacher created assessments that are given to students during and at the end of units of study. Assessments include clearly defined criteria and rubrics.

Standards-Based	<ul style="list-style-type: none"> • Math • Language Arts • Science (5th & 8th) 	<ul style="list-style-type: none"> • iReady Math and Reading diagnostic • IAB's (6-8) • CAASPP
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Monitoring Reclassified Fluent English Proficient Students (RFEP)

Reclassified students are looked at carefully to ensure that their progress does not slip as they lose the additional support of the English Learner program. The team completes the Monitoring Reclassification Form for each reclassified student for a two-year period. The form is kept in the students' EL folder in their CUM/School SIS system. If a reclassified student demonstrates academic regression an SSPT will be conducted and further evaluation and/or assistance will be provided for the student.

Strategic Goal Monitoring

In addition to looking at individual student growth for the purposes of intervention, the data will also advise the team as to whether or not the school is on track to meet its strategic goals for the year. If the data demonstrates that the goals will not be met, then the team will create a plan of action on how to address the areas of need.

Strategic Goals:

- EL students will increase one English proficiency band yearly as measured by the ELPAC.
- Any EL students scoring at the intermediate level for more than one year will be identified and receive targeted intervention support designed to increase the students' performance by one proficiency band.
- Reclassified students will maintain, or increase, their academic level and English proficiency as measured by regular progress monitoring (assessments outlined below).
- All teachers will be highly qualified at teaching English Learners effectively as measured by participating in trainings and teacher evaluation.

The strategic goals are a mechanism for ensuring that the English Learner program at Arts in Action remains rigorous, effective and holds high expectations. They also provide the school with a focus when analyzing large sets of student data, and a common vision for what benchmarks will be used to assess the school's ability to meet the needs of its large English Learner community.

Interventions for Students Not Meeting Progress Expectations

Through the use of progress-monitoring assessments as described above, ELs progress will be carefully analyzed for growth. When students fail to meet the expected progress benchmarks, interventions are provided to accelerate learning and parents are notified in writing of the student's specific areas of need as well as the intervention(s) that are being provided.

It is important to examine the achievement of the student's "true peers" (similar language proficiencies, culture and experiential background) to determine if they are progressing or not. If several "true peers" are struggling, this is an indication that the core instruction is less than optimal for that entire group of students. When the progress of a particular student is substantially slower than the students' true peers, the student requires additional support in the form of an intervention.

Sites will use the Response to Intervention Model to provide services. Rtl is a tiered model of providing intervention services to students that is systematic and data-driven. The level or intensity of the intervention is based upon the specific academic or behavioral needs of the student. Student progress is monitored during all points in the system in order to provide information on the response of the student to the intervention implemented. The ultimate goal is to assist the student in succeeding within the regular education setting with the standard curriculum.

Intervention Plan

For students not making adequate progress, as determined by the progress monitoring assessments listed above, Arts in Action Schools will hold an ELD Intervention class on either Saturday or after school to address the motivational issues confronting LTEL's. These intervention opportunities will focus on reading and writing skills that students need to meet the first two strategic goals:

- EL students will increase one English proficiency band yearly as measured by the ELPAC/ELPAC.
- Any EL students scoring at the intermediate level for more than one year will be identified and receive targeted intervention support designed to increase the students' performance by one proficiency band.

The ELD Intervention classes will also address the needs of any students who would be considered Long Term English Learners (LTELs). An LTEL is defined as a pupil in any of grades 6 to 12, inclusive, who has been an English learner for five or more years. Services are provided to students who are at risk of becoming an LTEL student as well.

Arts in Action Community Middle School provides various supports for Long Term English Learners based on their academic needs.

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

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

Gifted and Talented Students and Students Achieving Above Grade Level

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

program (EEP) that services our academically advanced and talented students at the highest levels of proximal development through:

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

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

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

In addition, Arts in Action has worked hard to increase the identification of GATE students at Arts in Action.

Arts in Action Community Schools follows the LAUSD GATE testing and referral process. Below are the categories for formal GATE identification and testing:

Category	Grade	Definition
Intellectual Ability/High Achievement	K-8	For Intellectual ability, assessment by psychologist. For High Achievement, students who function at highly advanced levels in both English Language Arts (“ELA”) and Math (For high achievement, evidence CAASPP testing or the OLSAT)
Specific Academic Ability	5-8	Students who function at highly advanced levels in either ELA or Math (evidence requires three consecutive years)
Visual and Performing Arts (VAPA)	2-8	Students who originate, perform, produce, or respond at exceptionally high levels in either dance, drama, voice, drawing or painting

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

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

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

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

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

To ensure students' advancement and growth, the education program team will monitor students' progress using performance task assessments that are valid and reliable, fair, and based on current theory and research. The assessments will encompass multiple and objective criteria that challenge the student to use critical thinking skills, mind mapping, and

higher tiers of Bloom's taxonomy. These assessments will be measured using a CAASPP rubric and the responses and results will be placed in an orange folder and kept in the students' record files.

Students Achieving Below Grade Level

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

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

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

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

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

Assessment	Focus	Subject
I-Ready	Common Core Standards based; adaptive	Math and Language Arts
STAR Reading Benchmark Assessment System-Reading Inventories Accelerated Reader	Independent Reading Levels, fluency and reading comprehension	Reading
ELPAC	Language Proficiency	ELD
Subject-base Assessments & Portfolios	Common Core Standards, CA Standards	ELA, Math, Science and Social Studies

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

The results from these assessments are also shared and discussed with the Charter School's instructional leadership team. This team is comprised of the school director, Director of School Culture and the Director of Special Education. The data is analyzed both by this team during weekly instructional leadership team meetings, but also through the work of the school director in conjunction with the Executive Director and the MS school director during the weekly director meetings. The purpose of this regular monitoring through two different tiers of leadership meetings is to ensure that the focus is on continuously improving instructional practices to ensure that those practices meet the needs of all students, including significant subgroups. During these meetings, the progress of all students is monitored, particularly those who are achieving below grade level. The focus of the meeting includes determining if the structure and system of multi-tiered supports and interventions for academic, socio-emotional, and behavioral needs is sufficient. This monitoring process is in addition to the below described teacher monitoring process.

Below is a recap of the school based monitoring system.

The school monitors the academic and emotional needs of *all students* through data analysis and reflecting on and planning for building relationships with their homeroom teacher. Once a trimester each teacher engages in a detailed analysis of their students' progress. The administration organizes the classroom and benchmark data of students, provides data analysis templates and reflection tools, and guides teachers to think deeply about what factors within the classroom and those external to the program affect the academic achievement of the cohort. Teachers are provided support in creating engaging, rigorous learning activities that promote the academic achievement of all students. Teachers categorize learning targets between those students have mastered, those which require whole group re-teaching, and those which can be tackled via small group instruction

The instructional leadership team (described above) use this data to monitor the effectiveness of their programs and to create goals for improvement. Monitoring of schoolwide and sub-group achievement is an important component of the overall performance monitoring of the school; thus, the results are shared with the Executive Director during the school director meetings and to the Board of Directors.

The school director/principal leads the intervention program at Arts in Action in collaboration with the instructional leadership team. Additional Assistant Teachers support teachers in the classroom and teach in our after school and summer school intervention program. Assistant Teachers are high quality instructional aides who are entering local teacher preparation programs. We believe that investing in university-trained assistants is essential to successful implementation of the program.

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Socio-Economically Disadvantaged/Low Income Students

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

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

Also, teachers and other staff members make a concerted effort to identify students who may be experiencing particular challenges. In addition, the students with additional needs are case managed by the Director of School Culture, and additional resources are provided to families.

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

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Students with Disabilities

The Director of Special Education at Arts in Action ensures that the special education program meets the needs of all students with disabilities. Part of this work includes ensuring that students with disabilities are able to navigate the enrollment process at Arts in Action. The Director of Special Education ensures that the recruitment process and materials are also aligned to making it clear that students with disabilities are able to enroll at Arts in Action and that their needs will be met. Part of this work includes ensuring that the recruitment team can speak to special education programming and supports, and are inclusive and abide by 504 and IDEA acts/laws. The recruitment handbook specifically addresses special education questions that might come up during the initial recruitment process.

The development and implementation of the IEP drives academic achievement through the creation of common core aligned goals that are reflective of a student's academic, socio-emotional and behavioral strengths and needs. The IEP team creates measurable and attainable goals using support from GoalBook, a resource that provides common core aligned assessments as well as recommended goals based on student performance.

The implementation of the IEP is driven by the collaboration between special education and general education team members. Collaboration occurs during collaborative planning time that is allocated during the school day to each teaching team. Through this teamwork, the special education and general education team ensure that the recommended IEPs goals are targeting important common core aligned skills so that students are able to access the general education curriculum and make academic progress.

Student behavioral needs are similarly met through collaborative efforts by the general and special education teachers. In addition, assistant teachers and paraprofessionals provide any valuable data on student's behavioral needs during their weekly data sheets. This data is then used to create behavior goals that help students be successful in the classroom.

Student progress is measured through the work of the MTSS team, as well as through regular meetings to ensure that students are making progress towards meeting their IEP goals. Progress reports are provided to parents on a trimester basis. In addition, parents have access to their child's grades through the online Parent Portal. Additional sources of progress measurements include I-Ready performance data, student work samples from both the general education classes and Resource Program small group sessions, and collaborative teacher feedback.

IEP Compliance in reference to related services, accommodations and/or modifications for Students with Disabilities (SWD) is ensured in the following ways:

- The 200 report, 300 report and SESAC report for the leadership and special education team is shared at both schools on a regular basis.
 - The 300 report is generated and shared weekly
 - The 200 report and SESAC report is generated bimonthly
- In class accommodations are shared by the special education teachers through IEPs at a Glance that are updated regularly and shared with the general education teachers.
 - In class accommodations are easily referenced through the regularly updated "classroom accommodations checklist"
 - Testing accommodations are reviewed by the assistant principal and special education teacher
 - IEPs at a Glance are also available in the substitute teaching folders.
- Benchmark and state testing accommodations are also reviewed by the testing coordinator and leadership team.

The school ensures that delineated services and provisions are implemented with fidelity through regular coaching and observation of the special education team teachers, and regular coaching/observation for special education paraprofessionals. The special education teachers also review, observe and sometimes participate in the services provided by the Occupational Therapist, Speech Therapist, Counselor and APE.

Arts in Action is an Option 3 charter school and runs a comprehensive special education program with robust and tiered supports as evidenced by the data and instructional program overview addressed in different areas throughout element 1.

Arts in Action interface with MiSiS and submit required data through CALPADS reporting. In addition, AIA has allowed LAUSD to access the student information system (SIS) that the school uses. Below are examples of data collected and shared with LAUSD.

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

- Statewide Assessment Data
 - The standard file including District ID.
- Norm day
 - District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year
 - District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
 - District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

Foster Youth

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

A Typical School Day

Many AIA Middle begin their day with breakfast on campus. Adults greet students cheerfully, with playful exchanges, check-ins and high-fives. Some students receive more structured check-ins with the counselor, behavior interventionist, the teacher or the school director. These students might have higher levels of socio-emotional need or need more structure to the start of their day.

At the start of the day, students report to Advisory. Students have learned protocols for Community Circle. The day will typically open with some type of sharing, and depending what is arising in the community, this may be formalized through one of the Circle protocols. At the beginning of the school year, it is common to open with a team-

building activity, such as the “human pretzel.” Then, the advisor may facilitate a socio-emotional lesson and check students’ binders/agendas as an “exit ticket” from advisory.

Then, in classrooms, teachers offer an activity that settles students into the academic day and shift their focus towards schoolwork. In a Period 1 ELA class, the day opens with a short Do Now. The teacher has posted a thought-provoking image, a reminder of key vocabulary, and a question that students journal a response to. The teacher presents a mini-lesson modeling a close reading strategy with the Principal, who has popped in to participate in the demo. Students do a partner activity to practice the strategy, with the teacher providing feedback. Students then break into groups, with a small group working with the teacher, and students working independently to annotate their Article of the Week, on silent reading, and on a vocabulary activity.

In Period 2, History, the teacher reviews notes on the topic together with the class through History Alive! As students take notes via Google Classroom. Then, students work in teams preparing for a debate. Some groups are researching their topic, other groups are creating a visual to support their arguments, other are creating an outline of their arguments, and the teacher is conferring with a fourth group, pushing the group to higher level reasoning through his questioning. The teacher reminds students of their homework to read and write a reaction to historical fictional novel.

In Period 3, Math, students complete a Do Now with four problems, ranging from simple to more challenging. Then, the teacher reviews an activity. Students work in groups to drop balls from a varied heights and then recording the height of bounces from each height. They record their table in a chart of X and Y, the independent and dependent variables. Groups record their data, and the teacher discusses it in a group – they decide which outliers to eliminate and discuss why. Then the teacher models the first graph of the results. Students then work with a peer to develop a second group and complete the last graphs on their own. The teacher indicates that tomorrow students will write a narrative describing the data pattern. Based on her a quick comprehension check, she encourages a handful of students to come after school to review the graphing procedure again.

In Period 4, Science, students are analyzing food labels as part of a project to develop a balanced meal and write a defense of their choices. Students capable of extra challenge are researching a physical condition or disease, such as diabetes, that calls for stricter dietary parameters. The teacher is working with a small group to support their work with graphic organizers. A handful of students are using teacher feedback to make revisions to their lab report outline of their experiment simulating functions of the digestive system.

At lunch, some teachers are seen mixing with students to spend a few minutes of their lunch building relationships with students. Some teaching staff provides additional lunch clubs that students can participate in (student council, art club, Anime club, etc.) The feel of the lunch hour is relaxed and a salad bar option is provided to students. Playground staff

might be facilitating a game of soccer or volleyball while some students play chess or other games at the table.

In Period 5, some students head off to PE, which is doing strength-based yoga, while others are headed to an advanced drawing class. In both classes, teachers review specialized vocabulary and create an opportunity for students to use the language in context.

In Period 6, students participate in FLEX, where strategic small group intervention for students based on the targeted area of need is provided by staff. Students are grouped based on area of need and receive targeted instruction that is tracked for several weeks. Periodically, data is analyzed as a school and intervention groups are restructured. FLEX provides structured designated support for English language learners (beyond which happens in core content classes), skills help, extension work, etc. FLEX is an inclusive model as all students are participating in intervention and the groups are fluid based on evolving areas of need.

At the end of the day, students divide into intervention, homework time, and various arts and sports electives. In addition, some students might go to their sports team practices, as Arts in Action has provided competitive sports opportunities in soccer, volleyball and basketball.

**ELEMENT 2 – MEASURABLE PUPIL OUTCOMES and
ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL
BE MEASURED**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

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

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Measuring student performance and growth throughout the year is a vital step in ensuring that classroom instruction is rigorous and leads to academic success for all students. Students at Arts in Action take a variety of assessments throughout the school year so that the team may analyze, reflect, and reteach. Arts in Action's administrative staff, analyzes data reports and produces tables and graphs to represent trends schoolwide and by subgroup. Administrators facilitate review and analysis at meetings of instructional staff as well as at meetings of the Board of Directors as new data becomes available throughout the year.

Common Core Benchmark Assessments. At the beginning of the year students take a computer-based assessment, currently I-Ready, that is aligned to the California Common Core State Standards. This baseline serves as a diagnostic to better understand the skills with which students are entering the grade level. Teachers analyze these results to tailor their instruction to the needs of the cohort. This data is also used to create intervention groups for the first trimester. In addition, students take the computer-based Smarter Balanced Interim Assessments. While there are two different types of CAASPP interim assessments available to schools, AIA Middle has selected to administer the Interim Assessment Block (IAB) which has a narrower focus than the comprehensive assessments. This tool provides teachers data specific to each standard, rather than claims, better enabling teachers to modify daily instruction to build upon students' strengths and develop areas of need. Teachers analyze these results to tailor their instruction to the needs of the cohort. The goal is for all students to show evidence of maintaining proficiency or closing the gap toward proficiency.

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

Teacher-created and Publisher Assessments. Arts in Action uses teacher-created and publisher assessments, including diagnostic assessments and ongoing progress checks as an ongoing part of instruction. Teachers use these assessments to adjust and refine

instruction according to students' individual needs on an ongoing basis. These assessments will also be used to identify students needing intervention and to ensure that all reasonable steps are taken to promote each student's grade level academic performance.

Writing Portfolios and Writing Assessments. Writing portfolios provide students opportunities for revision of work as they integrate teacher feedback provided on a school-wide writing rubric. These portfolios shall include both essays written over an extended time frame and those publisher assessments written over a shorter time frame. In addition, teachers in the same grade level plan writing assessments that are common core aligned and are administered with an accompanying rubric.

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

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

Assessment	Purpose	Frequency	Expectation
IABs	To monitor students' progress toward Common Core State Standards.	Once per trimester	Continuous growth
STAR READING	To monitor students' reading proficiency	Once per trimester	70% of students will grow one reading level
Writing Benchmarks	To evaluate students' writing proficiency	Once per trimester	70% of students will grow one level or score proficient on each of the writing genres
Math Reasoning Inventory	To evaluate achievement of math reasoning needed for middle school Common Core	Once per trimester until mastered	80% of students will demonstrate proficiency or a trend line indicating a gap closure
Ongoing Assessments in Core Content Standards	To analyze students' skill and standard mastery	Ongoing	80% of students will demonstrate $\geq 70\%$ mastery or a trend line indicating a gap closure

Data Analysis and Reporting

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

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

Types of Data Used

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

Teacher Created Assessments

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

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

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

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

(CDE) to complete a School Accountability Report Card (SARC) and shares access to the Student Information System (SIS) to the LAUSD data team.

Grading Progress Reporting, and Promotion/Retention

Grading Policy

Students at Arts in Action receive numeric and letter grades. These outcomes refer to the necessary skills, behaviors, and understandings to master grade level subject content. Each teacher maintains a gradebook in which homework, assessments, projects, and other student work is input on a regular basis. These scores are aligned to grade level expectations and are averaged for the purpose of the report cards. Parents and students have access to the gradebook through the parent portal.

Progress Reporting

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

Promotion/Retention Policy

The Promotion and Retention Policy is intended to clearly articulate the board of director's intention to foster achievement, reduce the incidence of social promotion and to foster standards for student excellence. A student may promote to the next consecutive grade level inasmuch as they meet proficiency expectations for the grade level. Throughout the year each student's progress is monitored and a plan is developed if the child is in need of intervention. The school utilizes Light's Retention Scale in order to ensure that all factors are taken into consideration (such as if the child has siblings in close grade levels, socio-emotional development of the child, etc.)

At Risk of Retention—End of First and Second Trimester

An analysis of student work is completed at the end of each trimester. At this time teachers and administration review a child's portfolio of work which may include state test scores, internal school benchmarks, classroom assessments, and other classroom work samples. Students who achieve a "D" (Approaching Standard) or "F" (Does not meet standard) across multiple disciplines are considered "at risk of retention", as reflected in the report card. Students who are identified as at-risk for retention will be recommended for an

intervention program and an individual plan will be designed during an SSPT meeting. Follow-up SSPT meetings will be scheduled to monitor the progress of the student and to adjust the type and level of intervention if needed.

Retention Recommended—End of Third Trimester

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

ELEMENT 4 - GOVERNANCE STRUCTURE

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or

professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS

501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal

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

Board of Directors

Arts in Action was founded by a public nonprofit benefit corporation, Schools in Action which was incorporated on July 10, 2007. Arts in Action Middle School is still currently operated and governed by Schools in Action. The Schools in Action Board of Directors will not include any contracted staff member (those who work for the school as a paid employee whether it be full time or part time) for Arts in Action Community Charter School, Schools in Action, or Arts in Action Community Middle School.

The Schools in Action Board will maintain no less than three and no more than nineteen voting positions at any time. Board members are elected for a term of two years and may renew their term or remain in office until a successor member has been designated.

Board Member Selection

Candidates for each seat on the incoming Schools in Action Board will be nominated by any board director and will be filled by a quorum vote of Schools in Action Board Members except for the parent representative. Criteria will include fulfillment of qualifications, listed below, the amount of time or other resources the board candidate anticipates contributing, and extent to which the candidate helps to broaden and/or deepen the Board's range of expertise. There will be continuous initiative to ensure that there is at least one parent representative on the school board. Avenues for parents to become board members include self-nomination, and nomination and voting by the United Parent Council.

To ensure ethical and fiscally sound decision-making, the Schools in Action Board will ensure full compliance with all conflict of interest provisions in the bylaws and in the board-adopted Conflict of Interest Policy and Conflict of Interest Code.

Board Director Responsibilities

Responsibilities of a board director on behalf of Schools in Action:

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

- Participate in the Schools in Action Board development and planning retreat.
- In general, utilize personal and professional skills, relationships and knowledge for the advancement of the school.

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

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

Qualifications of a Board Member

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

Behavioral Expectations

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

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

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

Board members shall exemplify integrity, honesty and respect. A dedication and commitment to the vision of AIA and the charter school movement shall be top priority for any board member. Any board member finding him- or herself involved in an irresolvable conflict shall put the vision of the school first and step down from the board. Examples of an irresolvable conflict include business interests that create a conflict that cannot be resolved, or being hired as a staff member of Schools in Action or the Charter School.

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

Role of the Board

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

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

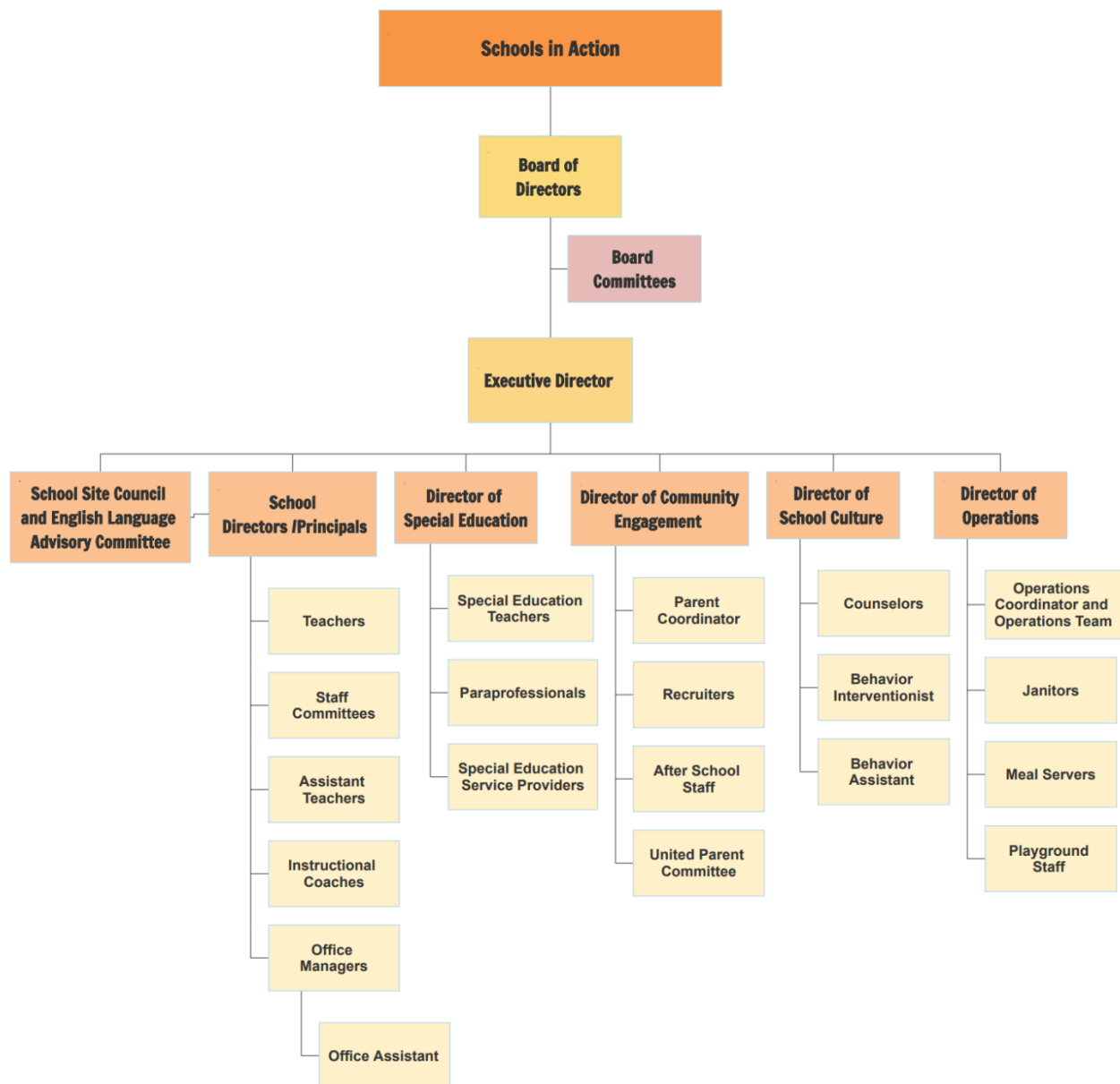
The Board will not allow Board members to be paid employees or independent contractors of the corporation (or relatives of any such person).

Arts in Action and its governing board, Schools in Action, and all committees will also comply with the Brown Act, including for teleconferences, and will operate in accordance with the charter petition, its Bylaws and Articles of Incorporation which were established by the Board of Directors. The principal office of Schools in Action will be within LAUSD boundaries. By default, the Board will meet at the elementary or middle school campus, alternating between school sites.

Pursuant to the Brown Act, meeting notices and agendas will be posted 72 hours in advance of meetings in a location open to the public 24 hours a day so that the public is made aware and able to plan their attendance if they are interested. The Secretary records a draft of the meeting minutes, the board approves the minutes, and the minutes are made public. Meeting notices with meeting agendas will be posted on the Arts in Action school site outside the schools' front entrances located at 5115 Via Corona Street, East Los Angeles, CA, 90022 and 745 S. Kern Ave, East Los Angeles, CA, 90022 to ensure appropriate public visibility. In addition, meeting agendas and meeting minutes are posted

on the school website. Upcoming meeting agendas are posted through a link that is visible on the main page of the school website. Any person who files a written request with the school's office manager at least one week in advance of the meeting shall be mailed a notice. The Board will meet at least eight times a year. Board meetings will be held with sufficient frequency to ensure a level of oversight appropriate to the school's successful and sustainable functioning.

Staff Organizational Chart



Staff Involvement in Governance

Staff will provide important input and feedback about the Charter school both informally and formally. Informal input and feedback will occur more fully and meaningfully as the Charter School's leadership continues to evolve in their ability to create a trustful, collaborative environment. Informal methods include the following:

- Participating in staff meetings
- Using open channels of communication to express questions, ideas, and concerns (Arts in Action encourages a problem-solving approach to airing concerns) and the use of similar structures as used in our instructional model including community circles.

Formal methods include the following:

- Responding to stakeholder survey questions or providing input in structured reflection and strategic planning meetings
- Providing input on the Local Control Accountability Plan through surveys and discussion at staff meetings
- Participation on the English Learner Advisory Committee
- Participation on the School Site Council or other school based committees. The School Site Council functions as a leadership committee that has elected parent, staff, teacher and student members. Agenda items consist of the LCFF goals and LCAP, budgets, school events, and more. Positions are selected through nominations and votes.
- Messaging the school board directly through the link provided on the school website

Parental Involvement in Governance

Parents will provide important input and feedback on the school both informally and formally. Informal methods include the following:

- Attending regular open-ended meetings with the Principal, where parents are welcome to discuss questions and ideas (Arts in Action encourages a problem-solving approach to airing concerns)
- Attending parent meetings throughout the year, where parents are welcome to discuss questions, ideas, and concerns (Arts in Action encourages a problem-solving approach to airing concerns)
- Attending parent education workshops and communicating with staff at those events
- Serving as volunteers and communicating with staff related to service

- Assisting in planning family nights and other school events, contributing to newsletters, and attending community events on behalf of the school
- Meeting with teachers as questions and concerns arise and attending student parent conferences.

Formal methods include the following:

- Selecting a parent representative to serve on the Board of Directors or participating on the Schools in Action board
- Serving on the School Site Council
- Serving on the United Parent Council
- When applicable, participating in parent votes, through parent meetings or mail-in / hand-in ballots
- Responding to annual stakeholder survey questions
- Participating in townhall meetings
- Providing input on the Local Control Accountability Plan through townhall meetings and through stakeholder surveys
- Participation on the English Learner Advisory Committee
- Emailing the school board through the link provided on the school website

All formal methods will be actively promoted and facilitated by Arts in Action staff (until and except where parents choose to step up and run the channels for democratic participation themselves, which shall be encouraged). School-wide parent meetings will be held at least four times a year. Concerns not resolved to parents' satisfaction will be pursued through additional meetings between the executive director or administrative designee and the parents. If concerns are still not resolved, concerned parents may direct their concerns to the Board of Directors, where both the executive director or administrative designee and the parent(s) may present information.

Parent Coordinator

To help facilitate parent involvement, Arts in Action employs a parent coordinator and a Director of Community Engagement and Enrichment (who facilitates parent engagement and other programming). The parent coordinator will train and provide support to volunteers; conduct outreach to prospective families and register new students; act as a liaison between parents and staff; facilitate parents' inclusion in democratic decision making and school governance, and work with delegated staff to produce a regular newsletter to families. The coordinator will also collaborate with outside agencies to provide additional services and support to students and families.

United Parent Council

The United Parent Council (UPC) will provide an ongoing opportunity for two-way communication and democratic decision-making between parent constituents and the school, including formal processes for parents to initiate desired activities, plan events or provide formal input to the Charter School's leadership. While parent volunteer hours are

strongly encouraged, the Charter School does not mandate that a family complete a predetermined amount of time each year. The UPC serves as a meaningful way for parents to engage with our school community and affect change and development in the AIA program. The UPC parents facilitate meetings facilitation so that it is truly parent run. Arts in Action staff will provide logistical support to ensure that communication about UPC meetings and processes reach all parents in a timely fashion. The scope of issues to be addressed by the United Parent Council shall include but not be limited to the following issues:

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

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

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

The UPC will be convened no less than four times a year, and the agenda will include discussion and request for input about the Charter School's continuous program implementation and improvement process. The United Parent Council may develop and

vote on proposals to move forward to the administration. The UPC will initially send proposals to the principal for consideration. This is not a gatekeeper function but rather serves to expedite a response and enhance collaboration between the administration and the UPC. Should the principal deny the proposal the UPC may send the proposal to the Board of Directors (or, the principal shall indicate if the Board of Directors is the appropriate audience for initial consideration, should the proposal fall under the scope of duties assigned to the Board, not the principal). The principal or the Board of Directors may respond by approving, denying, requesting additional information, or convening additional meetings of interested parties (which may include staff, students, parents and other relevant stakeholders) to discuss proposal elements in an effort to achieve mutual understanding and possibly a workable action plan. The Chair of the UPC (or his or her designee) shall report to the Board of Directors at each meeting.

Staff Committees

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

- (1) The Education Program Committee advises the Principal on issues pertaining to student achievement, including curriculum, instruction, assessment, instructional staffing and supplemental educational services.
- (2) The Personnel Committee consists of 3 members that can rotate and advises the Principal on desired changes in staff positions at the school, on hiring decisions, on supporting staff to achieve greater job satisfaction and higher levels of performance, and on evaluating and terminating employees. The Personnel Committee will not discuss any issues in which employee confidentiality is demanded by law, by prudent judgment or by the employee himself/herself. This unusually high level of staff participation in personnel decisions has been key to achieving staff cohesion and avoiding staff-management disputes in many schools.
- (3) The School Culture and Social Committee advises the Principal on issues related to creating a school environment that helps students, especially, but also staff and parents to achieve their full potential in their roles at the school, such as effective communication, conflict management, community education (especially on health and human development). The School Culture Committee also advises the Principal on school events and other traditions that build community and typically organizes the work necessary to realize these events and traditions.

- (4) The Wellness Committee includes members from the teaching team, school staff and families (both parents and students). The committee plans wellness initiatives on campus.
- (5) Staff committees will bring proposals to staff meetings for consideration by the whole group. They allow teachers to invest time in area they are most interested and to hash out issues with more consideration than full staff meetings could afford. Staff committees are an important part of staff involvement in democratic decision-making at Arts in Action. The administration will give strong consideration to proposals generated by committees and vetted by the full staff.

Business and Operations Management

Arts in Action will be a direct-funded charter school. Although many operations are managed internally, Arts in Action has retained Charter Impact to provide business services and financial management as possible. These services include but are not limited to budget development, accounting and payroll oversight, assistance with attendance reporting, fiscal planning, reconciliation of monthly accounts, financial reporting, ongoing budget monitoring and operations compliance. The Charter School has a fiscal policy that is Schools in Action board approved and reviewed regularly. In addition, the executive director meets regularly with the school site fiscal team (school directors and office managers) and Charter Impact to ensure successful and compliant fiscal management and operations.

ELEMENT 5 - EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school." (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

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

Executive Director

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

Responsibilities:

Executive

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

Business

- Overseeing the fiscal health of Schools in Action for effective operation and long-term sustainability, including managing the operational budget and developing adequate revenue sources through diverse funding streams (State, local, stakeholders, parents and philanthropic support).
- Negotiating and executing all outside instructional and non-instructional consultants, and service provider's contracts.
- Procuring E-rate funding, including developing schools technology plans working with School Leaders, selecting all technology-related service providers, and monitoring E-rate discounts with servicers to maximize funding.
- Securing all necessary school site insurance—liability, officers and directors, workers compensation, property, etc.—and monitoring compliance with proper administration and incident reporting.
- Negotiating and contracting all employee benefit providers, such as health, vision and dental, 403B and 457, and POP and FSA, ensuring the highest cost/benefit options is available to employees and the organization.

- Managing all funds procured through state grants, ensuring that all fiscal reporting requirements are maintained accurately and all compliance reports are completed in a timely manner.
- Interfacing with “Back Office” Support Provider and SIA Board Treasurer on a consistent basis to ensure the Board has all of the information necessary to maintain its’ fiduciary duty.

Academics

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

Qualifications

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

School Director/Principal

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

Responsibilities

- Creating and maintaining a supportive school climate that helps students and staff feel safe and reach their full potential

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

Qualifications:

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

Instructional Coaches

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

Responsibilities

- Facilitate classroom instruction based on current reading/study/thinking research related to Balanced Literacy.
- Demonstrate (model) reading/learning and process writing strategies in classrooms.
- Co-teach, co-plan lessons with teachers to assist them in the delivery of reading and writing strategies.
- Lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student literacy needs as related to the curriculum and to instruction.

- Conduct regular meetings with classroom teachers to examine student work and monitor progress in order to support teacher reflection and action.
- Provide in-service training and follow-up coaching to assist classroom teachers in the use of Balanced Literacy in their classrooms.
- Provide staff development for teachers, volunteers, parents, instructional aides, administrators, and other appropriate personnel as needed
- Participate in team reviews concerning academic progress of at-risk students who are not responding to interventions (both ELA and Math).
- Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction and intervention (both ELA and Math).
- Create and lead the implementation of a school-wide intervention plan.
- Monitor intervention instruction provided by Assistant Teachers.
- Oversee AIA's English Learner Master Plan.
- Collaborate as part of the leadership team

Qualifications

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

Director of School Culture and Counselors

The Director of School Culture facilitates the school's Positive Behavior Support plan and the socio-emotional programming and services for the school, including restorative justice practices. Counselors support the Director of School Culture in ensuring that the schoolwide plans are implemented and that students receive counseling services.

The Director of School Culture will lead the implementation of Arts in Action's Positive Behavior Support Plan, which includes planning with and supporting teachers in the classroom, monitoring identified students' progress and providing services for students who demonstrate behavioral needs. The Director of School Culture will lead the Counselors who will provide a full range of school counseling services to students grades 6-8, including screening and assessments, individual and group counseling, school--wide intervention and prevention and work with or refer to outside agencies as appropriate.

Responsibilities Include:

- Provide advocacy, child welfare, and counseling services to students, especially students with IEPs that have Designated Instructional Service (DIS) counseling goals and needs.

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

Qualifications Include:

- Pupil Personnel Services Credential or comparable counseling credential (Required)
- Experience with school-aged students (Required)
- Master's in Social Work, School Psychology, or equivalent specialty (Preferred for Counselor, Required for Director of School Culture).
- Knowledge of district policies and procedures related to special education and DIS services (Preferred)
- Knowledge of and experience with RTI/SSPT programs and interventions (Preferred).
- Articulate, professional demeanor, strong self-confidence, proactive (Required)
- Self-starter, comfortable in an entrepreneurial start-up environment (Required)
- Demonstrated ability to work in a fast-paced, high energy environment with a proven ability to meet and complete multiple deadlines and task (Required)
- Spanish/English bilingual (Highly Preferred)

Director of Special Education and Student Support Services

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

Responsibilities

- Act as care coordinator for IEPs and 504s, ensuring timely completion of all annual and tri-annual evaluation meetings and paperwork
- Coordinate and hold Student Support Team (SSPT) and Instructional Support Team (IST) meetings on campus
- Oversee RSP services and coordinate scheduling
- If necessary, act as RSP teacher for students with RSP minutes
- Facilitate between service providers including psychologist, counselor, speech therapist, occupational therapist
- Attend all pertinent district trainings
- Provide teachers with inclusion based support designing differentiated instruction and targeted behavioral support
- Leading professional development in the area of Special Education and compliance for the school
- Direct the Summer School ESY program
- When it was applicable and if it becomes applicable again- Lead the Modified Consent Decree meetings
- Ensure our school is compliant with district criteria for special education and 504
- Provide support and resources for parents through meetings, trainings and disseminating information
- Coordinate hiring for the special education team
- Facilitate the requirements of Option 3
- Participate in committees and campus events
- Collaborate as part of the leadership team

Qualifications

- Mild/Moderate Credential (Required)
- Minimum of 3 years teaching experience with students with special needs (Required)
- Master's degree (Highly Preferred)
- Experience working in schools and/or urban communities (Preferred)
- Strong written, grammatical, presentation, and verbal communication skills (Required)
- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators (Required)

Director of Operations

- Plans and directs facilities operations of the Charter schools (Arts in Action Community Middle School and Arts in Action Community Charter School), including

the coordination of administrative processes as they relate to school construction, reconstruction, modernization, and deferred maintenance.

- Supervises the management of facilities, grounds, and maintenance; custodial services; transportation services.
- Supervises meal program teams and adherence and compliance with all State and Los Angeles County Health Department regulations.
- Reviews facilities agreements and contracts to ensure compliance with all facilities within Schools in Action.
- Procurement of furniture and facilities equipment for both Charter schools (Arts in Action Community Middle School and Arts in Action Community Charter School).
- Sets standards for the proper use and care of classrooms.
- Plans, organizes, develops, and implements operational procedures to ensure adherence to a cost-effective and cost-beneficial operational mode, and to ensure that appropriate quality control and performance standards are maintained.
- Establishes priorities, organizes, schedules, coordinates, supervises, and participates in the work functions of maintenance, repair, construction, and facility cleaning operations.
- Inspects and evaluates maintenance work sites, school facilities, and offices to ensure against safety hazards, determine repair and refurbishing, major cleaning needs, and improper preventative maintenance.
- Reviews and approves work orders and major project plans, and aids in the coordination of manpower resources and material allocations. Reviews supply, material, and equipment requests and recommends acquisition of needed stock in order to maintain an appropriate maintenance and operation inventory.
- Monitors contractors who are providing maintenance and operations or construction-related services to ensure adherence to project specifications, timelines, and appropriate standards of performance.
- Confers with school leadership including the school directors and site personnel and others regarding facility cleanliness, maintenance, repair, and construction projects, and serves as liaison to vendors and contractors providing service to the district.
- Establishes schedules for ongoing preventative maintenance of facilities, grounds, and equipment to ensure against safety hazards and improper usage.
- Participates in incident and accident investigations and determines appropriate action.
- Selects, trains, and supervises, and evaluates the performance of operations, custodial and/or maintenance staff, meal program, and playground staff to provide work direction, and guidance to assigned employees in the Operations Department.
- Arranges in-service training programs for maintenance and operation personnel when required.
- Working closely with IT vendors and support staff to ensure staff and students are well equipped and supported. Plan and schedule for maintenance and IT plan for both schools and have acceptable use agreements for staff and students.

- Procurement of new technology and licensing for both schools. Management of Google Suite and student email accounts.
- Ensure consistency in the development of campus safety and emergency management preparation, ensuring key personnel is trained and equipped with the necessary tools and materials. Schedule drills in compliance with LAUSD expectations.
- Support Charter school with annual charter authorizer oversight visits, ensuring schools are fully prepared before, during, and after the visits. Support school directors in the development of the authorizer documents.
- Creation of school transportation schedule and expectations for students, parents, and staff
- Procurement of contracts and agreements between the Charter school and vendors.

Qualifications:

- Bachelor's Degree or additional coursework in operations, systems, business (Preferred)
- Excellent verbal and written communication in English (Required) and Spanish (Highly Preferred)
- Five years experience in operations at a school site (Highly Preferred)
- Knowledge of building maintenance (HVAC, plumbing, electrical, internet) (Required)
- Strong technological skills (Required)
- Proven ability to lead others and work collaboratively in a team (Required)

Teacher

Teachers will be selected by the Principal on an application and interview basis in consultation with the hiring committee. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise and their ability to demonstrate classroom instructional capabilities. Teachers will be qualified as per applicable State certification and licensure requirements.

Responsibilities Include:

- Help develop and provide a quality, enriched curriculum that is aligned with the California State Standards in all core content areas.
- Provide continual assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet the needs of the students.
- Provide an effective classroom environment that reflects and facilitates the academic program.
- Deliver socio-emotional curriculum to students.
- Provide peer assistance to fellow teachers.
- Continue to work on professional growth.
- Have, at a minimum, basic experience with educational technology.

- Actively strive for continuous and open communication with parents and community members.
- Maintain regular, punctual attendance.

Qualifications Include:

- Per Ed Code 47605(l) – Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. (Required)
- One to two years of prior teaching experience as a full-time (Highly Preferred)
- Strong classroom management skills (Required)
- Authorization to teach English Learners (Required)
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet, digital media (Required)
- Hold a Bachelor’s degree from a four year college or university (Required)
- In-depth understanding of and commitment to the Charter School’s vision and mission. (Required)

Other Certificated Staff

Arts in Action contracts with non public agencies as needed for special education services such as Total Education Solutions and Cross Country Education. In the past, Arts in Action has used Teachers on Reserve for substitute teachers. Arts in Action will only contract with qualified substitute teachers who do meet the CA state requirements for substitute teachers which includes the ability to obtain a 30 day emergency substitute credential. Arts in Action shall ensure that substitute teachers will undergo criminal background check before being utilized as substitutes. If assistant teachers are used as substitute teachers, they shall be in possession of a 30 day substitute credential.

Classified Staff

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

Parent Coordinator

The Parent Coordinator will promote positive means by which parents can engage with the school community and can serve to promote children’s development. Parent Coordinator will primarily be responsible to perform functions related to parent and community involvement in general, special and bilingual education. The Parent Coordinator will report to the Director of Community Engagement.

Responsibilities Include:

- Build a comprehensive parent participation program which includes volunteering;
- Plan and facilitate parent workshops;
- Act as liaison between Charter School, family and community;
- Facilitate parents' inclusion in democratic decision making and Charter School governance;
- Collaborate on refinement of student and parent handbook and Charter School policies;
- Assist Charter School in gathering and interpreting family data to plan, implement and evaluate the Charter School's parent involvement program;
- Collaborate with school-based staff and parents to assist Charter School in planning a comprehensive program of family and school partnerships;
- Assist in the development, writing, and updating of proposals and grants to secure program funding;
- Plan and administer budget for school, family, and community partnership programs and events;
- Interface with the leadership team to support the system-wide implementation of parent participation program;
- Supervise and evaluate parent mentors and/or facilitators;
- Maintain accessible files;
- Recruitment Responsibilities Include:
 - Plan and execute an annual student recruitment plan aligned to AIA's student enrollment goals.
 - Mobilize a Student Recruitment team to assist with recruitment projects and initiatives.
 - Collaborate with the Executive Director and school directors on the development of marketing material for prospective families and community outreach to provide clarity regarding AIA's enrollment process.
 - Refine enrollment procedures and track students through enrollment process.
 - Develop schedule and coordinate monthly open house opportunities for prospective families.
 - Host annual lottery for prospective families.
 - Develop new student orientation curriculum in conjunction with administrative team.
 - Foster relationships with early education organizations, attend their events to promote Arts in Action to prospective families.
 - Build and maintain parent relationship database.
- Perform other duties as assigned.

Qualifications Include:

- Strong skills and professionalism in working with children, including facilitation of problem solving, ability to uphold the Charter School's guiding principles and support the Charter School's mission (Required)

- Child development or teacher education coursework and formal work experience/demonstrated ability to work effectively with children, fluency in Spanish & English (Preferred)

Additional Qualifications:

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

Office Manager

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

Responsibilities Include:

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

Qualifications Include:

- Experience with financial management and budget oversight, preferably in a school setting; (Preferred)
- Thorough understanding of accounting transactions and ability to use excel and other technology options; (Preferred)

- Ability to manage financial transactions (public and private sources) and communicate with public agencies re: funding; (Required)
- Experience with vendor management and negotiations (Preferred)
- Willingness to work with other support staff to meet short deadlines; (Required)
- Organizational skills, interpersonal skills, and attention to detail; and (Required)
- Knowledge of charter schools and public school funding. (Preferred).
- Associate's Degree required, Bachelor's preferred.

Office Personnel

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

Responsibilities Include:

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

Qualifications Include:

- High school education (Required)
- Bachelors Degree (Preferred)
- Good communication skills, orally and in writing (Required)
- Clerical experience (Preferred)
- Knowledge of basic duties required for the position (Required)
- Ability to learn assigned tasks and to acquire new skills (Required)
- Ability to operate equipment related to job description in a safe manner (Required)
- Proficiency in computer skills (Required)
- Self-initiative in handling daily tasks and project management. (Required)
- Ability to administer First Aid as required (Required)
- Ability to recognize a problem and to seek an effective solution (Required)
- Spanish bilingual skills (Highly Preferred)

Playground Staff:

Under general supervision, supervises students and maintains order on the playground/lunch area at designated hours of the school day; establishes protocols and procedures and ensures that all playground staff are supervising students effectively.

Responsibilities Include:

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

Qualifications Include:

- Experience working with elementary or middle school students in a similar setting. (Preferred)
- Proven dependability and reliability. (Required)
- Ability to learn and properly enforce school policies, rules and procedures in a positive manner. (Required)
- Ability to communicate effectively with and influence students. (Required)
- Ability to serve as a role model and remain objective including a pleasant but firm personality. (Required)
- Knowledge of general concepts of child growth and development and child behavior characteristics. (Required)
- Knowledge of techniques used in controlling and motivating students. (Required)
- First Aid and CPR certification. (Required)
- Spanish/English bilingual (Preferred)

Assistant Teachers

Assistant Teachers will assist classroom teachers and the special education team for regular daily tasks as well as those assigned as needed.

Responsibilities Include:

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

Qualifications Include:

- Strong skills and professionalism in working with children, including facilitation of problem solving, ability to uphold the Charter School's guiding principles and support the Charter School's mission (Required)
- Child development or teacher education coursework and formal work experience/demonstrated ability to work effectively with children (Preferred)
- CBEST and 30 day emergency substitute credential (Highly Preferred, cannot provide substitute coverage without it)
- Fluency in Spanish & English (Highly Preferred)
- Knowledge of and enthusiasm for the Charter School's mission and instructional approach (Required)
- Demonstrated ability to maintain an effective classroom environment (Required)
- California Multiple Subject Credential or current enrollment in a credentialing program. (Preferred)
- Strong skills in the Charter School's instructional approaches and demonstrated ability to differentiate instruction to all students' needs (Required).

Recruitment specialist (part time if necessary)

Personnel and Recruitment Specialist is a position designed to recruit students as well as high quality candidates for staff positions. This person has knowledge of the community to develop a recruitment plan that is responsive to the needs of the population to be served. This knowledge also enables the employee to review resumes and conduct initial phone interviews to identify potential hires that would best serve the needs of the students and families enrolled in the Arts in Action program. Further this person is highly organized and supervises the intake process of new students and new hires.

RSP Teacher

Responsibilities Include:

- Coordinate all special education services and compliance reporting for his/her student caseload;
- Identify, assess, develop IEPs for students with special education needs;

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

Qualifications Include:

- Knowledge of and enthusiasm for the Charter School's mission and instructional approach (Required)
- Demonstrated ability to collaborate with teachers to support students with special education needs (Required)
- Strong organization skills, attention to detail (Required)
- Mild/Moderate Credential or valid certification (Required)

Director of Community Engagement and Enrichment

Visual Art Curriculum Development and Enrichment Responsibilities Include:

- Collaborate with principal in the development of a visual arts program and curriculum.
- Oversee arts classes in both the regular school day and after school program.
- Assist principal in hiring art teachers
- Train new art teachers and oversee their curriculum for continuity.
- Oversee showcases and performances.
- Oversee afterschool programming and services.

Financial Development Responsibilities Include:

- Research relevant information from a variety of resources about individuals, corporate, foundation, and government funders who are or may become contributors to AIA.
- Prepare data and reports to be utilized by key staff members and Board members.
- Oversee the acknowledgement process and provides thoughtful follow up on major donations.

- Maintain and utilize a system for collecting and managing donor and prospect information, as well as managing its use.
- Identify partnering opportunities to leverage existing grants and develop complementary grant proposals
- Manage the grant proposal development and submission process; ensuring that proposals, reports and other documents are well-written, strategic, and submitted on schedule.
- Manage departmental budget and reporting requirements.

Community Engagement Responsibilities include:

- Oversee the parent coordinator
- Oversee and plan student recruitment initiatives
- Create the parent engagement plan with stakeholder input
- Oversee UPC and parent engagement

Qualifications

- Knowledge of and enthusiasm for the Charter School's mission and instructional approach (Required)
- Demonstrated ability to collaborate with teachers to support integration of the visual and performing arts into core instruction (Highly Preferred)
- Strong organization skills, attention to detail (Required)
- 2+ years experience working with students in grades K-8 (Highly Preferred)
- Highly-motivated and taking initiative for school wide arts initiatives and projects (Required)
- Professional in approach with others, accepts feedback, treats others with respect and consideration, accepts responsibility for own actions, follows through on commitments (Required)
- Exemplary writing, editing and verbal communication skills (Required)
- Strong Microsoft Office skills: Word, Excel, PowerPoint, Google Docs (Required)
- Fluent in spoken and written Spanish (Highly Preferred)
- Highly organized; ability to manage multiple projects at once and meet deadlines (Required)

ELEMENT 6 - HEALTH AND SAFETY OF PUPILS

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs

that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

Arts in Action will actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction. While the area immediately surrounding the school has a majority Latinx population (Latino/Latina without the gender specification, sometimes called Hispanic, although most entities are shifting away from the word Hispanic, as it is misleading as the students do not come from Spain), Arts in Action will conduct the outreach methods below with an aim of attracting students of other racial and ethnic backgrounds.

AIA will conduct at least four open houses and school tours between January and May. AIA will conduct at least two orientation meetings prior to the opening of each school year to

inform interested parents and students about the Charter School's offerings and expectations.

Arts in Action has a community engagement team whose duties include conducting outreach. Outreach meetings will be held in several locations of the East Los Angeles community in order to ensure all students in the area have an opportunity to attend the school. AIA will continue to conduct outreach to local organizations, such as neighborhood churches, preschools, community groups, park and recreation departments, playgrounds, and small businesses, each of which will be approached to gain informal feedback and interest in the Charter School's mission. In addition, Arts in Action board members have contacted people (friends and colleagues) who are familiar with or who have working relationships with these groups.

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

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

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

- **Racial and Ethnic Balance:** This plan will achieve and maintain the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio.
 - Currently, our school is reflective of the Boyle Heights and East Los Angeles community, and the majority of students are Latinx (97% plus). All students are welcome, and that being said, we aim to increase the percentage of other students, as diversity strengthens us all:
 - We have brochures written in Mandarin
 - We make sure to recruit in all neighborhoods in close proximity to our school

- We make sure our school staffing is reflective of the diversity we want to see in our school
 - We make sure that our programming is culturally relevant, engaging, and teaches tolerance and the importance and value of diversity
- **Special Education:** Arts in Action works towards ensuring that the school achieves and maintains the LAUSD's Special Education percentages.
 - We have historically met the LAUSD percentage of students with disabilities of 12.1% both in 2019-2020 and 2020-2021. Over the years it can fluctuate slightly, these are the steps that we have taken to ensure that students with disabilities are welcomed into our school:
 - Creating the position of Director of Special Education
 - Creating our own Special Education ESY program
 - Hiring more special education teachers and staff
 - Ensuring that our programming is reflective of the needs of the students, and not vice versa.
 - Creating a section of the recruiter handbook that answers special education questions and training recruiters on how to answer questions about services
 - Ensuring that the special education team is present during recruitment and orientation events
 - Ensuring that the website provides information on our special education programming
 - Assessing and creating goals to build our special education programming and services each year
 - Continuing to build our parent workshops on special education services
 - Continuously assessing and refining our multi-tiered systems of support to ensure adequate identification and to fulfill our responsibility to find students with disabilities
 - Posting clear messaging about special education and the evaluation process in clearly visible locations
 - Providing robust special education training for all staff members
 - Creating collaborative planning time for the general education special education team
 - Increasing our coaching and support process for special education teachers
- **English Language Learner Population Percentages:** Arts in Action continues to strive to achieve and maintain the LAUSD English Language Learner Populations. While historically our percentage of English Language Learners is more than double that of LAUSD, we are always striving to improve our ELD services and reclassification process. Steps include:

- Creating our own EL master plan that is reflective of the unique needs of our school
- Ensuring that students receive designated and integrated English Language development services
- Refining our reclassification process to ensure that it is reflective of state criteria and LAUSD criteria to ensure that students who reclassify are able to do so in a timely manner.
- Providing robust tiers of support for English Language Learners including intervention and curriculum that is designed for English Language Development
- Providing professional development on English Language Development instructional practices and the ELPAC
- Providing parent workshops on English Language Development instructional practices and the ELPAC

ELEMENT 8 - ADMISSION REQUIREMENTS

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each school site and in public areas at each school site.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition

level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission to Arts in Action is available to all students residing in California. Arts in Action complies with all laws establishing minimum and maximum age for public school attendance.

All qualifying applicants will be admitted provided that the number of applications received at the time of the deadline does not exceed the Arts in Action's enrollment capacity. If the number of pupils who wish to attend the school exceeds Arts in Action's capacity, enrollment shall be determined by a public random drawing (public lottery).

Lottery Preferences and Procedures:

A public random drawing process is implemented if the number of students who wish to attend Arts in Action exceeds the school's capacity. Students who are residents of LAUSD must be afforded the highest priority in the list of preferences.

The following students will be exempt from the lottery:

Current students enrolled at Arts in Action

Siblings of students enrolled at Arts in Action.

Children of staff not to exceed 10% of enrollment in each grade level.

The rationale for this preference is as follows: It can be difficult for families to have students in multiple schools, particularly when transportation is an issue. We have found success in keeping families together. We also give preference to children of staff, because our staff work long hours and many are of child bearing age. This policy is also geared towards increasing teacher retention and reduce staff attrition. In addition, we want to have the kind of Charter School where staff believe in our programming and believe that the services we offer will meet the needs of all students, including their own.

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

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

The lottery has moved to a fully automated system. An automated system means that the system is computer based, not conducted by hand or paper based. In the past, the school has used School Mint for the automated system. The school is now transitioning to the Student Information System PowerSchool which provides an automated lottery system. The school will continue to use an automated computer based system moving forward. Once all available spaces are filled, a waiting list for each grade will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur during the year. Students will be placed on the waitlist for each grade in the order that their names were drawn during the public lottery, regardless of their weighted preference. If, during the course of the lottery or the waitlist administration, one student's acceptance causes a sibling of that student to gain should status as a sibling, the student that has gained sibling status shall immediately be accorded.

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

To document the fair execution of lottery and waitlist procedures, at least two staff members will be present during the lottery, and the student enrollment automated lottery system will be utilized.

If the District determines that the change in lottery procedures requires an amendment, Arts in Action will initiate the amendment process.

ELEMENT 9 - FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(c)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

Annual Audit Procedures

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of Arts in Action Community Middle School to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls. The Arts in Action Board of Directors will issue a Request for Proposal every other year in December to select an independent auditor for a period of two years. The Board of Directors will select an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other criteria as specified in the RFP. Arts in Action will retain auditors

to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. All auditors will report directly to the Arts in Action Board of Directors.

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

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

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

Business Management Services

Business management services will be performed by a qualified provider. At the time of writing, the Charter school has retained Charter Impact. Arts in Action will have a designated on-site financial office manager who works at the Charter school every day.

ELEMENT 10 - STUDENT DISCIPLINE

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

- Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Discipline Policy

Arts in Action has developed a comprehensive discipline policy with substantial ongoing input from parents, teachers and students as to how the school should create a safe and healthy school environment. This policy follows a Multi-Tiered Systems of Support (MTSS) Framework, incorporating Restorative Justice, Positive Behavior Interventions and Supports (PBIS), and Social-Emotional Learning practices, to address the needs of our students. Our goal is to elicit positive change in student behavior at lower tiers of support, effectively managing issues before they get to the level of suspension or expulsion.

Charter School staff will review the discipline policy with students and parents prior to the first day of school. Upon enrolling in the Charter School, both students and parents will acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy will include the students' rights and responsibilities and the Charter School's suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary, or capricious, and will follow the general principles of due process.

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

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

When using MTSS, the goal is to address student behavior difficulties early, utilizing tier 1 supports and interventions, in order to stop the problem behavior before it escalates further. One of the main components of AIA's MTSS framework is our school-wide PBIS Plan. A PBIS model is different from traditional methods of discipline which rely heavily on blame, punishment, shame, and unquestionable authority. AIA's PBIS plan seeks to teach and support students with a variety of social-emotional skills, positive character traits and school-wide expectations.

The basic elements of the three tiers of PBIS are:

- Tier 1
 - Universal supports that are provided to all students, school-wide
 - Practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors.

- Tier 2
 - Practices and systems designed for students who are at risk for developing more serious problem behaviors before those behaviors start.
 - These supports help students develop the skills they need to increase their positive behaviors in school.
- Tier 3
 - Students receive more intensive, individualized support in order to increase their positive behaviors at school

Additionally, AIA's PBIS plan provides a process for understanding and resolving the negative behavior of children. It offers an approach for developing a thoughtful understanding of the underlying motivation of why the child engages in negative behavior. Once we, as a school, understand the motivation for the students' negative behavior, we can create a plan for teaching skills and strategies in order to prevent the negative behavior from continuing to occur. AIA's PBIS plan offers a holistic approach that considers all factors that have impact on a child and the child's behavior.

The core of AIA's PBIS plan involves inspiring, teaching, modeling, and reinforcing healthy social-emotional skills. Consistent with our mission "to prepare students to lead healthy, fulfilling lives" and as part of our core strategies to "focus on the whole child" and to provide a "supportive learning environment," AIA devotes time each day to the explicit teaching of these skills. As part of our SEL (Social Emotional Learning) process, AIA teaches the 5 Core Competencies outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The competencies of self-awareness, self-management, social awareness, relationship skills, and decision making skills are taught during regular class lessons. Students learn to recognize in themselves, and others, a wide range of emotions and responses to those emotions. They will learn and practice ways to calm themselves and to choose productive responses.

Students also learn to have empathy, to communicate effectively with others, and to effectively resolve or manage conflict. AIA's PBIS plan involves social problem solving structures, such as class meetings, social and harm circles, mediations, peer mentoring, restorative justice practices, student-led problem solving on school-wide issues, and access to a school counselor for individual, group and crisis counseling support.

AIA's PBIS plan notes the importance of being consistent and patient with student behavior, and allowing students multiple opportunities to learn from mistakes and self-correct. As AIA's PBIS plan is whole child-centered, we consider the student's family circumstances, academic history, self-esteem and self-concept when addressing behavioral needs. AIA's PBIS plan utilizes regular communication with parents/guardians via text message, email, phone, informal and formal conferences, and student success team meetings to ensure a strong home-school alliance built on trust and common goals.

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

Violations of the Discipline Policy

If a student exhibits behavior that disrupts his or her educational process, or the educational process of others, the teacher is required to redirect the student and/or to provide consequences to the student in order to maintain a safe environment. If a teacher observes that a student needs time and space or reflection time, the teacher has access to tools for reflective calm down activities and assessing/identifying emotions that are in the curricular materials provided by the Director of School Culture.

If a student engages in repeated violations of the comprehensive discipline policy, even after multiple consequences and tiers of support are provided, he or she will be required to attend a meeting with the school staff (administrator: School director or the Director of School Culture) and the student's parent or guardian. The Charter School will prepare a specific, written remediation agreement outlining clear student conduct expectations, timelines, and consequences for failure to meet the expectations. These consequences can include, but are not limited to, suspension or expulsion. Prior to a suspension, the student will have received documented multi-tiered level of support as alternatives to suspension. Examples of these multi-tiered supports include: creating positive classroom and school culture, regular social-emotional lessons, participation in targeted skills groups, restorative justice activities (e.g. Harm Circles, presentations), and conferencing about negative behaviors and choices to help students identify and practice skills and strategies that work for them.

AIA's View of Student Suspension

AIA views and understands the term discipline via its literal definition of, "instruction given, teaching, learning, knowledge." Arts in Action strives to suspend and expel zero students.

The PBIS tiered supports, restorative justice interventions, socio-emotional curriculum and extensive professional development for parents, counselors and the teaching team are all designed to mitigate the number of suspensions and expulsions at Arts in Action. Arts in Action is always working towards zero suspensions and expulsions, as studies have shown that this type of intervention can be incredibly damaging to students.

That being said, depending on Ed. Code and the interventions utilized prior, students who present an immediate threat to the health and/or safety of themselves or others may be immediately suspended and later expelled upon recommendation of the School Director or Director of School Culture.

The policy of Arts in Action will provide all students with an opportunity for due process and will be developed to conform to FSDRL in element 10 regarding students with exceptional

needs. Arts in Action intends to help each student solve the underlying motivation to the unacceptable behavior through multi-tiered systems of support, giving each intervention time to work. Arts in Action views all students as having a place in the school and deserving of strategic support to achieve behavioral norms, not just those who are able to follow the rules more easily.

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

The following table illustrates AIA's comprehensive tiers of support that are used as alternatives to suspension. These tiers incorporate elements from PBIS, Restorative Justice Practices, and Social-Emotional Learning, in an effort to address negative behavior. When utilizing these tiers of support, AIA is able to determine the motivation for student behavior and address it before it escalates to the level of suspension or expulsion.

Tier 1 Supports (Universal Level) - Supports Provided to All Students	
School-Wide Incentive Program	AIA utilizes Class Dojo to track positive student behaviors. Teachers reward the students with points. Students are able to use these points to shop at the Dojo Store at the end of the week.
School-Wide Expectations	<p>AIA has developed a set of school wide expectations for behaviors in the school. These expectations are: Be Safe, Be Respectful, and Be Responsible.</p> <p>Students receive explicit teaching of that these expectations look like in different areas of the school (e.g. common areas, restrooms, eating areas)</p>
Classroom Expectations	Teachers also create classroom expectations that include the school-wide expectations, however, they create these expectations <i>with</i> the students to gain student buy-in.
Morning Meeting and Advisory Class	<p>Students will be given the opportunity to start their day checking in with their teacher and creating meaningful relationships and connections to school, teachers, and peers.</p> <p>During these times, students can also take part in Social Circles as a way to learn communication and problem solving skills.</p>
Social Emotional Learning (SEL)	<p>Students participate in weekly SEL lessons with their teacher. These lessons are based on CASEL's 5 core competencies: self-awareness, self-management, social awareness, relationship skills, and decision making skills.</p> <p>Lessons are created from resources provided by the Director of Student</p>

	<p>Culture, set SEL curriculum (e.g. Habitudes, Sanford Harmony), or from SEL read-alouds.</p> <p>In addition, teachers incorporate SEL activities in their classrooms in order to help deal with classroom issues (e.g. doing an impromptu lesson about teamwork and including others before starting a group project).</p>
Monthly Creed Lessons	<p>Teachers incorporate Creed Value lessons into advisory and classroom lessons. Resources for these lessons are created and provided by the Director of Student Culture and School Counselors.</p> <p>Creed Values have also been aligned with CASEL's 5 core competencies</p> <p>I RESPECT: Integrity, Responsibility, Empathy, Self-Awareness, Problem Solving, Embrace Diversity, Citizenship, Teamwork.</p>
Tier 2 Supports - Supports Needed by Some Students	
Restorative Justice - Harm Circle	<p>The mediator asks non-judgmental, restorative questions:</p> <ul style="list-style-type: none"> • What happened? • How did it happen? • What needs to happen to make it right? <p>Through their discussions, all parties gain a better understanding about what happened, why it happened, and how the damage can be fixed.</p>
Restorative Justice - Project/Presentation	<p>The student will work on a restorative justice project that will be presented to an audience that may include, teachers, students, and parents. For example, a student who uses hate speech would research the origin of the terms and their impact those words have on others. They would create a project to help educate their peers.</p>
School-Based Counseling	<p>Counseling may include small group or individual sessions; duration 6-8 weeks. During the sessions, the student and the school counselor will work together to help the student to understand the problem, the present and future consequences, and develop the skills needed for change.</p> <p>A variety of activities will be used, including, but not limited to: writing reflection, role-play, art/music activities, bibliotherapy</p>
Targeted Skills Building	<p>Students who frequently display the same type of problem behavior may participate in targeted skills building sessions, usually lasting 6-8 weeks. These sessions may be small group or individually based. During these sessions, students will work on developing skills such as, emotion management, problem solving, listening skills, and interpersonal skills.</p>
Check-in/Check-Out	<p>A staff member is assigned to monitor the student's progress in areas of academics, behavior, and social emotional development. They will create short term and long term goals, and ways that those goals can be attained. The student uses a point sheet to gather information from teachers throughout the day. The student and the adult check-in every morning and check-out every afternoon to review progress on goals and behaviors reported by the teachers.</p> <p>The student can earn incentives for their positive behaviors.</p>
Behavior Monitoring	<p>Can be used as a step-down from Check-in/Check-Out; the student's behavior is closely monitored using self-management check-lists and teacher data collection sheets. Students can earn incentives for their positive behaviors.</p>

Tier 3 Supports - Supports Needed by Few Students	
Functional Behavior Assessment (FBA)	An FBA is completed to determine the underlying cause for the negative behavior, as well as identify appropriate replacement behaviors.
Behavior Support Plan	Development of a plan that outlines replacement behaviors that are based on the information gathered from the FBA. Teachers, staff, and students will be required to follow this plan. Consequences for behaviors will be clearly outlined, and students will be able to earn incentives for their positive behaviors.
Individual School-Based Counseling	The student will meet with the school counselor to discuss issues that are impacting his or her function in the school setting. During this time, they will utilize a variety of counseling strategies to identify and practice skills needed to be successful in the school setting. It is important to note that if issues are not in the scope of a school counselors job (e.g. processing past abuse), a referral will be made to an outside agency. The school counselor will continue to work with the student in collaboration with the outside agency.
Referral to Outside Agencies	A referral will be made to a variety of community resources, based on the student's needs. Including, but not limited to: counseling services, housing programs, and substance abuse programs. AIA will secure a release of information from the agency in order to facilitate open communication and support in the school.

Reasons for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

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

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

Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property, including electronic files and databases, or private property.
7. Stole or attempted to steal school property, including electronic files and databases, or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
16. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her

immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
19. Intentionally engaged in harassment, threats or intimidation directed at school personnel or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable student to experience substantial interference with his or her academic performance.
- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- A message, text, sound, or image.
- A post on a social network Internet Web site including, but not limited to:
- Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph
- above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

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

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student, unless the Director of School Culture determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from the school director.
- Brandished a knife at another person;
- Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code;
- Committed or attempted to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900; or
- Possessed an explosive.

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

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

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

Suspension Procedures

Pertains to Both In and Out of School Suspension Procedures

Director of School Culture Conducts Thorough Investigation

- Identify participants and relevant witnesses
- Interview witnesses
- Obtain signed and dated witness statements in a timely manner
- Check if student has a 504 or an IEP (if IEP, notify Director of Special Education)

Director of School Culture Conducts Determines Temporary Suspension Status and Conferences with Student

- Inform the student how incident violated Arts in Action policy
- Explain the evidence against the student
- Allow student an opportunity to present his/her version and evidence in his/her defense
- Formally write up referral explaining violation and suspension determination

At-Home Suspension: At-home suspensions are only used if a student poses a clear and present danger to students, faculty or staff then an at-home suspension will be initiated.

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

Director of School Culture Creates Formal Notice Of Suspension

- Provide independent study plan for suspension duration

- The parent/guardian is notified by phone and then in writing of the suspension and the date of return following the suspension
- The notice shall state the specific offense(s) committed by the student and the date and time when the student may return to school.
- If the Director of School Culture or the designee wishes to ask the parent/ guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such request without delay.
- Suspensions, pending a recommendation for expulsion, should not exceed twenty (20) school days.

Notice to Parents/Guardians

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

Suspension Conference

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

Length of Suspension -

The length of suspension for students may not exceed a period of 5 consecutive days except in instances where the school is considering the child for expulsion (except for students with disabilities). Any student who is suspended will receive daily class assignments and homework for the duration of the suspension. The maximum number of days of suspension for the year is 20.

The length of Suspension for students with disabilities shall not be suspended for more than 10 days in a school year. After the first suspension, a manifest determination meeting is held to ensure that the suspension was not due to a failure to follow the accommodations, services and programming in the IEP.

For In School Suspensions- the student will be supervised by a certificated school employee and will receive school work and academic supports during this time.

Appeal of Suspension

Parents can appeal a suspension within 3 days to the Schools In Action Executive Director. Parents can appeal through writing a letter that explains why they disagree with the suspension. The parent can be provided assistance by a school employee or other person if needed.

Within 10 days of notice of appeal, the Executive Director shall review school compiled incident forms and interview the family and child. The Executive Director will then make a determination as to overturn the suspension or uphold the Charter School's decision. The decision of the Executive Director is final. If the Executive Director grants the appeal the suspension will not appear on the student's record.

Recommendations for Expulsion

Students may be recommended for expulsion if the Director of School Culture finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedures

Director of School Culture to Determine Expulsion Recommendation

- Determine appropriate consequences or make recommendations to expel.

Director of School Culture Confirms Pre-Expulsion Conference

- Contact parent to set up a pre-expulsion conference date
- Upon recommendation of expulsion by the leadership team (the Director of School Culture in conferral with the school director) the pupil and the pupil's guardian or representative is invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination is made upon either of the following determinations:
 - The pupil's presence is disruptive to the education process;
 - pupil poses a threat or danger to others
- Upon determination, the pupil's suspension is extended pending the results of the expulsion hearing.
- Director of School Culture will contact the Executive Director to set up expulsion hearing and pre-hearing if the Executive Director deems additional information is needed.

- Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses.
- The Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. The Expulsion Panel members is referenced below.

Written Notice of Expulsion Hearing

- Director of School Culture will mail notice of expulsion hearing letter which includes:
 - The date, time, and place of the hearing.
 - A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based.
 - A copy of Arts in Action discipline policy that relates to the alleged violation.
 - The opportunity for the student or the student's parent/guardian to appear in person at the hearing.
 - The opportunity to employ and be represented by counsel or a non-attorney advisor;
 - The right to inspect and obtain copies of all documents to be used at the hearing;
 - The opportunity to confront and question all witnesses who testify at the hearing;
 - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Expulsion Hearing

- Hearing is held within thirty (30) school days after the Director of School Culture determines that the pupil has committed an expellable offense unless the pupil, in writing, requests a postponement. The request for postponement must be submitted and received at least one week before the hearing date. The postponement request will be reviewed and a determination on the postponement request will be made by the Director of School Culture within 48 hours of the request for postponement.
- The expulsion panel is comprised of three Principals or Executive Directors from other schools (examples of other schools include other public TK-12 charter or district schools in the Los Angeles area)
- The hearing is held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.
- A record of the hearing is made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- The expulsion panel makes a final determination regarding the expulsion. The final decision by the expulsion panel is made within ten (10) school days following the

conclusion of the hearing. The committee's decision may be appealed within 10 days to the Schools in Action Board that will meet to hear the appeal within 30 days.

- If the expulsion panel committee decides not to recommend expulsion, the pupil is immediately returned to his/her educational program on a probation agreement to be presented by a designee of the leadership team and approved by the Schools in Action Board.

Written Notice to Expel

- The Director of School Culture sends the Notice of Expulsion letter and the Findings of Fact documentation to the student's home address within three business days.
- The Notice of Expulsion Letter will detail the decision to expel (or not expel). In addition, the Findings of Fact documentation will summarize any supporting details to justify the expulsion (or non expulsion).
- Family is provided with the signed expulsion order which includes re-admission and rehabilitation plan. The expulsion notice will also include a notice of appeal/rights process, and how the Charter School will provide post-expulsion support to expelled students and their families in order to facilitate continued access to education.
- The Director of School Culture sends a copy of the written notice of the decision to expel to LAUSD (Expulsion Unit).

Interim Placement/Alternative Education Programs for Expelled Students

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

Expulsion Packet

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

Appeal of Expulsion

The appeal of an expulsion of a student will be decided upon by the Schools in Action Board of Directors. An expulsion may be appealed within five (5) business or working days from the receipt of the notice of the expulsion to the parent to the Chairperson of the Board. The student will be considered suspended until a meeting is convened to hear the appeal (within 30 working or business days) at which time the parent(s) must attend to present their appeal. The appeal will be heard by the Schools in Action Board of Directors. The Schools in Action Board will convene a hearing to consider the original expulsion proceedings, evidence, the parent's appeal and make a decision within 30 days of the appeal. The decision of the Schools in Action Board will be final.

Appeal Procedures

- If a notice of appeal to the Schools in Action board of directors is received within the required five school business days following the receipt of the Expulsion Recommendation, the Executive Director will schedule a board meeting within 30 school/business days for the expulsion appeal. At that time the student or the student's parent(s) or guardian(s) or legal counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the board deems reasonable. The Schools in Action Board shall agree to one of the following procedures prior to adjournment or recess:
 - Study the hearing record or other material submitted and render its decision within thirty school business days from the date of the Schools in Action board meeting.
 - The student and his or her parent(s) or guardian(s) shall have the right to:
 - Inspect in advance of the hearing any documentary and other physical evidence which the school intends to introduce at the hearing
 - Question and confront witnesses, unless a school witness does not appear and the nonappearance of the witness is excused by the person(s) hearing the case based upon evidence of good reason for doing so submitted by the Charter School. The evidence submitted by the school must at a minimum establish either:
 - That the Charter School made a reasonable effort to produce the witness and is unable to do so; or
 - That it is not advisable for the student to appear due to a fear of retaliation against the student if he or she appears as a witness,
 - Present his or her explanation of the alleged misconduct, and
 - Make such relevant showings by way of witnesses and the introduction of documentary and other physical evidence as he or she desires,
- The designee(s) of the Charter school assigned to present the Charter school's case shall have the right to inspect in advance of the hearing any documentary and other physical evidence that the student and his or her parent(s) or guardian(s) intend to introduce at the hearing, and
- Either a tape-recorded or verbatim record of the hearing shall be made.

When considering the admission of a student expelled from another district, the Schools in Action Board will obtain the rehabilitation plan from the district with which the student was expelled, and determine admission. If the student is admitted, Arts In Action will provide support and interventions to assist the student in successfully reinstating.

Alternative Education Programs for Expelled Students

The school will work cooperatively with the student's district of residence, county, and/or private schools to assist with the educational placement of the expelled student. As

permitted by law, Arts in Action will communicate any incident of violent and/or serious behavior to the district/school to which the student matriculates.

ELEMENT 11- EMPLOYEE RETIREMENT SYSTEMS

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

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

ELEMENT 12 - STUDENT ATTENDANCE ALTERNATIVES

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parents and students will be informed of their public school attendance alternatives via an Arts in Action prepared letter detailing resident schools within a 3 mile boundary of the school. Parents disenroll students for a variety reasons. Typically they already know where they intend to place their child, because they are moving or for whatever reason. When parents dis-enroll their students, Arts in Action will provide them with a printout of their LAUSD resident school and, if parents request information on alternatives, suggest other area alternatives that our staff is aware of and the steps necessary to enroll in a new school.

ELEMENT 13 - RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code Section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1.) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Attn: School Director/Principal

Arts in Action Community Middle School

745 S. Kern Ave, Los Angeles, CA, 90022

- 2.) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3.) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4.) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for

mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5.) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1.) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Attn: School Director/Principal
Arts in Action Community Middle School
745 S. Kern Ave, Los Angeles, CA, 90022

- 2.) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following

personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3.) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4.) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5.) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15 - CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any

stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade

reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School

by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

- File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- Make final federal tax payments (employee taxes, etc.)
- Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable

relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS:

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the

renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors

- Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
- Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
- Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
- Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
- Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

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

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

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

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763.

AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000

aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs. Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District

Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

Addendum

Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that

each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students,

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited

by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237***
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.***
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)***

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division,

Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students,

and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of

the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Arts in Action Community Middle
745 S. Kern Ave.
Los Angeles, CA 90022

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by

personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal
Arts in Action Community Middle
745 S. Kern Ave.
Los Angeles, CA 90022

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

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

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District

shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative

arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

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

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

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

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any

building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of

Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter

School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)