

CHAMPS

CHARTER HIGH SCHOOL

OF THE ARTS-MULTIMEDIA AND PERFORMING

**Charter Renewal Petition
For a Five Year Term
(July 1, 2020 to June 30, 2025)**

Submitted July 30, 2019 to:

**Los Angeles Unified School District
Board of Education**

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AFFIRMATIONS AND ASSURANCES

CHAMPS Charter High School for the Arts – Multimedia and Performing (also referred to herein as “CHAMPS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing 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”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

“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(b)(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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed 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(b)(5)(A)(iii).)

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (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(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 English Learner Master Plan 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).

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.

Modified Consent Decree Requirements

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

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

- **End of Year Suspension**

District ID, 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

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

A. GENERAL INFORMATION

GENERAL INFORMATION	
The contact person for Charter School is:	Linda Pierce, Principal/Director
The contact address for Charter School is:	6842 Van Nuys Blvd., Van Nuys, CA 91405
The contact phone number for Charter School is:	818-994-7614
The proposed address or target community of Charter School is:	6842 Van Nuys Bl., Van Nuys, CA 91405
This location is in LAUSD Board District:	District 6
This location is in LAUSD Local District:	Northeast
The grade configuration of Charter School is:	9-12
The number of students in the first year will be:	788
The grade level(s) of the students in the first year will be:	9-12
Charter School's scheduled first day of instruction in 2020-21 is:	August 18, 2020
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency).	1000 (950 site-based, 50 Independent Study)
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	8:15 a.m. -3:09 on Monday (H day) 8:15 a.m. – 3:30 p.m. on Tues. - Friday (A/B block days)
The term of this charter shall be from:	July 1, 2020 to June 30, 2025

B. COMMUNITY NEED FOR CHARTER SCHOOL

CHAMPS Charter High School for the Arts – Multi-media and Performing (“CHAMPS,”) also referred to as “Charter School” herein) is a public charter school authorized by the Los Angeles Unified School District (“LAUSD” or “District”), which first opened in September 2005. CHAMPS is organized into eight Academies that provide students with extended periods and opportunities in a variety of subject areas: Dance, Music, Drama, Digital Media, Digital Cinema, Liberal Arts, Robotics and Written Arts. Each student is a member of a single academy. In 2020, we will be expanding our existing Career and Technical Education (“CTE”) program and the Arts, Media, and Entertainment pathway to include an academy option in Programming and Game Design, both to meet student demand and provide increased access to robust computer science courses to meet 21st century career needs, and changing the name of our “Liberal Arts” Academy to “Global Impact.” All of our arts-infused programs are the cornerstone of our school's mission to “educate, guide, and inspire creative and critical thinking through artistic experience.”

The opportunities that we provide our young artists are unparalleled as we’ve acquired both local and national recognition while pursuing our mission. CHAMPS is proud of the awards and recognition our students and school have received over the past years:

- CHAMPS graduated its 10th senior class in June 2018 with a 91% graduation rate (higher than the LAUSD average of 80%). On the SATs, 84% of our 12th graders met the SAT ELA Benchmark, ***stronger than all of the 20 Resident Schools LAUSD has identified as comparisons for our performance (including those serving significant gifted student populations),*** and 28 percentage points higher than the LAUSD average (56%). On the math portion of the SAT, 44% of CHAMPS students met the SAT benchmark, ***higher than 16 of the 20 Resident Schools*** (with the exception, not surprisingly, of schools that have significant GATE populations), 13 percentage points higher than the LAUSD average (31%). Notably, these outcomes translate directly into college admissions: 56% of CHAMPS’ 2018 graduates were admitted to four-year colleges and universities, and another 44% were admitted to two-year programs. In 2019, 52% were admitted to four-year programs and 46% were admitted to 2-year colleges/universities.
- CHAMPS alumni have won prestigious scholarships from **Gates Millennium Scholars, Posse Scholars** and **QuestBridge Scholars**. This year our QuestBridge Scholar was awarded a four-year scholarship to Pomona College. CHAMPS graduates have been admitted to many of the nation’s top colleges and universities including all nine UCs, all CSUs to which applications were submitted (21/23), California Institute of the Arts, San Francisco Conservatory of Music, Tuskegee University, New York University, University of Michigan, Rhode Island School of Design, Brandeis University, and many more.. This year’s valedictorian is going to Stanford University.
- **Western Association of Schools and Colleges (WASC)** in 2016 awarded CHAMPS a full six-year accreditation. A comprehensive two-day midterm visit in 2019, reaffirmed our accreditation through the end of cycle in June 2022. The Visiting Committee commended CHAMPS on “significant and measurable progress in all areas as identified in the previous WASC visitation.” (WASC Visiting Committee Report, 2019)

- **U.S. News & World Report** evaluated more than 20,500 high schools around the country and identified CHAMPS as a top-ranked charter school and among the top 40% of schools nationally ranked, awarding us the *Best High School* badge in 2019.
- **Daily News Readers Choice** voted CHAMPS as the *Favorite Charter School* in Los Angeles and the San Fernando Valley in 2018.
- **NAMM Foundation (National Association of Music Merchants)** honored CHAMPS in 2018 and 2019 as one of 98 schools across the country with the *SupportMusic Merit Award*. Our Advanced Vocal Ensemble made their **Carnegie Hall debut** in 2019 as the featured choir - including featured soloist - for the WorldStride Festival. Our Instrumental music plays consistently for community events across Los Angeles, including the *Light Up The Blues Concert for Autism Speaks*, *Sherman Oaks Street Fair*, and *Van Nuys Arts Festival*. Senator Feinstein awarded us a **U.S. Senate Certificate of Commendation** in 2019 for our commitment to supporting music education.
- The **Youth America Grand Prix (YAGP) World Dance Competition** was held in New York in 2018, where CHAMPS competed against the best dancers from Portugal, Korea, China, and Japan. We scored 92 out of 100 points. Our Dance Academy graduates in the Class of 2019 boast 37 college acceptances and over \$1.2M in merit and artistic scholarships.
- **VEX Robotics World Championships** were held in Louisville, KY in 2019, where our Robotics Academy competition team, Spur-Flys, placed as a Top 12 Division Finalist. There were over 30,000 teams across the world trying to qualify for World Championships over the course of this year's season. Our Spur-Flys are ranked #12 in the World and are two-time World Champions!
- **Outstanding Speaker Debate Awards** at the Los Angeles Metropolitan Debate League City Championship at USC in 2019 were given to students in our Liberal Arts academy. Additionally, at the Citibank Financial Literacy Debate at USC awarded CHAMPS students with \$500 scholarships for rising to the top out of 106 other competitors in the championship. Our team was tasked with learning an entire financial curriculum in under three weeks.
- **Drama Teachers Association of Southern California (DTASC) Festival** in 2018 proved to be a very successful competition run for our Theatre Academy students. Three student entries made it all the way to finals, Top 10 in their categories with 70 schools in attendance. Students received honorable mentions in the Audition Monologue, Small Group Drama, and Student Original categories.
- The **August Wilson Monologue Competition** recognized one of our talented students in 2019 as she competed in New York City in the August Wilson Monologue National Finals.
- **California Council of Economic Education** selected CHAMPS teacher, Eunice Lee, as Teacher of the Year in 2017.
- In interscholastic athletics, CHAMPS competes as an associate member in the **CIF LA section**. We offer competitive sports for our students in boys and girls basketball, cross country, boys and girls volleyball, cheer and flag football.

SCHOOL PERFORMANCE OVER CURRENT CHARTER TERM

Academic Performance Data and Other Absolute and Comparative Performance Indicators

According to current California law and District policy, a charter school “shall” meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: CHAMPS academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B)).

CHAMPS school campuses are located on Van Nuys Blvd. on two adjacent properties. The main campus occupies the first five floors of the Phoenix Building at 6842 Van Nuys Blvd. The South Campus, located at 6818 Van Nuys Blvd houses five classrooms on the ground floor. As part of this charter renewal process, LAUSD’s Office of Data & Accountability prepared a Data Set (“ODA Data Set”) that identified 20 “Resident Schools” our students otherwise would attend, along with four “Similar Schools.”¹

As for the 20 Resident Schools identified by the Office of Data & Accountability, we first note that ODA includes every school that has at least 10 students enrolled at CHAMPS, equivalent to as low as 1.25% of *CHAMPS’ enrollment* – not a statistically significant percentage. As with the Similar Schools, some of the Resident Schools included in the ODA Data Set have selective admissions programs for gifted or highly gifted students and are not true “neighborhood” schools: North Hollywood Senior High (33.67% GATE), Van Nuys Senior High (32.49% GATE enrollment), Taft Charter High School (31.94% GATE), and Ulysses S. Grant Senior High (18.01% GATE). A fifth Resident School, Grover Cleveland Charter High, does not appear to have a gifted/highly gifted or SAS program,² yet more than one-third of its total student enrollment (35.09%) are students who have been designated GATE. Overall, the median GATE enrollment at these 20 Resident Schools reported by LAUSD is 18.24% -- the weighted average, tied to enrollment numbers, is 22%. This compares to LAUSD’s overall GATE enrollment of 9.5%, while CHAMPS’ GATE enrollment is 5.87%.³

Because these schools report test, graduation and other data as a whole school, without segregating out their GATE programs or Schools of Advanced Studies (SAS, also designed for advanced students), this

¹ We understand that the Similar Schools are based on schools that the California Department of Education (CDE) listed in 2012 as comparable to CHAMPS in demographics, under the old Academic Performance Index program. Respectfully, we believe this basis for determining “similar” schools is misplaced. Notably, two of these schools -- Francisco Bravo Medical Magnet and Dr. Richard Vladovic Harbor Teacher Prep -- are among the highest performing high schools in the entire state and base their enrollment on a selective admissions process, evidenced by their disproportionate enrollment of Gifted and Talented (GATE) students: 41.7% of enrollment is GATE at Francisco Bravo Medical Magnet and 57.84% of students at Dr. Richard Vladovic Harbor Teacher Prep are GATE. We thus focus our analysis here on the “Resident” Schools CHAMPS students otherwise would have attended based on their home addresses.

² Determining which schools have these programs or other magnets can at times be challenging, as many do not clearly note all of their programs on their own websites, and LAUSD does not specifically distinguish these schools from other “typical” resident schools in various lists/web resources.

³ ODA Data Set, page 12.

appears to present an unlevelled playing field for CHAMPS or any other charter school in comparison, as the schools are still considered “Resident” schools by virtue of the fact that *some* of their enrollment is determined by local neighborhood address.

With that crucial context, the following table lists the top home district schools our students would otherwise be required to attend and their demographics, followed by an analysis of the data from these schools compared to CHAMPS:

School	Total Enrollment 2018-19	FRPL	GATE*	EL	SpEd	Latino	Black	White
CHAMPS	779	54%	6%	3%	14%	41%	10%	40%
Resident Schools								
Birmingham Community Charter High	3,165	86%	22%	9%	12%	84%	5%	5%
Cesar Chavez Learning Academies - Academy of Scientific Exploration (ASE)**	447	88%	16%	9%	15%	94%	1%	4%
Cesar Chavez Learning Academies - Social Justice Humanitas Academy**	521	93%	17%	7%	9%	97%	2%	1%
Cesar Chavez Learning Academies - Technology Preparatory Academy**	339	95%	7%	19%	17%	94%	4%	2%
East Valley Senior High	522	88%	8%	25%	22%	90%	4%	4%
Grover Cleveland Charter High**	3,115	68%	35%	10%	10%	60%	4%	17%
James Monroe High**	2,071	90%	13%	24%	15%	89%	4%	3%
John H. Francis Polytechnic**	2,639	91%	18%	13%	14%	91%	1%	3%
North Hollywood Senior High**	2,522	74%	34%	9%	11%	68%	4%	17%
Northridge Academy High	1,062	73%	19%	4%	17%	71%	3%	14%
Panorama High	1,135	95%	10%	23%	14%	89%	2%	3%
Reseda Senior High**	1,362	84%	19%	17%	22%	71%	6%	14%
Robert Fulton College Preparatory	1,443	95%	10%	23%	14%	88%	2%	3%
San Fernando Senior High**	2,080	91%	17%	11%	14%	96%	2%	2%
Sylmar Biotech Health Academy**	267	100%	12%	10%	15%	95%	1%	2%
Sylmar Charter High**	1,552	88%	19%	12%	14%	94%	1%	3%
Taft Charter High**	2,338	63%	32%	5%	12%	39%	9%	42%
Ulysses S. Grant Senior High**	1,986	86%	18%	16%	13%	54%	3%	38%
Valley Academy of Arts and Sciences	1,070	67%	22%	4%	20%	58%	5%	24%
Van Nuys Senior High**	2,634	78%	32%	12%	9%	64%	4%	12%
Resident Schools Average	1,614	82%	22%	12%	13%	75%	4%	13%

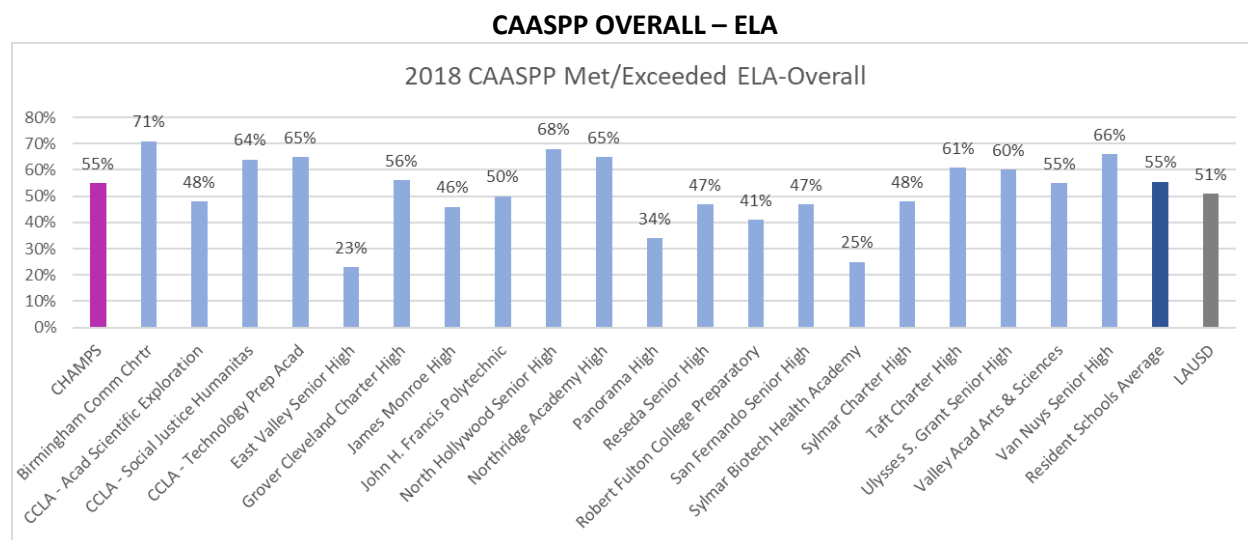
*GATE Enrollment for 2017-18 School Year, sourced from ODA Data Set.

**Includes one or more magnet programs, including selective gifted/highly gifted magnets, and/or School of Advanced Studies.

(<http://dq.cde.ca.gov/dataquest/>)

California Assessment of Student Performance and Progress (“CAASPP”)

On the 2018 CAASPP in English Language Arts (ELA), CHAMPS’ students exactly matched the Resident Schools weighted average, with 55% Met/Exceeded;⁴ CHAMPS’ 55% is two points higher than the reported Median of the 20 Resident Schools of 53%. (ODA Data Set.) CHAMPS matched or outperformed 11 of the 20 Resident Schools. CHAMPS also outperformed the district-wide average for LAUSD’s 11th graders by four percentage points in ELA (55% compared to 51%).



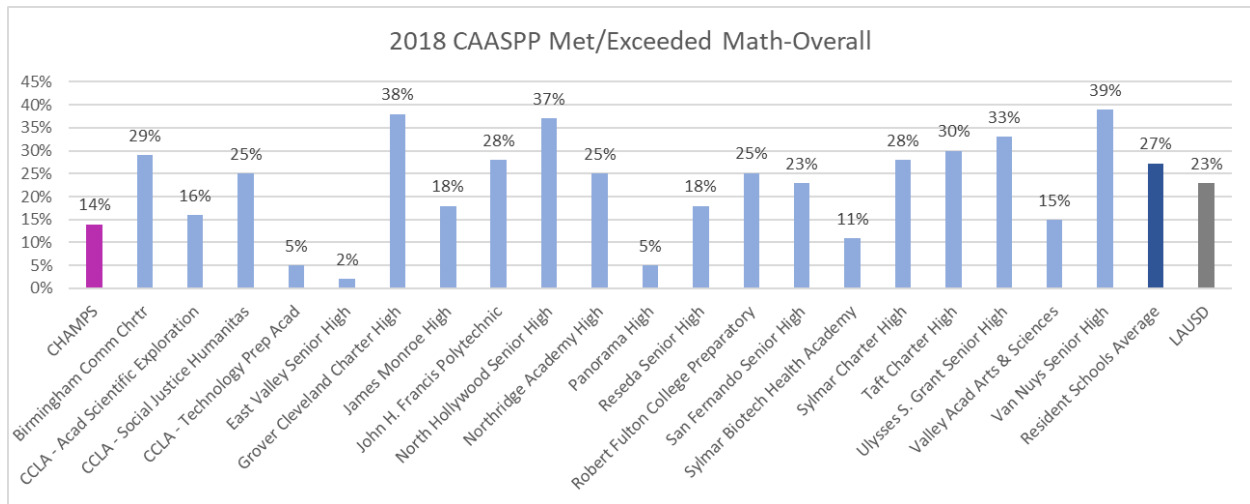
(<http://dq.cde.ca.gov/dataquest/>)

In math, CHAMPS performed below the Resident Schools – nine of which include a STEM/STEAM magnet program -- (14% Met/Exceeded at CHAMPS compared to 27% Resident Schools’ average, or the Median of 24%) and the District-wide average for 11th graders (23%). We are encouraged that preliminary (not yet published) results indicated that **on the 2019 CAASPPs, our Math Met/Exceeded rate increased eleven percentage points to 25%**, though there clearly is much more room for growth. (Our ELA rates show a slight dip one point to 54% Met/Exceeded.) Notably, as described in more detail below, on the SATs, CHAMPS 12th graders have outperformed LAUSD averages in both ELA and Math, with 84% of CHAMPS students meeting English benchmarks in 2017-18 SAT exams (compared to 56% across LAUSD) and 44% meeting benchmarks in math, compared to 31% across LAUSD.⁵

⁴ While the ODA Data Sets include the *Median* for the Resident Schools, we believe a *weighted average* presents a more accurate summary view of the data, particularly since the school sizes included on the list vary in enrollment from 267 students to 3,165 students. Each reported school’s test results are themselves an average/mean of all of the tested students at the school, thus it seems to flow naturally to use the mean, or average, in analyzing the results across different schools.

⁵ <https://data1.cde.ca.gov/dataquest/satactap/CollegeTest?cdscode=19647330108878&CollegeTest=sat&year=2017-18>

CAASPP OVERALL – MATH

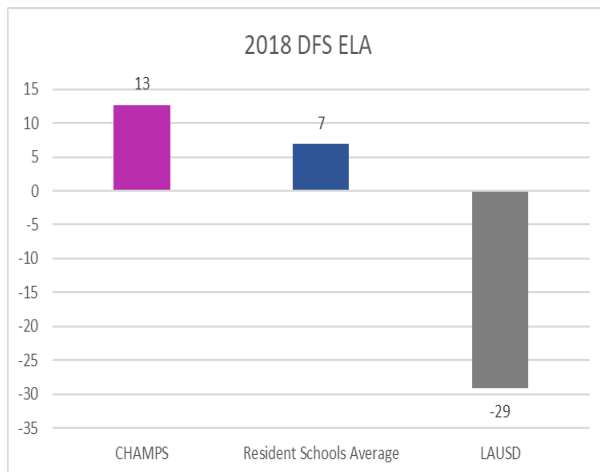


(<http://dq.cde.ca.gov/dataquest/>)

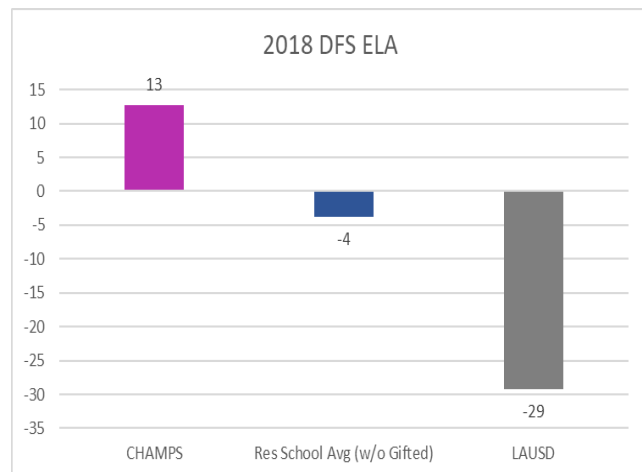
California Dashboard (“DFS”) Results

Under the new California Dashboard system, “DFS” measures how far the average student is from meeting the grade-level standard, or the “Distance from Standard,” thus encompassing all students’ scores and not just those who are Met/Exceeded. In ELA, CHAMPS outperformed the Resident Schools average by six points (13 compared to 7), and dramatically outpaced LAUSD’s district-wide average for 11th graders by 42 points (13 compared to -29). CHAMPS’s DFS is higher than 11 of the 20 Resident Schools in ELA, though if the four schools with gifted/highly gifted/SAS programs are removed, as illustrated in the second chart, CHAMPS numbers are even more impressive, outperforming the Resident Schools average without the gifted schools by 17 points (13 compared to -4).

DFS ALL SCHOOLS – ELA



DFS WITHOUT GIFTED PROGRAM SCHOOLS – ELA

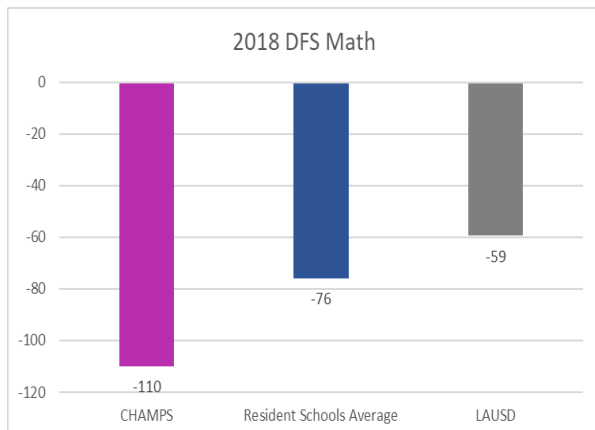


(<http://dq.cde.ca.gov/dataquest/>)

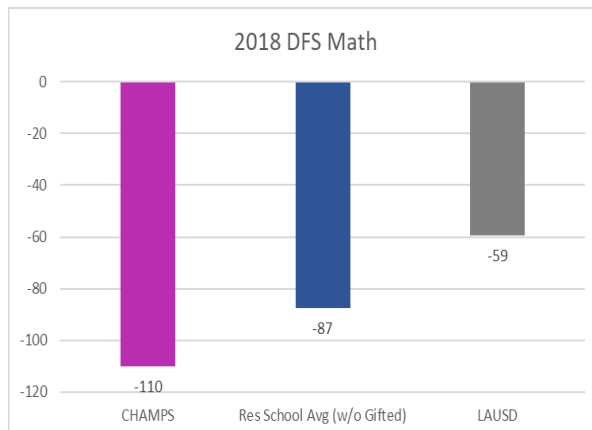
In Math, CHAMPS’s DFS matches or is stronger than six of the Resident Schools, but falls behind both the Resident Schools average (-110 compared to -76) and LAUSD’s district-wide average for 11th graders

(-59.) Excluding the four Resident Schools with gifted/highly gifted/SAS programs (second chart below), the Resident Schools average decreases to -87.

DFS ALL SCHOOLS – MATH



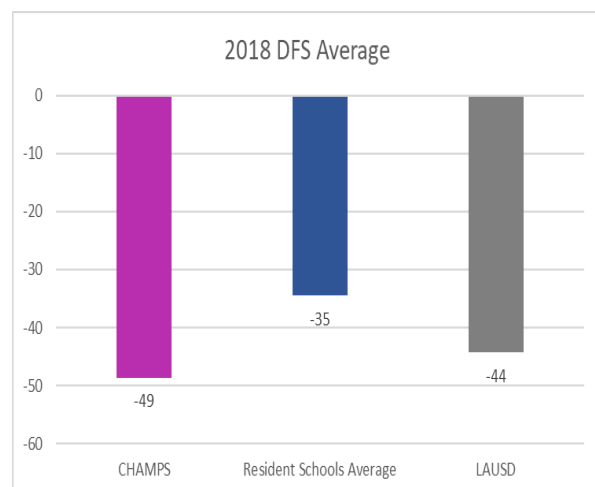
DFS WITHOUT GIFTED SCHOOLS – MATH



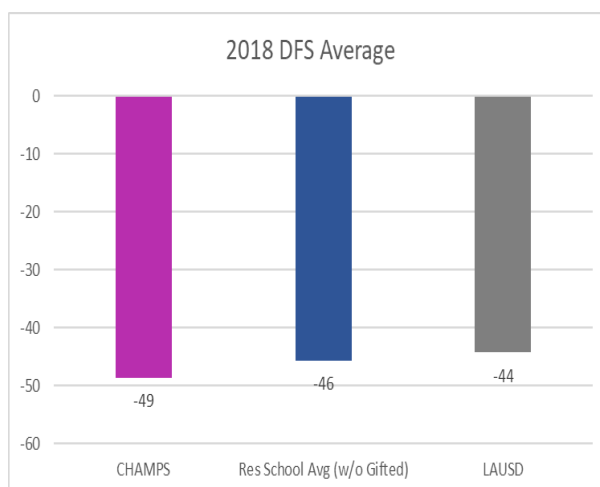
(<http://dq.cde.ca.gov/dataquest/>)

When calculating an Overall DFS that averages both ELA and Math scores together (DFS Average), CHAMPS is the same or higher than nine of the 20 Resident Schools and 14 points from the Overall Average DFS score of all Resident Schools (-49 compared to -35), and nine points from LAUSD's district-wide Overall Average DFS for 11th graders of -44. This margin is decreased to just a three point gap when we remove the four schools with gifted/highly gifted/SAS programs (second chart below). **In other words, overall, considering all students tested including those from Not Met to Exceeded, and using only the 16 comparison Resident Schools that do not have gifted/highly gifted/SAS programs, CHAMPS' performance is almost exactly the same as these schools' average on the 2018 CAASPPS when ELA and Math are combined (-49 v. -46), and to LAUSD's combined average (-49 v. -44).**

DFS ALL SCHOOLS – OVERALL AVERAGE



DFS WITHOUT GIFTED PROGRAM SCHOOLS –



OVERALL AVERAGE

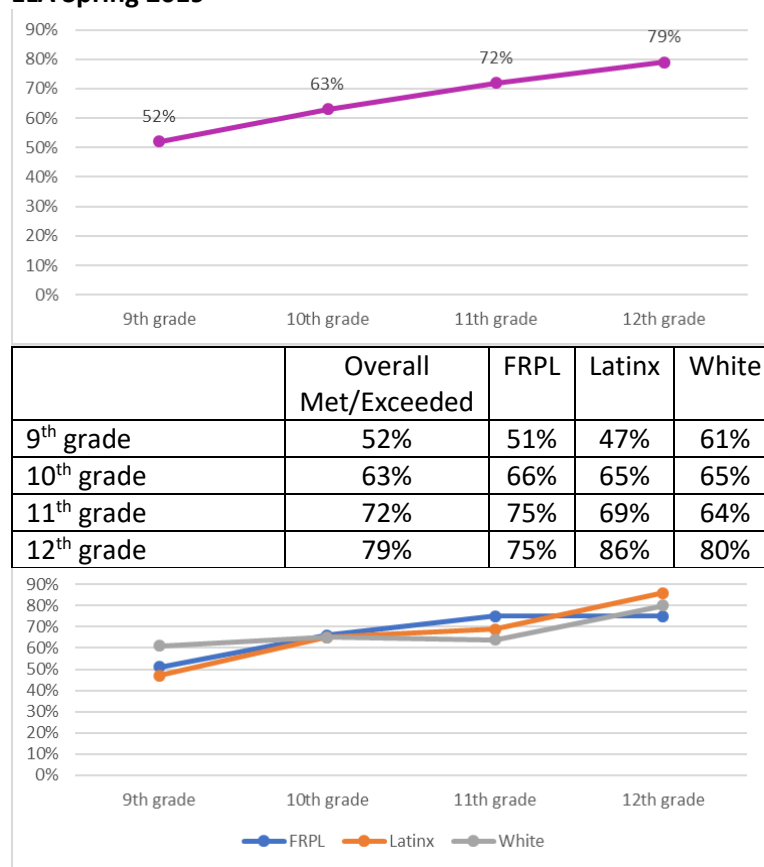
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Subgroup Performance

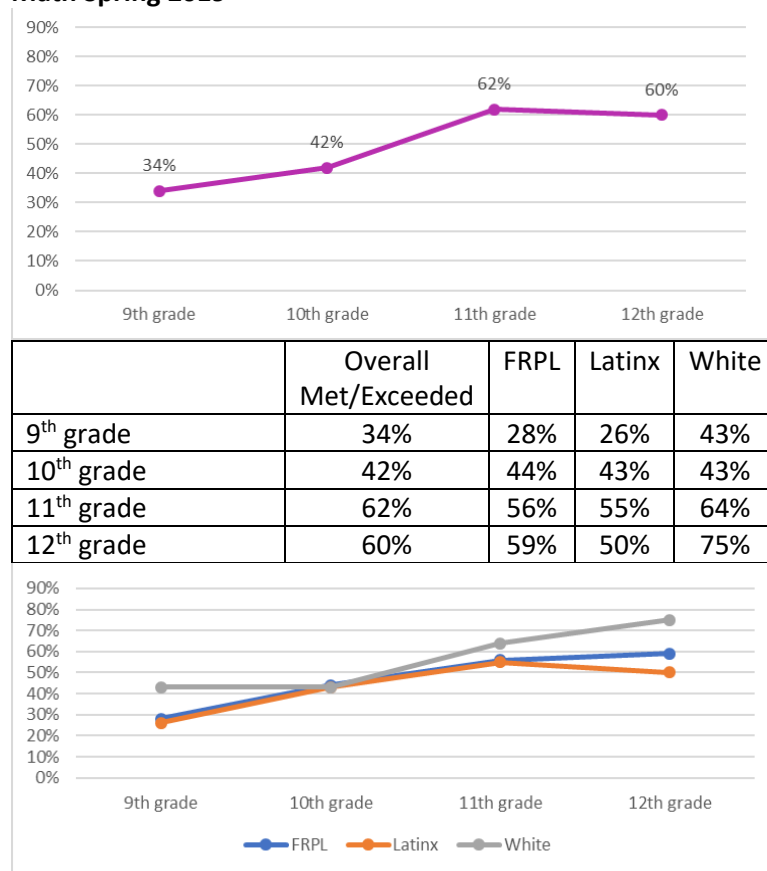
Like virtually every school, our statistically significant subgroups show some variance in CAASPP proficiency rates. In 2018, with the overall CAASPP Met/Exceeded rate of 55% in ELA, our subgroups were as follows: Latinx: 53%, Black: 40%, FRPL: 48%, SpEd: 12% and White: 60%. The FRPL rate, while lower than overall, is still 87% of the overall proficiency rate, though we are working to eliminate this gap via the addition of new staff, more professional development and additional tutoring, as described in detail below under the “Challenges” section. In Math, on the 2018 CAASPP with the overall rate of 14% Met/Exceeded, our subgroups were as follows: Latinx: 7%, Black: 8%, FRPL: 5%, SpEd: 6% and White: 20%.

On internal benchmark exams in Spring of 2019 (from the Key Data System Inspect Common Core Bank), our students tested as follows – a good illustration of how proficiency rates increase at each grade level, including for subgroups:

ELA Spring 2019



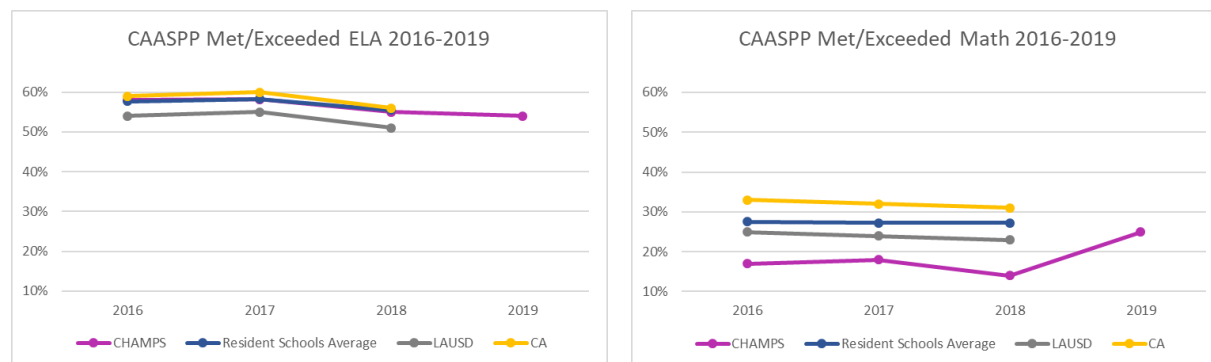
Math Spring 2019



(Internal Data.)

Growth Data

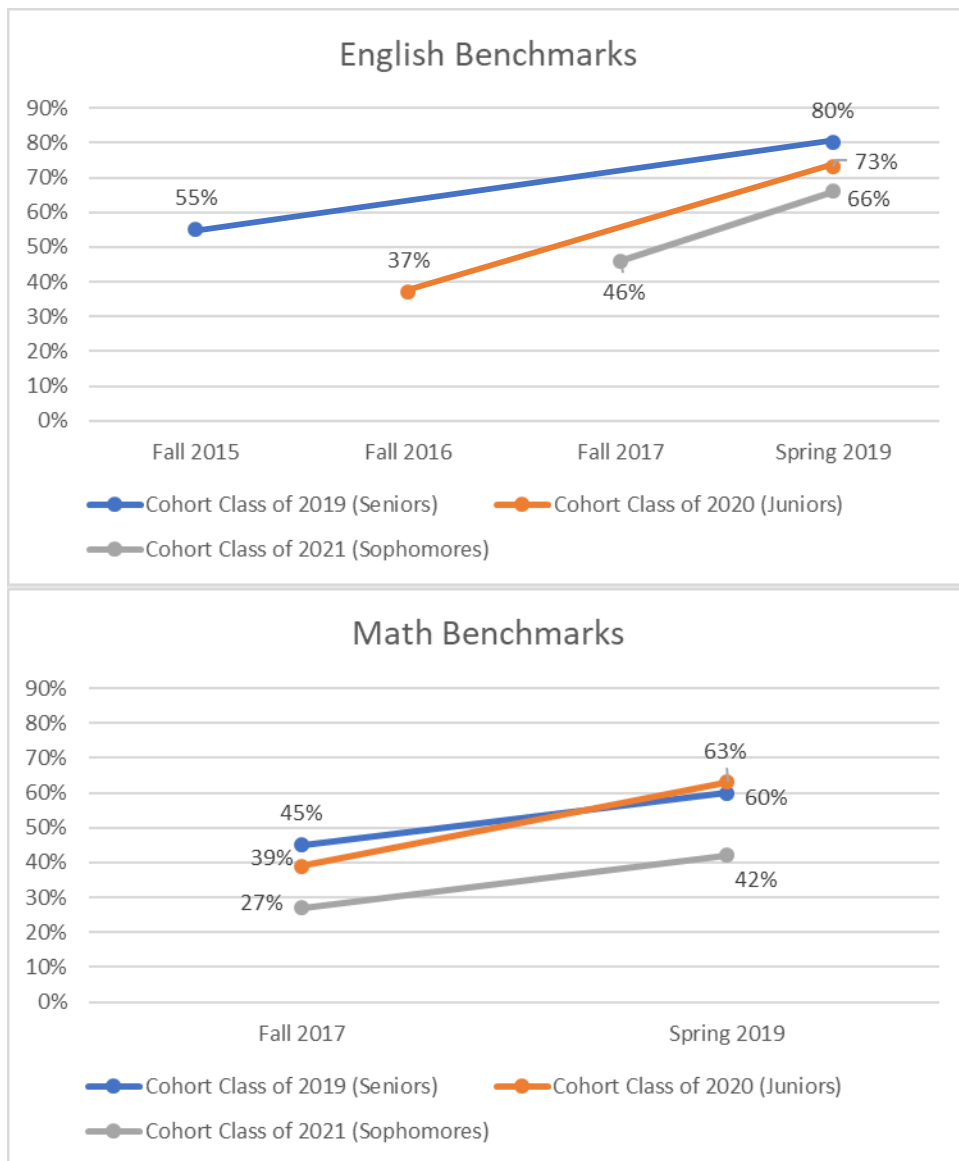
We note that while CHAMPS has experienced some declines in CAASPP proficiency rates as different cohorts of 11th graders have taken the exam since it was first implemented in 2015, these declines have mirrored both the Resident Schools, LAUSD's and statewide 11th graders' performance, especially in ELA.



It is important to note that unlike schools serving lower grades that have annual testing of several grade levels, any “declines” in our CAASPP results are simply reflections of different cohorts of students, not a single group of students decreasing their proficiency levels over time. We of course are working to reverse this downward trend, and are pleased that our focus on Math (detailed more fully below) is

showing results with a major jump in 2019, bringing us on par with the Resident Schools Average, LAUSD and the state.

Furthermore, our internal benchmark data shows steady growth for individual cohorts of students year over year. The Class of 2019, for example, grew from 55% proficient in English in fall 2015 to 80% proficient in spring 2019. And in Math, this same cohort of students went from 45% proficient to 60% over two years (2017-18 and 2018-19).



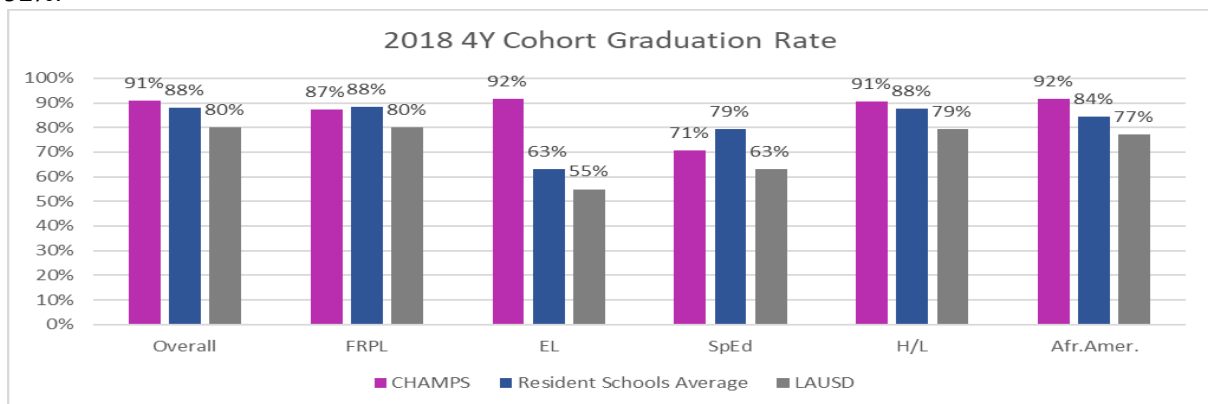
(Internal data.)

According to the California Charter Schools Association, which ran its own analysis of our DFS rates over the charter term, the 2019 overall (combined ELA and Math) DFS rate will be -41 – bringing us back to where we were in 2016.⁶

Year	CHAMPS OVERALL DFS
2019	-41
2018	-49
2017	-49
2016	-41

Graduation Rate

In 2018, CHAMPS had a 4-year cohort graduation rate of 91%, higher than both the 88% average for all 20 Resident Schools, and LAUSD’s district-wide average of 80%. This was a slight increase over our 2017 4-year cohort graduation rate of 89%; our upward trend should continue with our 2019 rate expected to be 92%.



(<http://dq.cde.ca.gov/dataquest/>)

As illustrated above, our subgroups’ 4-year cohort graduation rates outpaced the Resident Schools’ Averages and LAUSD across almost every measure:

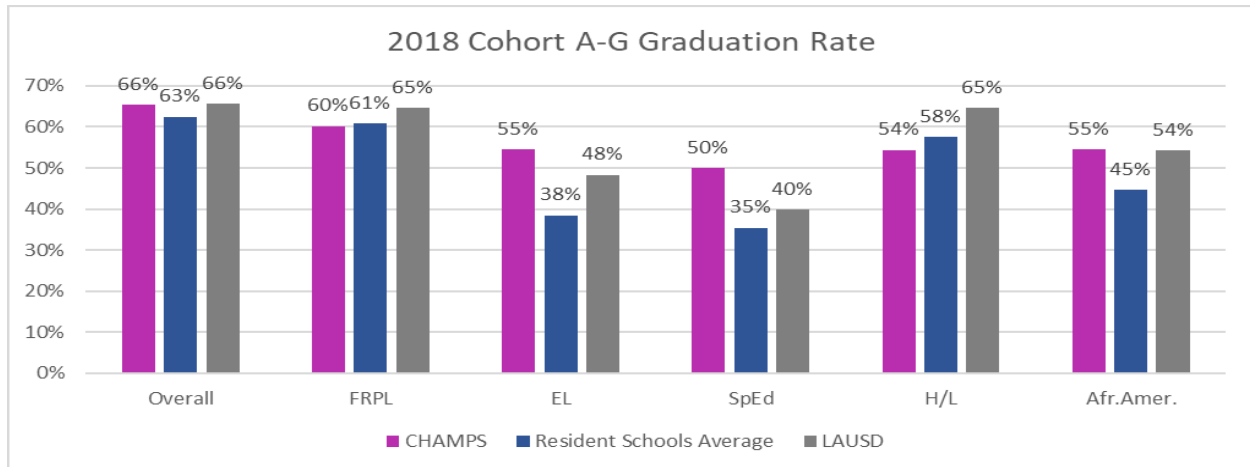
- FRPL students were on par with the Resident Schools’ Average (87% at CHAMPS compared to 88%) and higher than LAUSD (80%);
- 92% of CHAMPS’ EL students graduated, 29 percentage points higher than the Resident Schools average (63%), and 37 percentage points higher than LAUSD’s rate of 55%;
- 71% of CHAMPS’ SpEd students graduated, higher than LAUSD rate of 63% but lower than the Resident Schools’ average of 79%;
- Latino and African American graduation rates at CHAMPS (91% and 92%, respectively) were both higher than the Resident Schools (88% and 84%) and LAUSD (79% and 77%).

Graduates Completing all Courses Required for UC/CSU Admissions (A-G Completion Rates)

CHAMPS’ overall A-G completion rates match LAUSD’s 66% average and are three percentage points higher than the 20 Resident Schools Average (63%). Subgroup performance again is strong, matching or exceeding the comparisons in most measures:

⁶ CCSA notes, “As the state has not yet calculated and released the “Distance from Standard” (DFS) calculations, CCSA has constructed its own estimate, which we have done every year and which is 98% correlated with DFS.” (CCSA Memo to CHAMPS.)

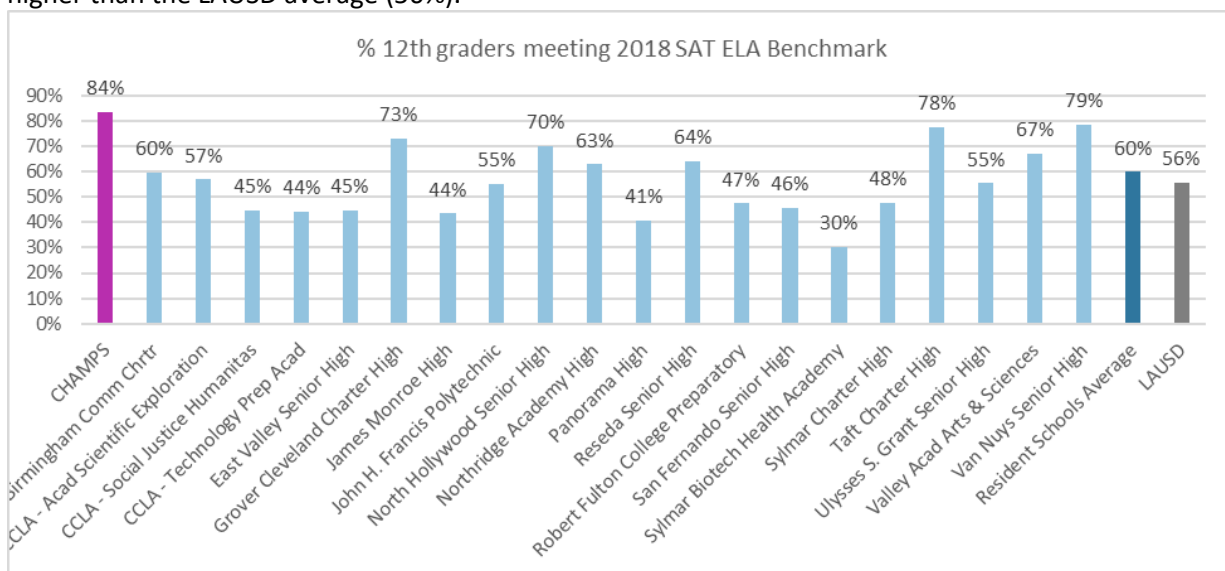
- 60% of our FRPL students met A-G, on par with the Resident Schools (61%) and slightly lower than LAUSD (65%);
- 55% of CHAMPS EL graduates completed the A-G required courses, 17 percentage points higher than the Resident Schools average (35%) and the district-wide average of 48%;
- For Special Education, CHAMPS significantly outpaced both LAUSD and the Resident Schools average as well, with 50% compared to LAUSD's 40%, and the Resident Schools average of 35%;
- While our Latino A-G rates (54%) were slightly lower than the Resident Schools (58%) and LAUSD (65%), our African American A-G rates (55%) were 10 percentage points higher than the Resident Schools (45%) and on par with LAUSD (54%).



(<http://dq.cde.ca.gov/dataquest/>)

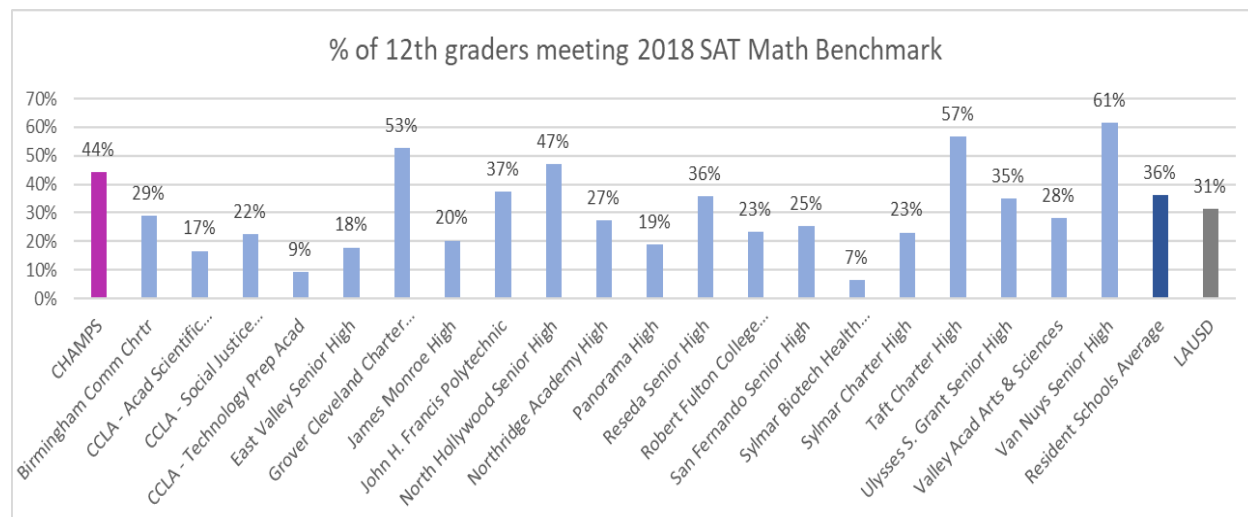
SAT and ACT

Based on SAT results, our students' college readiness compared to the 20 Resident Schools and LAUSD averages is quite strong. In 2018, 84% of our 12th graders met the SAT ELA Benchmark, ***stronger than all of the 20 Resident Schools (including those serving significant gifted student populations)***, and a full 24 percentage points higher than the Resident Schools' average SAT ELA (60%) and 28 percentage points higher than the LAUSD average (56%).



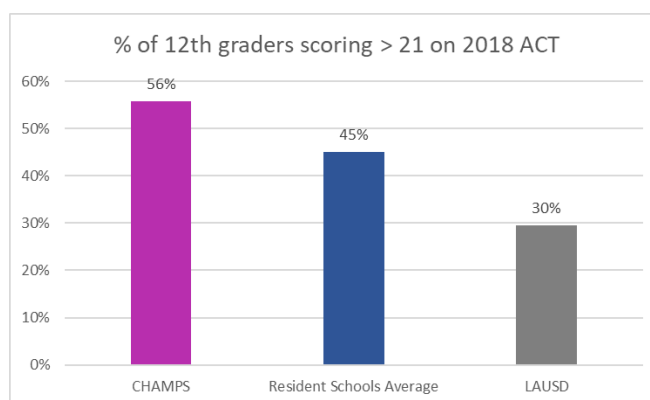
Source: <https://data1.cde.ca.gov/dataquest>

On the math portion of the SAT, 44% of CHAMPS students met the SAT benchmark, **higher than 16 of the 20 Resident Schools** (with the exception, not surprisingly, of schools that have significant GATE populations), 8 percentage points higher than the Resident Schools average (36%) and 13 percentage points higher than the LAUSD average (31%).



Source: <https://data1.cde.ca.gov/dataquest>

On the ACT exam in 2018, 56% of CHAMPS 12th graders scored 21 points or higher, 9 percentage points higher than the Resident Schools' average (45%) and 26 percentage points higher than their peers across LAUSD (30%). CHAMPS' 2018 average ACT score of 23 points was four points higher than the LAUSD average of 19.



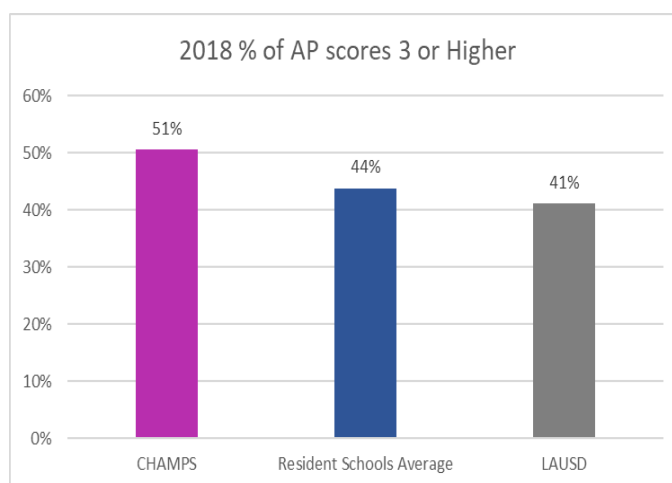
Source: <https://data1.cde.ca.gov/dataquest>

Notably, these outcomes translate directly into college admissions: 56% of CHAMPS' 2018 graduates were admitted to four-year colleges and universities, and another 44% were admitted to two-year programs. In 2019, 52% were admitted to four-year programs and 46% were admitted to 2-year colleges/universities. Our graduates in 2018 and 2019 have received acceptances to prestigious colleges and universities including: Stanford University, Pomona College, all nine UCs, all CSUs to which applications were submitted (21/23), Chapman University, Loyola Marymount University, California Institute of the Arts, Santa Clara University, San Francisco Conservatory of Music, Colorado State University, Tuskegee University, University of Washington, Rochester Institute of Technology, New York

University, Emerson College, University of Michigan, Rhode Island School of Design, Beloit College, University of Iowa, Brandeis University, American University and many more.

AP Participation and Passing rates (2016-2019)

CHAMPS currently offers 13 AP courses, including AP Biology, AP English Literature and Composition, AP Calculus A/B, AP Spanish, AP Italian and AP Studio Art. In 2017-18, 20% of our 10th-12th graders took at least one AP exam; in 2018-19, 21% took at least one AP exam. Our students' performance on these exams has been strong, with 51% earning a 3 out of 5 or higher on the exams they took in 2017-18 and 11% earning the top mark of 5. These percentages outpace both the 20 Resident Schools' average (44%) and LAUSD (41%) for ≥ 3 and for a score of 5 (8% both Resident Schools' average and LAUSD).



Source: <https://data1.cde.ca.gov/dataquest>

English Learner Reclassification Rate

With a relatively small percentage of English Learners (3% of enrollment in 2018-19), our reclassification rates have fluctuated, based on the needs of our students, but were higher than the ever-increasing District rates in 2019 and significantly higher in 2017:

	CHAMPS	District
2019	28.6%	22.8%
2018	14.3%	20.1%
2017	52.2 %	16.8%
2016	3.4%	12.1%

(<https://data1.cde.ca.gov/dataquest>)

Student Attendance Rate

CHAMPS' student attendance rates have been consistent and strong over the charter term, averaging 94% - 97%. (Internal Data.)

Suspension/Expulsion Rate

Our emphasis on restorative justice and conflict resolution has clearly played a role in the very positive school climate CHAMPS has established, resulting in low suspension and expulsion rates (1-3% over the past four years, with just one expulsion). (See Element 10 for more information about these efforts.)

Year	2015-16	2016-17	2017-18	2018-19
Suspension number	12	14	29	20
Suspension rate	1%	2%	3%	2%
Expulsion number	1	0	0	0
Expulsion rate	0%	0%	0%	0%

(<http://dq.cde.ca.gov/dataquest/>)

LAUSD Charter Schools Division Annual Oversight Report

CHAMPS has received positive Annual Oversight Visit reports with staff from LAUSD's Charter Schools Division (CSD). In our most recent Oversight Visit Report, dated February 12, 2019, we received the following ratings:

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	3	3	3

CDS staff noted several "Areas of Demonstrated Strength and/or Progress:"

Governance

- **GOVERNANCE STRUCTURE AND EVALUTATION OF SCHOOL LEADER(S):** The governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s).
- **BROWN ACT:** The Governing Board complies with all material provisions of the Brown Act. Binder documentation provides evidence that board meetings occur regularly, comply with open meeting requirements, and that the board meeting calendar, agenda and minutes are posted and maintained including on the school's website.
- **STAFFING:** The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements.

Student Achievement and Educational Performance

- **SBAC SCHOOLWIDE ELA:** The schoolwide percentage of students who Meet and Exceed Standards in 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median (55.15% to 52.58%)
- **"AT RISK" ENGLISH LEARNERS:** The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median (1.0% to 1.0%)
- **LONG TERM ENGLISH LEARNERS (LTELS):** The school's percentage of LTELS is at a rate similar to the Resident Schools Median (8.8% to 8.3%)
- **FOUR-YEAR COHORT GRADATION RATE:** The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median (90.8% to 76.6%)

Organizational Management, Programs and Operations

- **SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES:** The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety.
- **IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM:** The school has fully implemented the key features of the educational program described in the charter including: Media Arts, Performing Arts, Robotics, Written Arts and Liberal Arts Academies; Integrated Arts Education; Students led productions, written, directed and performed by CHAMPS students; First year participation in the California state Thespian festival; choir

department won sweepstakes award; four seniors participated in quartet festival at California State University, Fullerton; Advanced vocal ensemble was invited to two choral festivals at CSU Fullerton, as well as Azusa Pacific University to work with world renowned choral directors.

- **SCHOOL CLIMATE AND STUDENT DISCIPLINE:** The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill or Rights.
- **STAKEHOLDER COMMUNICATION AND TRANSPARENCY:** The school has a well-developed communications system to share information with stakeholders via its documents available both manually, electronically and on its website.

Fiscal Operations

CHAMPS fiscal condition is positive and the school has been upward trending since the 2014-15 through 2016-17 fiscal year. According to the 2017-18 independent audit report, the school had positive net assets of \$850,507 and a net loss of (\$441,959). The 2018-2019 First Interim Projections project positive net assets of \$885,406 and net income of \$34,899.

(LAUSD CSD Annual Oversight Visit Report, February 12, 2019.)

Success Of The Key Features Of The Educational Program

CHAMPS' themed academies help students excel in their chosen field, developing self-confidence and motivation during their critical adolescent years. At CHAMPS learning is made visible in all of our academies through public performances, competitions, contest entries, and dozens of on-campus events. Students live out their passion as we foster our mission to "educate, guide, and inspire creative and critical thinking through artistic experience."

Core components supporting the CHAMPS philosophy and mission include:

Academy Structure CHAMPS is organized into Academies that provide students with extended periods and expanded opportunities in a variety of subject areas. We offer small arts-infused academic classes including honors and Advanced Placement. Students select and enter one Academy upon admission, with the exception of the Written Arts Academy,⁷ which students may enter their sophomore year. Students at CHAMPS enter one of the following academies starting in 9th grade: Liberal Arts, Fine Arts, Digital Media, Digital Cinema, Music, Dance, Theatre Arts, Robotics, (starting in 10th grade) Written Arts and new in 2020, Programming and Game Design.

From School to Work Emphasis Learning at CHAMPS has a real world professional focus on training students to develop knowledge and skills they will use in the "real world" well beyond high school, whether they plan to pursue a career in the performing arts, use technology to express their creativity, or create high quality digital content for print and web. In 2019, 10% of CHAMPS graduates indicated plans to go on to a CTE field or the military. We also have students who go directly to work in the industry, being picked up for sitcoms, musicals, and band tours.

Collaborative/Cross Curricular Instruction Teachers work closely with the performing arts and technology directors to provide instruction that effectively utilizes the technology available on

⁷ Name change to Global Impact in 2020-21.

campus and student interest in, music, dance, robotics, digital media, cinema, written arts, robotics and theatre arts. Assignments and lectures often capitalize on some aspect of the performing arts and the large number of students who sing, dance, and/or act.

Community Service Students complete 25 hours of community service per year as a part of their graduation requirements.⁸ This requirement is prorated for students who enter CHAMPS after their freshman year. CHAMPS students volunteer at a number of community organizations including, but not limited to:

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

College Going Culture We provide parents, students, and teachers with the tools to enable CHAMPS seniors to effectively complete college applications, secure funding, and be successful in obtaining acceptance in a college or university. The administrative team and counselors review data on college acceptance, student performance on SAT/PSAT, ACT and AP exams, and state standardized tests (including CAASPP) and then identify trends and areas indicating weakness. CHAMPS has graduated its eleventh senior class in June 2019, and we are proud to report that our school has indeed already developed into a notably strong and enthusiastic college-going community of students with 96% of our Class of 2019 graduates admitted to college and approximately 85% of our Class of 2019 students enrolled in either two of four year colleges upon graduation. CHAMPS also has a Memorandum of Understanding with Los Angeles Valley Community College, Los Angeles City College and Pierce College to offer an Advanced College Enrollment (ACE) program. This allows students to take college courses on our campus (led by college faculty) and earn concurrent credit, all at no charge to the student. Each semester, 30-40 students participate in this program; students also earn dual enrollment credits over the summer at LAVC, Pierce, and other community colleges.

⁸ Students who fail to meet this requirement by the date of the graduation ceremony are permitted to participate in the ceremony, then may continue to turn in community service hours during the summer, at which point the diploma is issued.

Community Arts Outreach Our student and staff forge partnerships within and beyond the community in a variety of ways. We perform in the community at the annual *Sherman Oaks Street Fair*, Councilwomen Nury Martinez's, *Van Nuys Arts Festival*, Assembly member Nazarian's, *Art Walk and Creativity Summit*, and US Congressman Cardenas' *Congressional Art competition*. Throughout the year, we invite middle school students to attend CHAMPS performances to share the talents of our dancers, theatre and music programs. We have also formed ongoing relationships with local arts institutions including Soraya Performing Arts Center, LACMA, the Music Center Theatre Group, Theatre West and The Wallis.

Structured Support and Intervention CHAMPS has an Assistant Principal of Curriculum and Student Support, a Director of Special Education, five Special Education teachers, a school psychologist, DIS Counselor, Educational Therapist, Director of Attendance and Truancy Intervention, two academic counselors, and two college counselors, all of whom offer structured support and intervention to our students. CHAMPS also has an EL coordinator who teaches an EL support class and has time built into her schedule to monitor student progress in their classrooms. CHAMPS has embraced a coteaching model to provide support for students with IEPs. Each student is assigned both an academic counselor and guidance counselor to support the student through high school and to make them college and career ready. The intervention team meets weekly to review student progress. The success of the program can be seen through not only high graduation rates, but continuance to college.

Success Of The School's Educational Program In Meeting The Specific Needs Of Its Student Population

CHAMPS has long enjoyed a very diverse student community, with 2018-19 enrollment:

41% Hispanic
40% White
10% Black
7% Two or More Races
3% Asian/Filipino/Pacific Islander

(<http://dq.cde.ca.gov/dataquest/>)

54% of our students in 2018-19 qualified for Free or Reduced-Price Lunch (FRPL); 14% were Students with Disabilities; and 3% were English Learners (Spanish, Armenian, Hebrew and Russian) with another 21% RFEP.

As detailed extensively in Sections 1.a. and 1.b. above, CHAMPS has met students' needs successfully across a variety of measures, with strong graduation rates, college admittance and enrollment, reclassifying our English Learners and more. Our students are able to explore and develop their passions through our Academies, all while preparing for college and meaningful careers.

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

Student Proficiency on CAASPPs

Like many high schools, CHAMPS has struggled to help all students achieve proficiency in math. In 2018, 14% of CHAMPS students Met or Exceeded standards in math on the CAASPP. In ELA, while our students' performance is much stronger (55% Met/Exceeded), we know we can do better.

The Math department underwent a significant revamping in personnel over the last two years, including teachers taking maternity and health leaves and moving out of state. There was a change in department chair leadership and all new math teachers were hired. Until the transition was complete, we had hired long-term substitute teachers who were not highly qualified math teachers. Ultimately, this impacted student learning. Based on our initial review of the not yet published CAASPP scores in math, we are encouraged by the 11 percentage point gain to 25% Met/Exceeded in math on the 2019 CASPP. In ELA, we are working on improvement in reading nonfiction text (a weak point amid high English scores).

We have implemented a number of changes to bolster student academic achievement and support – including for mental health, as we have seen a spike in mental health referrals and suicidal ideation. Specifically, we have:

- Added an Assistant Principal of Curriculum and Instruction, a Head of Attendance and Truancy Intervention, and as detailed more fully below, an MFT intern to work on supporting the socio-emotional needs of students. We also signed an MOU with Family Guidance Center to provide mental health services on our campus for socioeconomically disadvantaged students and their families, and our staff are trained on helping students who are experiencing trauma.
- Our staff is focused (and trained) on restorative practices in response to disciplinary problems with alternatives to suspension.
- Math teachers attended the Southern CA math conference, and as noted above, the Math Department is now fully staffed with experienced and qualified teachers.
- A new lunch tutoring program has been instituted with a credentialed teacher and peer tutors. This benefits all students, but has been a tremendous resource for students that are socioeconomically disadvantaged. Our faculty and administration continue to monitor internal benchmarks in their Professional Learning Communities (PLCs) to inform instruction differentiation and reteaching.
- Purchased Xerox Easy Translator Service that allows us to translate documents in up to 40 languages and output into 20 different file formats. This aids in our outreach to our growing Latino community and other non-English speaking stakeholders.
- To help bolster state test scores, we purchased a Chromebook cart for the Math Department and Special Education Department to help ensure students are prepared to take online assessments and prepare for these tests. We now offer the CAASPP with students' own teachers over a period of a week rather one five-hour test day out of their classrooms. To help ensure students take these assessments seriously, we now offer academic incentives: students who "meet or exceed standard" get a 5% increase in their second-semester grades (AP or honors students only get this if they "exceed" standards). We also remind students that CAASPP scores appear on their transcripts.
- Additionally, we discuss changes in testing during College Knowledge Night for juniors and their parents, and offer a "Boot Camp"/refresher in math for all juniors. Teachers (math, English and RSP) also receive in-service on the tools found on the CAASPP website.

Moving forward, we are implementing some new initiatives to further improve our programs:

- In 2018-2019, CHAMPS was named a recipient of the Commission on Teacher Credentialing's, *Local Solution Grant* for three years to help hire and retain qualified Special Education teacher. As a result, we are able to add three SPED interns in 2019-2020, and will move to a co-teaching model for SpEd students. CHAMPS will work in conjunction with California State University's

Center for Teaching and Learning to support our interns and assist the school as we move to this new co-teaching model of service delivery.

- Intro to Algebra is being replaced with Algebra I plus Algebra Support Lab, which will allow students to complete three years of math (required for graduation) including Algebra II (required for A-G). This should help to increase math proficiency on state testing as well as increase our A-G completion rate. Our Math Department faculty also will benefit from a year-long, intensive on-site professional development program with the UCLA Math Curtis Center, funded by Low Performing Student Grant funds.
- For students struggling in English and earning a D or F their freshman year, we are offering a concurrent English Lab for focused intervention and support. We also will offer an online credit recovery class during the school year that is taught by an English teacher. The curriculum will be blended to incorporate standards-based writing. All 9th graders also will take an Achieve 3000 Lexile screening test to determine which students need 10th grade intervention. We will be piloting Achieve 3000 for intervention, particularly with SpEd and low-performing students.

As always, CHAMPS believes in continuous learning for all members of our school community, including our faculty and administration, to ensure that we are continually pushing ourselves to meet our students' needs with research-based solutions.

Students' Psycho-Emotional Needs

Over our 15 year history, CHAMPS has weathered various changes with our students' needs, but this past year has seen an unprecedented spike in students exhibiting depression, anxiety, childhood trauma, substance abuse/experimentation with self-medication, suicidal ideation and more. This has taxed our entire school community – students, teachers, staff and of course families. A community-wide trauma occurred in September 2018 when there was a shooting at a fast food restaurant across the street from our campus during the lunch hour. One of our students and one of our staff were both shot and injured (neither were the intended victims of what police say was a gang-related shooting). While we have a full-time psychologist and MFT intern on staff to support our students, and our staff are trained on helping students who are experiencing trauma, staff resources were spread thin in the aftermath of the shooting – teachers/staff were themselves traumatized. LAUSD CARE team counselors from the Charter Operated Program come out to CHAMPS to provide additional support. CHAMPS offers an Employee Assistance Program (EAP) that allows staff up to three counseling sessions at no cost. While we have tried to provide supports as needed, we know that this is an area of need that is growing and that we will be struggling to keep pace within the future.

Financial Reserves

CHAMPS has weathered some fiscal challenges in recent years that have impacted our abilities to maintain the recommended reserves, due to a convergence of some unrelated factors:

- First, CHAMPS made a large capital expenditure (over \$500,000) in 2015-16 when we moved a portion of the school site to a new location. While the new site is adjacent to our main campus, it required various tenant improvements, which were financed by a tenant improvement loan and the \$500k from existing reserves. In addition, CHAMPS facilities leases are expensive. In FY 18-19, CHAMPS spent \$1.68M on leases for the two facilities -- more than \$2,300 per pupil. Only \$810,000 of our lease costs are recouped via state funding (SB 740).
- In FY 17-18, we had a large operating loss due to under-enrollment from budget (we had budgeted for 780 students and started the year with 746, but were at 730 at P-2), \$40k lower than budgeted fundraising revenue, and higher than budgeted special education expenses due to increased student needs: hiring SpEd aides, higher than budgeted school psychologist

expense, and \$160k for outside SpEd vendors (v. budget of \$40k), all add needed support for our SpEd students.

- As a result of CHAMPS' operating loss in FY 17-18, our bank (CCU) did not renew our line of credit. As a result, CHAMPS needed to begin selling receivables to replace the line of credit. As a result of selling receivables, CCU then required CHAMPS to pay off the remaining balance on our tenant improvement loan, which in turn required CHAMPS to sell additional receivables, all at high interest rates.

To address these challenges, CHAMPS has done and will be doing the following:

- Purposefully reduced staff costs when opportunities arise. For example, when some staff members have left the organization their roles have been assumed by existing staff members rather than a full-time replacement, all the way to the top of our organization: our Principal now serves as the Principal/Director since our former Executive Director left in 2018. We also have reduced the amount of available staff stipends for FY 19-20.
- Given the strength of our special education program, CHAMPS has successfully transitioned to Option 3 under the LAUSD SELPA which has resulted in significant savings (approximately \$360K savings in Special Ed Fair Share for FY 18-19).
- CHAMPS has pursued additional revenue through grants, resulting in additional revenues in FY18-19 including a CTEIG grant from the State of California for \$175,000 to support our CTE program, Federal Perkins funding of \$12,471 for CTE, \$61,257 in Low Performing funds to improve our math scores, the Local Solution Grant mentioned above for \$100,000 to support SpEd over three years, a \$10,000 grant from the Italian Federation, and a \$750 grant from LACOE for homeless student support.
- While we hope to increase enrollment, we are budgeting enrollment projections and fundraising revenue more conservatively. Unfortunately, enrollment for 2019-20 will likely be down from last year, largely attributed to the shooting across the street from our campus in September 2018. Aside from press linking CHAMPS to the shooting, we missed some key middle school outreach events as we dealt with the aftermath of the shooting; the UTLA strike in January impacted our participation in additional outreach events. We have attempted to counter these challenges via a Facebook Ad campaign and actively contacting students who have expressed interest in our program. The CTEIG grant and Perkins funding will enable us to make significant investments in our Design, Visual and Media Arts; Production and Managerial Arts; and Performing Arts CTE programs, which is expected to increase interest, and hence enrollment, in our unique program.
- We are taking action to lower the number of receivables we need to sell. In FY 18-19, CHAMPS had an outstanding balance as high as \$1.5 million. In FY 19-20, we will sell no more than \$750,000 and will end the year with no more than \$400,000. We currently anticipate continuing to sell receivables into FY 20-21 at which point in time we expect to be able to transition to a bank line of credit.
- We are re-evaluating our master schedule to identify potential cost efficiencies in staff assignments and the total number of staff needed. We also are looking to lower our facilities lease costs, potentially by having the entire school in one facility to match conservative enrollments.

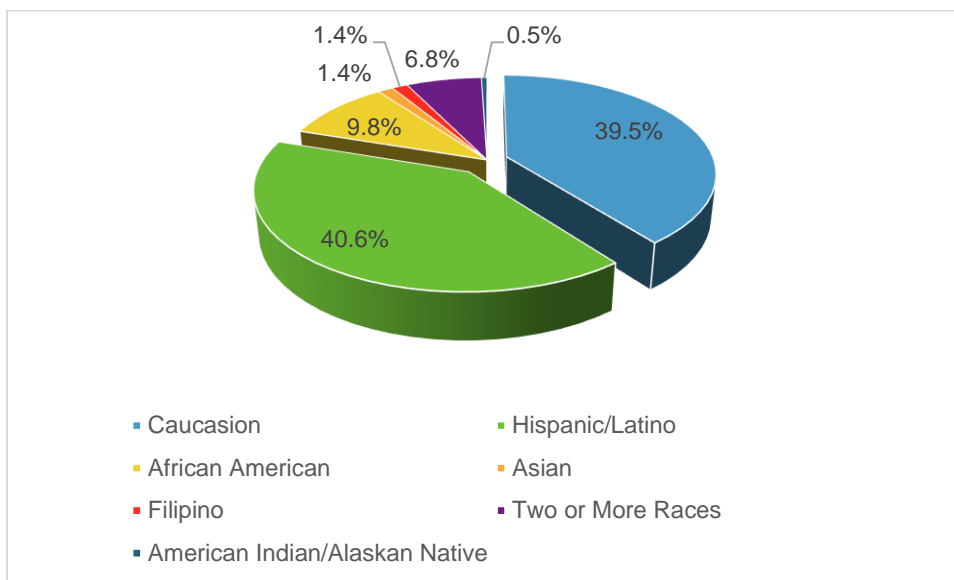
CHAMPS' unaudited actuals show a net income of \$114,000 in FY 18-19. In addition, the school is projected to have \$210,000 of non-cash depreciation expense in FY 18-19, so the operating cash flow is

\$334,000. We are confident we will successfully mitigate these fiscal challenges and build a solid reserve going forward.

C. STUDENT POPULATION TO BE SERVED

TARGET POPULATION

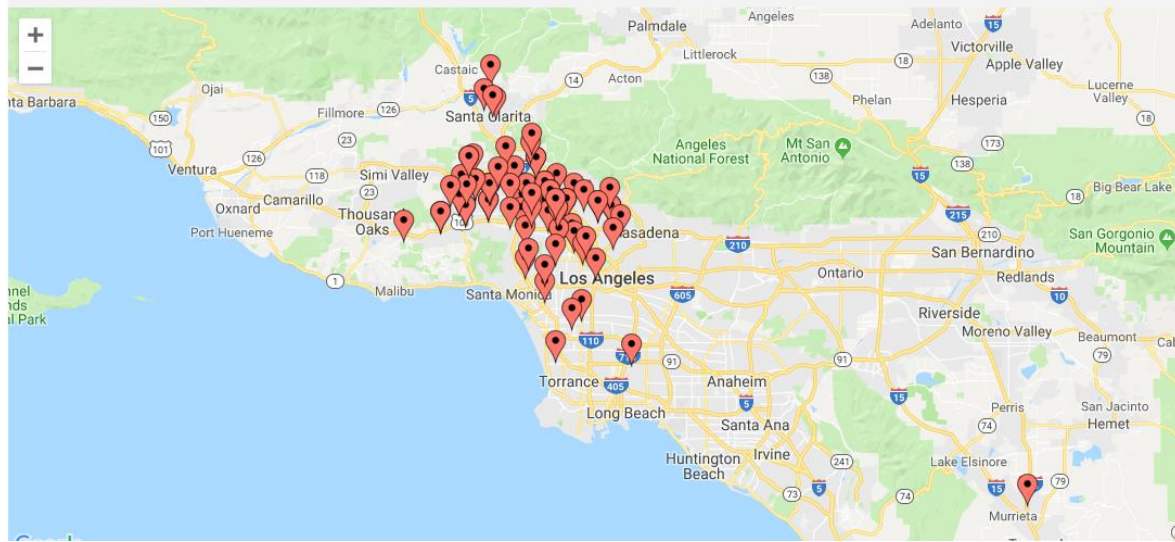
CHAMPS serves students in grades 9-12, targeting those who have an expressed interest in the arts and/or technology as it is applied to the arts. In 2018-19, CHAMPS enrollment was 779 students: 41% Hispanic/Latino, 40% White, 10 % African American, 7% Two or More Races and 3% Asian; 54% qualified for Free or Reduced Price Lunch and 3% were English Learners (many different languages), with another 21% Redesignated Fluent-Proficient.



(<https://dq.cde.ca.gov/dataquest/>).

CHAMPS students come from 78 different zip codes, with the overwhelming majority residing within LAUSD boundaries. CHAMPS historically has served as a feeder high school for the award-winning performing arts program, Millikan Middle School, located in Sherman Oaks.

CHAMPS attendance area 2019



(internal data in Q SIS)

ENROLLMENT PLAN

CHAMPS is authorized to serve up to 1,000 students in grades 9-12. In 2013, LAUSD approved a material revision to CHAMPS' Charter to include a small Independent Study program. This program provides a flexible instructional format for up to 50 students who are unable to attend site-based courses due to social, medical or professional needs. For the non-traditional student, the Independent Study Program provides an opportunity for a comprehensive high school education, offering core academics specially tailored for the individual. The same high academic standards and expectations of CHAMPS' site-based program apply in each Independent Study Course, with the ultimate goal of preparing each student for success beyond high school. (The Independent Study program is described in detail at the end of Element 1, below.) Total enrollment thus includes up to 950 students in our site-based program and up to 50 Independent Study students.⁹

Enrollment Plan						
		2020-21	2021-22	2022-23	2023-24	2024-25
Grade 9	Site-Based	202	206	228	248	260
	Independent Study	8	8	9	11	12
Grade 10	Site-Based	191	202	212	235	250
	Independent Study	8	8	9	11	12

⁹ Each year, our Board and lead staff carefully evaluate enrollment projections and outreach/application data to ensure we are conservatively planning our budgets as we work to increase enrollment.

Grade 11	<i>Site-Based</i>	200	190	201	225	240
	<i>Independent Study</i>	8	8	9	12	13
Grade 12	<i>Site-Based</i>	163	193	188	201	200
	<i>Independent Study</i>	8	10	10	12	13
	TOTAL	788	825	866	955	1000

D. GOALS AND PHILOSOPHY

MISSION AND VISION

CHAMPS mission statement is as follows: CHAMPS educates, guides, and inspires creative and critical thinking through artistic experience.

Our vision is that every student who graduates from Charter High School of the Arts – Multimedia and Performing will be a...

1. Champion of Academic Excellence: Proficient or above in the areas of English Literature, History, Mathematics, Science, Foreign Language and Performing Arts/Technology;
2. Champion of Social Responsibility: Energized citizens prepared to lead their communities by example toward a peaceful and healthy environment;
3. Champion of Self-Expression: Creative thinkers able to evaluate, organize, and produce solutions in a complex technological and artistic world with practical and theoretical foundations; and
4. Champion of Lifelong Learning: Skilled in critical thinking strategies necessary to adapt to a rapidly evolving world.

...Through the Arts.

AN “EDUCATED PERSON” IN THE 21ST CENTURY

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

-- Elliot Eisner, The Arts and the Creation of Mind¹⁰

¹⁰ Eisner, Elliot W. *The Arts and Creation of Mind*, New Haven and London: Yale University Press, 2004, p. 3

We believe that cultivating an educated person in the 21st century requires not only a rich standards-based, college-preparatory curriculum, but also opportunities to develop the “super skills” for 21st century success: communication, collaboration, critical thinking, and creativity (*Partnership for 21st Century Skills*). 21st century learners at CHAMPS experience learning in and through the arts and technology. As the acclaimed journalist and author Thomas Friedman discussed in *The World is Flat*, a relevant education for today’s global economy instills curiosity, a love of learning, discernment, creativity, and interdisciplinary thinking. The report *Champions of Change: The Impact of the Arts on Learning* echoes this viewpoint. Learning through the arts develops “habits of mind” that are accompanied by an array of personal dispositions such as risk-taking, task persistence, ownership of learning, and positive perceptions of academic accomplishment in school.¹¹

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

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

Research indicates that learning occurs best in a context that values fairness, equity, justice, honor, civility, and service to others, coupled with the personalization that can be achieved through the implementation of small learning communities.¹² In an effort to counter the anonymity that students experience in a large school setting, we believe we must develop and implement the small learning community model. We believe that the small learning community at CHAMPS fosters community affiliation, personalization, and security that lead to academic achievement and social-emotional health.

HOW LEARNING BEST OCCURS

We believe that:

Learning occurs best when students have opportunities to experience real-life applications of their learning and understand the relevance of what they learn. When students engage in interdisciplinary, project-based learning as active and engaged participants, we believe they develop the Habits of Mind¹³ necessary for success. We believe that learning occurs when students are encouraged to explore the world around them and are encouraged to take risks. “Real-life” learning experiences enable students

¹¹ <http://artsedge.kennedy-center.org/champions/pdfs/CHAMPSReport.pdf>

¹² Taking Center Stage, California Department of Education, 2001, p.122

¹³ <http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx>

to capitalize on their natural curiosity and creativity, and as a result develop self-motivation and an intrinsic love for learning.

Learning best occurs when students are expected to meet high standards for achievement and are supported in their learning with rigorous, mastery-based instruction. Students learn best when the classroom setting emphasizes the ability of all students to do quality work and to meet the standards for their grade and subject. Instruction is active and engaging, and requires students to produce original work that they revise, polish, and perfect. We believe that true mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again, and demonstrate their knowledge.¹⁴ (Freire, 1972.) Teachers present content on the most important knowledge and skills represented, while students identify the criteria and rubrics that measure their mastery of the state and Common Core standards, through listening, speaking, reading and writing.

Learning best occurs when students are given multiple and in-depth opportunities to combine technology and art to create and express ideas. We believe that when children are given the opportunity to express their skills, talents and intelligences across a variety of contexts, they are able to realize more success and thus develop more confidence.¹⁵(Gardner, 2006.) At CHAMPS, students develop a solid foundation in an arts discipline, bringing depth to the mixing of technology and art so that they can be bold and innovative in discovering themselves and the world around them. Probably the strongest sign that technology enhances creativity is that, as Richard Florida argues in *The Rise Of The Creative Class*, creativity is becoming an intrinsic part of working life. As we become a more technological society, we also become a more creative society, because many of the rote tasks that used to take up a lot of our time and effort have become automated. What's more, technology increases our potential to engage in the types of experiences that lead to greater creativity. We expand the use of traditional arts media far beyond the commonly accepted boundaries and provide students with the technology to produce animation, analyze works of art, create graphic designs, design sets, develop choreography, computerize stage lighting and scenery, and compose, edit, mix, practice, and sequence music.

Learning occurs best when the academic program embeds behavioral/social supports to ensure all students have the support necessary for success. We believe students best learn when provided the structures and culture that promotes learning and social development. Behavior occurs for a reason and can be taught and changed, and research findings confirm this principle. Simonsen and colleagues (2008)¹⁶conducted a systematic review of the literature and identified the following best practices for cultivating social/behavioral supports: 1) structure the classroom in ways that promote responsible student behavior; 2) overtly teach students how to behave responsibly and respectfully with a focus on what students should do; 3) circulate throughout the classroom and actively monitor student behavior; 4) promote and respond to responsible behaviors rather than respond to misbehaviors, and 5) provide immediate, deliberate, brief, and explicit feedback about student behavior.¹⁷ We believe that when these supports are in place, the students are better able to learn and value fairness, equity, justice, honor, civility, service to others, and democratic principles.

¹⁴ Freire, Paulo, *Education for Critical Consciousness*. London: Sheed and Ward, 1974.

¹⁵ Gardner, R. (2006). The socio-educational model of second language acquisition: a research paradigm. *EUROSLA Yearbook*, 6, 237-260.

¹⁶ Simonsen, B., Sugai, G., & Negron, M. (2008.) School-wide positive behavior supports primary systems and practices. *Teaching Exceptional Children*, 40(6), 32-40.

¹⁷ <http://www.safeandcivilschools.com/research/references/is-champs-evidence-based.pdf>

Learning best occurs when teachers and staff clearly demonstrate a commitment to equal access, inclusion and differentiated instruction. We firmly believe that in order to support all students, including those with disabilities and learning challenges, we must clearly communicate our high expectations for their success, and then provide targeted support to achieve the stated goals, and meaningful opportunities for students to demonstrate their accomplishments and successes.¹⁸ Students best learn when intensive individualized academic interventions and scaffolding to allow them to retain concepts and skills that are delineated in the state standards, and even more importantly, help equip them to handle the challenges of the future.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(ii)

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

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

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

LCFF STATE PRIORITIES	
GOAL #1	
All CHAMPS students will have access to a high-quality education program taught by highly qualified teachers.	Related State Priorities:
	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:
Specific Annual Actions to Achieve Goal	
Priority 1 (Basic Services) <i>Priority 1 Outcome 1 – All students school-wide and among significant subgroups enroll in a broad course of study with highly qualified faculty.</i>	

¹⁸ Michaels, S., O’Connor, C., & Resnick, L.B. (2008). Deliberative discourse idealized and realized: Accountable talk in the classroom and in civic life. *Studies in Philosophy and Education*, 27(4), 283–297.

- CHAMPS hires, trains, supervises and evaluates highly qualified faculty.
- CHAMPS ensures all faculty are properly credentialed with required EL authorization and have Department of Justice clearance prior to employment.
- All faculty engage in ongoing professional development in a variety of areas including: CCSS, ELA/ELD, math and NGSS, arts-infused curriculum and instructional approaches, Multi-Tiered System of Support (MTSS), restorative justice, college-readiness, project-based learning, differentiated instruction, targeted instructional strategies for ELs.

Priority 1 Outcome 2 – All students have access to standards-aligned curriculum and instructional materials.

- CHAMPS purchases and replenishes standards-aligned curriculum including standards-based texts, A-G course materials, instructional technology, ELD instructional materials, and intervention and support resource materials as needed.
- CHAMPS annually inventories and reviews curriculum and materials to assess needs and replenish as needed.

Priority 1 Outcome 3 – CHAMPS provides a safe, clean and secure facility to optimize the educational program.

- CHAMPS employs a full time facilities plant manager to inspect and maintain campus and facilities in good, safe, and clean condition

Priority 2 (Implementation of State Standards)

Priority 2 Outcome 1 – CHAMPS provides standards-aligned curriculum and instructional materials for all students, including supports for students in significant subgroups including EL and SPED via additional tutoring and lab intensive designated instruction and support, implementation of tech-based resources, targeted PD for teachers/instructional staff, and comprehensive psycho-social supports to ensure students are ready to learn and supported in all of their learning.

- CHAMPS provides standards-aligned instructional materials for all students.
- CHAMPS faculty engage in ongoing professional development in CCSS curriculum and instructional strategies.

Priority 7 (Course Access)

Priority 7 Outcome 1 – All students school-wide and among significant subgroups have access to a broad course of study, including A-G approved courses, AP Courses, and programs and resources as needed to support progress toward graduation.

- CHAMPS administration hires, trains, supervises and evaluates highly qualified counseling staff to ensure students have equitable access to A-G courses and make annual progress toward graduation.
- CHAMPS counseling staff and administration review student enrollment in AP courses and ensure all students have equitable access to enroll in AP courses.
- CHAMPS provides access to curriculum through targeted enrollment in CCSS aligned courses, intervention courses and technology labs for differentiated instruction.

Expected Annual Measurable Outcomes

Priority 1 Outcome 1: All faculty are properly credentialed and assigned.

Metric/Method for Measuring: Percentage of courses and teachers at CHAMPS appropriately assigned with appropriate credential.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

Priority 1 Outcome 2: All students (including all statistically significant subgroups) have access to standards-aligned materials and technology, including support resources and personnel.

Metric/Method for Measuring: Percentage of students who have sufficient access to standards-aligned instructional materials and technology.						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%
Priority 1 Outcome 3: All students have access to clean, safe, secure and well-maintained school facilities. Metric/Method for Measuring: Site inspection lists, cleaning logs, maintenance repair requests and logs, SARC annual facility inspection report.						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%
Priority 2 Outcome 1: CHAMPS implements CCSS-aligned instructional strategies and curriculum for all core subjects with 100% math and ELA Common Core Implementation. Metric/Method for Measuring: Curriculum adoption, pacing plans, lesson plans, teacher observation						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%
Priority 7 Outcome 1: All students (including all subgroups) have access to a broad course of study including A-G courses, AP courses and courses in their chosen academy. Metric/Method for Measuring: Student enrollment data, student transcripts						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL #2	
All CHAMPS students are actively engaged in school on their path to high school graduation.	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
Priority 3 (Parent Involvement) Priority 3 Outcome 1 – CHAMPS maintains positive parent engagement

- CHAMPS maintains high parent involvement and attendance at school activities and events including parent conferences, back to school night, theater performances, musical concerts and other visual and performance arts student showcases
- Parents are regularly recruited to participate as committee and board members as representatives of parent stakeholders
- CHAMPS uses a variety of media to provide regular and updated school information to parents throughout the school year through phone calls home, website, on-site meetings, information nights, open house, school newsletter, pamphlets and fliers posted in offices, among other methods

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – CHAMPS maintains a high daily student attendance rate and low rate of chronic absenteeism

- CHAMPS employs a full time attendance coordinator and additional support personnel to monitor student attendance and address issues of non-attendance.
- CHAMPS' Dean of School Culture and counseling staff support students' socio-emotional needs and implement strategies to enhance positive student engagement through individual and group counseling, referrals to family counseling and supports, classroom management strategies (taught to all teachers) including PBIS and restorative justice practices and community building efforts to enhance students' sense of belonging in the school community.

Priority 5 Outcome 2 – CHAMPS maintains a low student dropout rate

- CHAMPS employs a full-time counseling staff and attendance coordinator who identify students at-risk of dropping out and implement strategies to address risk factors
- CHAMPS provides intervention and support resources and personnel to students at-risk for dropping out

Priority 5 Outcome 3 – CHAMPS maintains a high annual graduation rate

- See above for Specific Annual Actions and Dropout rates.

Priority 5 Outcome 4 – CHAMPS maintains a low student suspension and expulsion rate

- CHAMPS employs mental health support personnel, counseling staff and deans to address student discipline issues and deescalate any mental health or discipline concerns
- CHAMPS provides professional development training on restorative practices to minimize the number and severity of offenses and maintain a low student suspension and expulsion rate

Priority 6 (School Climate)

Priority 6 Outcome 1 – CHAMPS provides a positive school climate for all stakeholders including faculty and staff, students and parents

- CHAMPS administration and faculty promote a positive school culture of collaboration through open discussions, department and stakeholder meetings
- CHAMPS provides engaging themed academies and an educational program that responds to students' interests and is integrated with CCSS curriculum across disciplines.
- CHAMPS provides abundant opportunities for students to engage in extracurricular clubs and activities to promote positive student engagement.
- CHAMPS annually administers stakeholder surveys to identify and develop appropriate responses to student needs

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: Parents maintain high attendance rates at school events and activities and participate in school-wide committees and councils.

Metric/Method for Measuring: Sign in sheets and attendance rate at school events such as back to school night and parent conferences; board and committee membership.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all Significant Subgroups)						

TBD with 2019-20 data

(We currently do not have complete quantifiable data since

we did not track actual attendance)	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high Back to School Night attendance (≥90%)</i>	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high Back to School Night attendance (≥90%)</i>	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high Back to School Night attendance (≥90%)</i>	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high Back to School Night attendance (≥90%)</i>	<i>Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high Back to School Night attendance (≥90%)</i>
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Priority 5 Outcome 1: CHAMPS maintains a high daily student attendance rate and low chronic absenteeism rate.
Metric/Method for Measuring: Average daily attendance rates and chronic absenteeism rates.

APPLICABLE STUDENT GROUPS	Baseline (ADA 2018-19) (Chronic Absenteeism 2017-18)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide)	ADA 94.92% Chronic Absenteeism, 11.2%	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease</i>

		<i>annually as needed (estimated target of 1-2% annually)</i>	<i>annually as needed (estimated target of 1-2% annually)</i>	<i>decrease annually as needed (estimated target of 1-2% annually)</i>	<i>decrease annually as needed (estimated target of 1-2% annually)</i>	<i>decrease annually as needed (estimated target of 1-2% annually)</i>
African American Students	ADA, 94.72% Chronic Absenteeism, 11%	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools.</i>	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools.</i>	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools.</i>	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools.</i>	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools.</i>
Hispanic/Latino Students	ADA, 94.95%					

	<p><i>Chronic Absenteeism, 13.8%</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i></p>
White Students	<p><i>ADA, 94.79%</i></p> <p><i>Chronic Absenteeism, 8.1%</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i></p>
Two or More Races	<p><i>ADA, not avail.</i></p> <p><i>Chronic Absenteeism, 17.7%</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The chronic</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The chronic</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools. The</i></p>	<p><i>The ADA rates will be equal to or greater than comparison schools.</i></p>

		<i>absenteeism rate will be equal or less than that of comparison schools</i>	<i>absenteeism rate will be equal or less than that of comparison schools</i>	<i>chronic absenteeism rate will be equal or less than that of comparison schools</i>	<i>chronic absenteeism rate will be equal or less than that of comparison schools</i>	<i>The chronic absenteeism rate will be equal or less than that of comparison schools</i>
English Learner Students	8%	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i>	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i>	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i>	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i>	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i>
Socioecon. Disadvan./Low Income Students	ADA, 95.2% Chronic Absenteeism, 14.1%	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i>	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i>	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i>	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i>	<i>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</i>

						on schools
Students with Disabilities	<p>ADA, 94.94%</p> <p>Chronic Absenteeism, 20.4%</p>	<p>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</p>	<p>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</p>	<p>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</p>	<p>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</p>	<p>The ADA rates will be equal to or greater than comparison schools. The chronic absenteeism rate will be equal or less than that of comparison schools</p>

Priority 5 Outcome 2: CHAMPS maintains a low student dropout rate equal to, or less than the comparison schools (i.e., per Ed Code definition of “comparison schools”)

Metric/Method for Measuring: Drop-out rate data

APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide)	1.6%	The dropout rate will be equal to, or less than that of comparison schools.	The dropout rate will be equal to, or less than that of comparison schools.	The dropout rate will be equal to, or less than that of comparison schools.	The dropout rate will be equal to, or less than that of comparison schools.	The dropout rate will be equal to, or less than that of comparison schools.
African American	0%	The dropout rate will be equal to, or less than that of comparison schools.	The dropout rate will be equal to, or less than that of comparison schools.	The dropout rate will be equal to, or less than that of comparison schools.	The dropout rate will be equal to, or less than that of comparison schools.	The dropout rate will be equal to, or less than that of comparison schools.
Hispanic/Latino Students	1.7%	The dropout	The dropout	The dropout	The dropout	The dropout

		<i>rate will be equal to, or less than that of comparison schools.</i>	<i>rate will be equal to, or less than that of comparison schools.</i>	<i>rate will be equal to, or less than that of comparison schools.</i>	<i>rate will be equal to, or less than that of comparison schools.</i>	<i>rate will be equal to, or less than that of comparison schools.</i>
White Students	0.3%	<i>The dropout rate will be equal to, or less than that of comparison schools.</i>	<i>The dropout rate will be equal to, or less than that of comparison schools.</i>	<i>The dropout rate will be equal to, or less than that of comparison schools.</i>	<i>The dropout rate will be equal to, or less than that of comparison schools.</i>	<i>The dropout rate will be equal to, or less than that of comparison schools.</i>
Two or More Races	0%	<i>The dropout rate will be equal to, or less than that of comparison schools.</i>	<i>The dropout rate will be equal to, or less than that of comparison schools.</i>	<i>The dropout rate will be equal to, or less than that of comparison schools.</i>	<i>The dropout rate will be equal to, or less than that of comparison schools.</i>	<i>The dropout rate will be equal to, or less than that of comparison schools.</i>

Priority 5 Outcome 3: Maintain high graduation rates
Metric/Method for Measuring: High school graduation rate

APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	90.8%	<i>Graduation rates will meet or exceed comparison schools.</i>	<i>Graduation rates will meet or exceed comparison schools.</i>	<i>Graduation rates will meet or exceed comparison schools.</i>	<i>Graduation rates will meet or exceed comparison schools.</i>	<i>Graduation rates will meet or exceed comparison schools.</i>
English Learners	91.7%	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate Will meet or exceed comparison schools</i>	<i>The cohort graduation rate Will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison</i>

						son schools
African American Students	91.7%	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>
Hispanic/Latino Students	90.5%	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>
White Students	92.9%	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>
Socioecon. Disadv./Low Income Students	87.9%	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>
Students with Disabilities	70.6%	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>	<i>The cohort graduation rate will meet or exceed comparison schools</i>

						son schools
Two or More Races	75%	The cohort graduation rate will meet or exceed comparison schools	The cohort graduation rate will meet or exceed comparison schools	The cohort graduation rate will meet or exceed comparison schools	The cohort graduation rate will meet or exceed comparison schools	The cohort graduation rate will meet or exceed comparison schools
Priority 5 Outcome 4: CHAMPS maintains a low student suspension and expulsion rate.						
Metric/Method for Measuring: Suspension and expulsion data						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide)	3.5% suspension, 0% expulsion	Maintain or decrease suspension and expulsion rates to be the same or lower than comparison schools (est. ≤3% suspension, ≤.5% expulsion)	Maintain or decrease suspension and expulsion rates to be the same or lower than comparison schools (est. ≤3% suspension, ≤.5% expulsion)	Maintain or decrease suspension and expulsion rates to be the same or lower than comparison schools (est. ≤3% suspension, ≤.5% expulsion)	Maintain or decrease suspension and expulsion rates to be the same or lower than comparison schools (est. ≤3% suspension, ≤.5% expulsion)	Maintain or decrease suspension and expulsion rates to be the same or lower than comparison schools (est. ≤3% suspension, ≤.5% expulsion)
African American Students	10%	The suspension and expulsion rate will be equal to or less than that of comparison schools	The suspension and expulsion rate will be equal to or less than that of comparison schools	The suspension and expulsion rate will be equal to or less than that of comparison schools	The suspension and expulsion rate will be equal to or less than that of comparison schools	The suspension and expulsion rate will be equal to or less than that of comparison schools
Hispanic/Latino Students	1.2%	The cohort graduation rate will be	The cohort graduation rate will be	The cohort graduation rate will be	The cohort graduation rate will be	The cohort graduation rate will be

		<i>equal to or less than that of comparison schools</i>	<i>equal to or less than that of comparison schools</i>	<i>be equal to or less than that of comparison schools</i>	<i>be equal to or less than that of comparison schools</i>	<i>on rate will be equal to or less than that of comparison schools</i>
Two or More Races	9.7%	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>
White Students	3.5%	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>
English Learners	9.7%	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>	<i>The cohort graduation rate will be equal to or less than that of comparison schools</i>
Socioecon. Disadvan./Low Income Students	2.6%	<i>The cohort graduation rate will be equal to or less than that of</i>	<i>The cohort graduation rate will be equal to or less than that of</i>	<i>The cohort graduation rate will be equal to or less than that</i>	<i>The cohort graduation rate will be equal to or less than that</i>	<i>The cohort graduation rate will be equal to</i>

		<i>compariso n schools</i>	<i>compariso n schools</i>	<i>of compariso n schools</i>	<i>of compariso n schools</i>	<i>or less than that of comparis on schools</i>
Students with Disability	4.9%	<i>The suspension and expulsion rate will be equal to or less than that of compariso n schools</i>	<i>The suspension and expulsion rate will be equal to or less than that of compariso n schools</i>	<i>The suspensio n and expulsion rate will be equal to or less than that of compariso n schools</i>	<i>The suspensio n and expulsion rate will be equal to or less than that of compariso n schools</i>	<i>The suspensi on and expulsion rate will be equal to or less than that of comparis on schools</i>

Priority 6 Outcome 1: CHAMPS provides a positive school climate with high participation on surveys and high approval ratings from faculty, staff, parents and students.

Metric/Method for Measuring: survey participation rates and approval ratings on faculty, staff, parent, student surveys

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022- 2023	2023-2024	2024- 2025
All Students (Schoolwide and all Significant Subgroups)						

TBD with 2019-20 data

(We do not have comparable baseline data. We are changing surveys in 2019-20
From Youth Truth Survey to California School Parent Survey)

	<i>Maintain high stakeholder participation (>60%) and approval ratings on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation (>60%) and approval ratings on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation (>60%) and approval ratings on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation (>60%) and approval ratings on annual surveys (>85%)</i>	<i>Maintain high stakeholder participation (>60%) and approval ratings on annual surveys (>85%)</i>
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LCFF STATE PRIORITIES	
GOAL # 3	
All students make satisfactory annual progress toward high school graduation, including college- and career-preparation while engaged in deep learning in their chosen academy: Dance, Music, Drama, Digital Media, Digital Cinema, Written Arts, Robotics, Global Impact (formerly called Liberal Arts), and Programming & Game Design.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

Priority 4 (Pupil Achievement)

Priority 4 Outcome 1 – All students school-wide and among significant subgroups make adequate progress toward proficiency on standardized assessments including CAASPP, CAA, CAST, SAT/PSAT and ACT

- *All teachers engage in ongoing professional development and training in instructional strategies for CCSS in ELA/ELD, math and NGSS*
- *All teachers engage in ongoing professional development to target intervention for students needing additional support in reading improvement and math, including EL and SPED*
- *All teachers, in departments, review standardized and internal benchmark assessments to identify areas of strength and growth and implement instructional strategies accordingly*

Priority 4 Outcome 2 - All students school-wide and among significant subgroups make adequate progress toward A-G completion.

- *CHAMPS will ensure all students enroll in courses that meet A-G completion requirements through individualized student counseling and progress reviews periodically each year.*
- *CHAMPS will provide a broad course of study to ensure core courses are A-G approved through UC Doorways UCOP process.*

Priority 4 Outcome 3 – All students school-wide and among significant subgroups make adequate progress toward AP course completion and passing the AP exam.

- *CHAMPS will ensure all students are able to enroll in a variety of AP courses through individualized student counseling and progress reviews periodically each year.*
- *CHAMPS will provide ongoing professional development for AP teachers and ensure rigorous instruction to promote proficiency and improve pass rates on AP exams*

Priority 4 Outcome 4 – English Learners make adequate progress towards proficiency on the ELPAC.

- *CHAMPS will implement the EL Master plan as approved by LAUSD*
- *CHAMPS will engage in ongoing EL data review and adjust program as needed to target instruction and resources toward needs of EL students*
- *CHAMPS will ensure that all teachers of EL students have appropriate certification and are highly qualified in ELD instruction*
- *CHAMPS will ensure ELD instruction is aligned to standards and will monitor student progress toward proficiency*
- *All faculty will engage in ongoing professional development to target instructional strategies for EL students as well as train in ELPAC and reclassification criteria*
- *CHAMPS will provide ongoing multi-tiered systems of support for EL students through technology and support resources, including personnel, to address learning gaps*
- *Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.*

Priority 4 Outcome 5 – English Learners will be reclassified annually based on CHAMPS reclassification criteria.

- *See all actions under Priority 4 Outcome 4 above.*

Priority 4 Outcome 6 – CHAMPS students will have the opportunity to earn CTE pathway certifications

- *CHAMPS will implement CTE pathways including industry-recognized certifications, articulated college credit or other skill recognition opportunity*
- *CHAMPS will provide students with work-based learning experiences, including field trips to industry, guest speakers, professional industry partner panels, mentoring and advisement on student projects, internships and job-shadowing experiences*

Priority 8 (Other Pupil Outcomes)

Priority 8 Outcome 1 – CHAMPS will offer all students, including all subgroups, a rigorous, high-quality educational program that includes a full span of A-G courses including world languages and a series of courses for in-depth learning in their chosen academy Dance, Music, Drama, Digital Media, Digital Cinema, Liberal Arts, Robotics, Global Impact (formerly called Written Arts), and Programming & Game Design:

- *CHAMPS provides professional development to teachers on CCSS, differentiating instruction, pacing, supporting multiple modalities and relevant learning experiences.*
- *CHAMPS provides resources, technology, time and materials for all students to engage in meaningful learning experiences.*

Priority 8 Outcome 2 – CHAMPS provides all students with IEPs an inclusive, supportive learning environment to prepare for post-secondary education and/or meaningful careers.

- *CHAMPS provides differentiated instruction, depth and complexity for all students aligned to goals and outcomes in student IEPs.*
- *CHAMPS provides technology support and resources for instructional staff to continuously monitor student achievement through ongoing benchmark assessments, MTSS TEAM meetings, and other assessments and protocols.*
- *CHAMPS provides additional support and intervention services for students including counseling/ socioemotional support, after-school tutoring, and enrichment activities.*

Priority 4 Outcome 1: All students, including those in significant subgroups, meet or exceed targets on state assessments (CAASPP, CAA) for ELA and math, and college prep exams (SAT, ACT).

Metric/Method for Measuring: Scale scores and proficiency/growth targets, including all numerically significant student subgroups

APPLICABLE STUDENT GROUPS	Baseline (2017-18))	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide)	<p>CAASPP ELA, 55%</p> <p>CAASPP Math, 14.2%</p> <p>ACT, % of students' scores >=21, 56%</p> <p>SAT % students' scores ERW 76%, Math 39%</p>	<p>Meet/exceed annual growth targets on CAASPP/C</p> <p>AA, SAT and ACT set by the state (if applicable) or annual LCAP (est. 2-3% annually)</p>	<p>Meet/exceed annual growth targets on CAASPP/C</p> <p>AA,, SAT and ACT set by the state (if applicable) or annual LCAP (est. 2-3% annually)</p>	<p>Meet/exceed annual growth targets on CAASPP/C</p> <p>AA, SAT and ACT set by the state (if applicable) or annual LCAP (est. 2-3% annually)</p>	<p>Meet/exceed annual growth targets on CAASPP/C</p> <p>AA, SAT and ACT set by the state (if applicable) or annual LCAP (est. 2-3% annually)</p>	<p>Meet/exceed annual growth targets on CAASPP /CAA, SAT and ACT set by the state (if applicable) or annual LCAP (est. 2-3% annually)</p>

African American Students	CAASPP ELA, 40% CAASPP Math, 7.69%	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools	The CAASPP /CAA, SAT and ACT rates will be equal to or less than that of compari son schools
Hispanic/Latino Students	CAASPP ELA, 52.78% CAASPP Math, 7.14% SAT students' scores ERW, 68%, Math 28%	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools	The CAASPP /CAA, SAT and ACT rates will be equal to or less than that of compari son schools
Socioecon. Disadv./Low Income Students	CAASPP ELA, 47.62% CAASPP Math, 4.88%	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools	The CAASPP /CAA, SAT and ACT rates will be equal to or less than that of compari son schools
Students with Disabilities	CAASPP ELA, 11.76% CAASPP Math, 5.88%	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that	The CAASPP/C AA, SAT and ACT rates will be equal to or less than that	The CAASPP /CAA, SAT and ACT rates will be equal to

		<i>of compariso n schools</i>	<i>of compariso n schools</i>	<i>of compariso n schools</i>	<i>of compariso n schools</i>	<i>or less than that of compari son schools</i>
Two or More Races	CAASPP ELA, 57.14% CAASPP Math, 21.43%	<i>The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools</i>	<i>The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools</i>	<i>The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools</i>	<i>The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools</i>	<i>The CAASPP /CAA, SAT and ACT rates will be equal to or less than that of compari son schools</i>
White Students	CAASPP ELA, 61% CAASPP Math, 20% SAT % of students' scores ERW 78%, Math 47%	<i>The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools</i>	<i>The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools</i>	<i>The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools</i>	<i>The CAASPP/C AA, SAT and ACT rates will be equal to or less than that of compariso n schools</i>	<i>The CAASPP /CAA, SAT and ACT rates will be equal to or less than that of compari son schools</i>
Priority 4 Outcome 2: Graduating seniors will have successfully completed courses that satisfy the UC/CSU A-G requirements. Metric/Method for Measuring: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU A-G requirements.						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024- 2025
All Students (School-wide)	65.5%	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>
African American Students	54.5%	<i>A-G rate will meet</i>	<i>A-G rate will meet</i>	<i>A-G rate will meet</i>	<i>A-G rate will meet</i>	<i>A-G rate will</i>

		<i>or exceed District rate</i>	<i>or exceed District rate</i>	<i>or exceed District rate</i>	<i>or exceed District rate</i>	<i>meet or exceed District rate</i>
Hispanic/Latino Students	54.4%	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>
Two or More Races	75%	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>
White Students	72.5%	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>	<i>A-G rate will meet or exceed District rate</i>

Priority 4 Outcome 3: Students enrolled in AP courses make adequate progress toward AP course completion and passing the AP exam with a score of 3 or higher.

Metric/Method for Measuring: Student transcripts, AP enrollment and AP exam scores

APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide and all Significant Subgroups)	<i>66% of students who took the AP exam passed with a score of 3 or higher</i>	Meet or exceed AP test scores of comparison schools	Meet or exceed AP test scores of comparison schools	Meet or exceed AP test scores of comparison schools	Meet or exceed AP test scores of comparison schools	Meet or exceed AP test scores of comparison schools

Priority 4 Outcome 4: EL students advance at least one level on the ELPAC each year

Metric/Method for Measuring: Percentage of students who achieve one level of growth on the ELPAC each year

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
EL Students	<i>Tbd with 2019-20 results¹⁹</i>	<i>Percentage of students who achieve</i>	<i>Percentage of students who achieve</i>	<i>Percentage of students who achieve</i>	<i>Percentage of students who achieve</i>	<i>Percentage of students who achieve</i>

¹⁹ A current baseline cannot be determined because there was no prior comparative data; 2018-19 was first administration of the ELPAC.

		<i>one level of growth on the ELPAC each year will meet or exceed the comparison schools' rates</i>	<i>one level of growth on the ELPAC each year will meet or exceed the rate of LAUSD comparison schools' rates</i>	<i>one level of growth on the ELPAC each year will meet or exceed the rate of LAUSD comparison schools' rates</i>	<i>one level of growth on the ELPAC each year will meet or exceed the rate of LAUSD comparison schools' rates</i>	<i>one level of growth on the ELPAC each year will meet or exceed the comparison schools' rates</i>
Priority 4 Outcome 5: EL reclassification rates will meet or exceed LAUSD reclassification rate						
Metric/Method for Measuring: EL reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
EL Students	28.6%	<i>Percentage of ELs reclassified each year will meet or exceed District rate.</i>	<i>Percentage of ELs reclassified each year will meet or exceed District rate.</i>	<i>Percentage of ELs reclassified each year will meet or exceed District rate.</i>	<i>Percentage of ELs reclassified each year will meet or exceed District rate.</i>	<i>Percentage of ELs reclassified each year will meet or exceed District rate.</i>

Priority 4 Outcome 6: All graduating seniors enrolled in CTE pathways will have completed a pathway sequence with a capstone course.						
Metric/Method for Measuring: Student enrollment data, CTE pathway completion rates						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School-wide) enrolled in CTE pathways	<i>13% of graduating seniors completed a CTE Pathway</i>	<i>Increase in pathway completion over prior year (est. 2-3%) with goal of 100% completion by all seniors enrolled in CTE pathways.</i>	<i>Increase in pathway completion over prior year (est. 2-3%) with goal of 100% completion by all seniors enrolled in CTE pathways.</i>	<i>Increase in pathway completion over prior year (est. 2-3%) with goal of 100% completion by all seniors enrolled in CTE pathways.</i>	<i>Increase in pathway completion over prior year (est. 2-3%) with goal of 100% completion by all seniors enrolled in CTE pathways.</i>	<i>Increase in pathway completion over prior year (est. 2-3%) with goal of 100% completion by all seniors enrolled in CTE</i>

						pathways.
Priority 8 Outcome 1: All students have access to broad course of study including world languages, technology and the arts, with programs aligned to CCSS/NGSS and in depth arts/media courses in their chosen academy Metric/Method for Measuring: Curriculum materials, student enrollment data, pacing plans, professional development materials.						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%
Priority 8 Outcome 2: Students with IEPs have access to strong, supportive curriculum meeting their learning needs and IEP goals, and support resources and curriculum accommodations/modifications. Metric/Method for Measuring: IEP documentation, SPED student enrollment data and transcripts, MTSS meeting notes						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Students with IEPs	100%	100%	100%	100%	100%	100%

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

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

- *Self-motivated learners:* Secondary students in particular require autonomy, mastery, and a sense of purpose.²⁰ CHAMPS' emphasis on an engaging arts-based program, interdisciplinary, real-world curriculum and active learning allows students to believe that they can achieve and experience the intrinsic satisfaction that comes with true mastery. Students approach learning with authentic motivation when they are provided multiple and varied opportunities to develop mastery, inspiring confidence in their own abilities and desire to serve others.
- *Competent learners:* Our teachers at CHAMPS deliver rigorous instruction and high expectations through a "backwards design" model. The idea in backward design is to teach toward the "end point" or learning goals, which typically ensures that content taught remains focused and organized (Wiggins and McTighe, 2006).²¹ As teachers review student achievement data, they ensure that students are provided ample supports to ensure they become competent learners. Students are responsible for their own actions and continuously reflect on their own learning, and understand way they learn best.
- *Life-long Learners:* As noted above in the section *An Educated Person in the 21st Century*, our instructional program teaches students to learn how to learn. In this way, students actively participate in their own learning, appreciating the relevance of their learning not only in their daily lives but also the world around them. Students demonstrate a desire to continuously improve their skills, knowledge, and selves with their teammates and colleagues, thereby developing a lifelong ability to continue to learn and innate commitment to acting responsibly toward others.

²⁰ Pink, Daniel H. Drive: (2009) The Surprising Truth About What Motivates Us. Riverhead Books, New York, New York

²¹ Wiggins and McTighe (2006). *Understanding by Design*. Pearson: Merrill Prentice Hall.

E. INSTRUCTIONAL DESIGN²²

KEY EDUCATIONAL THEORIES AND RESEARCH OF THE CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATION PROGRAM

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

The CHAMPS instructional philosophy derives from the premise that students learn by doing. Instruction is highly collaborative and designed to focus on relationships between curricular areas to forge real world connections. Service learning, career/college readiness, and cross-curricular instruction characterize our research-based practices. Our “small learning communities/academies” combined with intensive intervention programs assist academically low- achieving pupils and provide students the opportunity to develop mastery in an area of expertise. As detailed more fully in Elements 4 and 5, below, the CHAMPS model includes comprehensive staffing to meet students’ needs, from credentialed and experienced subject-specialist teachers (including in the Arts) to intervention staff for SpEd, EL and other students with special needs to support staff for our teaching and administrative functions. The Organizational Chart included at the start of Element 4 illustrates the different positions across CHAMPS that are designed to meet our students’ needs and ensure a highly-functioning charter school operation.

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

- **Increased self-efficacy.** James Catterall and Kylie Peppler discuss the impact that the arts have on general self-efficacy. They conclude that mastering an art form develops not only a positive view of one’s capabilities and achievements, but also the critical and reflective “habits of mind” necessary for success in college and life.²³ (Catterall and Peppler, 2007).
- **Enhanced 21st century skills.** The Arts impart skills students need to succeed in the new world economy: team problem solving, risk taking, standards of excellence that are demonstrated regularly in performance-based settings, out-of-the-box thinking and creative application. In her analysis of the practices of teens engaged in creative digital production, researcher Brigid Barron concludes that “makers” scored consistently and significantly higher in constructive, critical, and social dispositions such as the belief that they can come up with interesting new ideas or that they have gained new perspectives on social issues.²⁴

²² The following sections of this renewal petition focus on CHAMPS’ site based program. Details about our small Independent Study program are included at the end of Element 1.

²³ Catterall, James & Peppler, Kylie. (2007). Learning in the Visual Arts and the Worldviews of Young Children: Lessons from Skid Row. Cambridge Journal of Education. 37. 543-560.

²⁴ <http://mitpress.mit.edu/books/digital-youth-network>

- **Reading, writing and math skills supported and enhanced by study in the Arts.** A study conducted by Americans for the Arts demonstrated that students who participate in the arts, both before and after school show improved academic performance and lower dropout rates.²⁵ Furthermore, data from The College Board show that in 2013, students who took four years of music and art classes scored an average of 95 points better on their SATs than students who took only one-half years or less (scores of 1061 vs. 966, respectively).²⁶
- **Civic engagement.** The Arts are a source of civic pride and build bridges between cultures. As referenced in a report commissioned by the Wallace Foundation, “New Opportunities for Interest-Driven Arts Learning in a Digital Age,” youths become active partners in civic engagement when they are provided the opportunity to learn a set of skills and gain a community that supports their work.²⁷
- **Economic development.** The creative economy, which includes entertainment and digital media, generates about \$451 billion in economic output in California in 2017, according to a recent report by The Otis College of Art and Design and Los Angeles Economic Development Corporation (<https://www.otis.edu/creative-economy>). They found that 12.2 percent of all 2016 economic output in Los Angeles and Orange counties could be attributed to the creative economic sector. Specifically, Los Angeles County is adding jobs in digital media and entertainment at a faster rate than New York City or nationally, according to a report released by Beacon Economics, a Los Angeles research and consulting firm. The percentage of county jobs in the film and digital media industry jumped 2 percent from 2011 to 2016, from 215,000 to 266,000 jobs. Employment of multimedia artists and animators is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. Projected growth will be due to increased demand for animation and visual effects in video games, movies, and television²⁸ (Bureau of Labor Statistics, 2019.)

In addition, a growing body of research confirms that “learning is deepest when learners have the capacity to represent what they have learned, and the multiple disciplines of the arts all provide modes of representation.”²⁹ It is well documented that “Study in and through the arts employs a form of thinking and a way of knowing based on human judgment, invention, and imagination. The visual and performing arts are a vital part of a well-rounded educational program for all students.”³⁰ (Visual and Performing Arts Content Standards for the State of California, 2001). Research provides compelling evidence that the arts open doors for learning that enable young people to reach for and attain higher levels of achievement.³¹

The report *Champions of Change: The Impact of the Arts on Learning*, which was developed in cooperation with The Arts Education Partnership and The President’s Committee on the Arts and the

²⁵http://www.americansforthearts.org/sites/default/files/pdf/2014/by_program/research__studies_and_publications/one_pagers/15.%20Arts_Education_Drop%20Out.pdf

²⁶http://www.americansforthearts.org/sites/default/files/pdf/2014/by_program/research__studies_and_publications/one_pagers/16.%20SAT%20Scores%202013%20-%20Arts%20Ed.pdf

²⁷ <http://www.wallacefoundation.org/knowledge-center/arts-education/key-research/Documents/New-Opportunities-for-Interest-Driven-Arts-Learning-in-a-Digital-Age.pdf>

²⁸ https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm?view_full

²⁹ Fiske, E. (Ed.). *Champions of Change: The impact of the arts on learning*. Washington, DC: The Arts Education Partnership and the President’s Committee on the Arts and Humanities, 1999.

³⁰ <https://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>

³¹ Catterall, James S. *Doing well and doing good by doing art: The effects of education in the visual and performing arts on the achievements and values of young adults*. Los Angeles/London: Imagination Group/I-Group Books, 2009.

Humanities and utilized research from seven teams of researchers using diverse methodologies, cites the findings on actual learning experiences involving the arts:

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

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

The computer is an amplifier. It can only make what you bring to it larger. If you come to new media, electronic arts, without a firm grounding in the foundations of your art, you'll miss art's major lessons that connect you with a long history of human endeavor in that realm. . . . Teach sculpture with clay first, and once students have clay under their fingernails, once they know you have to walk around a sculpture to experience it, they can start on 3D computer modeling, where you stand still and rotate the artwork. The difference may be subtle from the outside, but those who succeed are those who have breadth to go with their depth, who bring a solid knowledge of the traditional to their amazing work mixing technology and art.³²

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

CURRICULUM AND INSTRUCTION

The CHAMPS curriculum offers students the opportunity to fully involve themselves in both academics and skills training at the highest possible levels. Throughout their course progression, students use technology to enhance their learning and expression. In the arts disciplines in particular, technology provides for expanded forms of expression in digital and electronic media. CHAMPS aims to graduate students who are equipped with the skills and knowledge necessary for success in post-secondary studies and/or the professional arts/multimedia workforce. Starting in 2019-20, CHAMPS will begin to implement the new 2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards), 2019 California World Languages Standards for Public Schools, Prekindergarten Through Grade Twelve (when published) and 2019 Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve (Health Education Framework), (anticipated publication later in 2019).

³² <http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf>

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

English Language Arts

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

Connected to these purposes is the interdisciplinary expectation that the development of each student's literacy skills is a shared responsibility—English language arts teachers collaborate with teachers of other academic content subjects for an integrated model of literacy across the curriculum.³³ CHAMPS embraces the intent and purpose of the CA CCSS for ELA/Literacy, and the SBE's "hope and belief that all of California's students will develop the readiness for college, careers and civic life by the time they graduate from high school and that they attain the following capacities of literate individuals as outlined by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO):

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

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

The English Language Arts curriculum develops students' foundation for creative and purposeful expression in language—fulfilling CHAMPS' vision and aligning with Common Core State Standards in that students will be able to identify key ideas and details, craft and structure, and integrate knowledge and ideas while reading a range of literature and increasing levels of text complexity.

The CHAMPS Language Arts courses descriptions are as follows:

³³ <http://www.cde.ca.gov/be/st/ss/documents/finaletaccsstandards.pdf>

ENGLISH 9 – CORE/COLLEGE PREPARATORY

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

ENGLISH 9 HONORS – CORE/COLLEGE PREPARATORY

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

ENGLISH 10 – CORE/COLLEGE PREPARATORY

Focusing on various elements of the English Language Arts, English 10 continues to strengthen critical thinking and writing skills obtained in English 9. Students read literature and identify literary archetypes and universal themes across works. Students learn to identify literary terms and the author's use of them. Students write compositions throughout the year based on the literature read in class.

ENGLISH 10 HONORS – CORE/COLLEGE PREPARATORY

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

ENGLISH 11 – CORE/COLLEGE PREPARATORY

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

ENGLISH 11 HONORS – CORE/COLLEGE PREPARATORY

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

AP ENGLISH LANGUAGE- CORE/COLLEGE PREPARATORY

Through an examination of audience and purpose in the writings and artistic work of Americans (and a few Brits!) from the Colonial Period to the Present, students become what the College Board identifies as "skilled readers of prose written in a variety of rhetorical contexts...[and] skilled writers who compose for a variety of purposes. " Whether it be expository, analytical, or argumentative writing, the collection of compositions students create are based not only on the texts, films, audio recordings, and additional media provided, but on the personal experience and observation necessary to cultivate the same sense of audience and intention that defines the work that serves as the basis for the course curriculum.

ENGLISH 12- CORE/COLLEGE PREPARATORY

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

ENGLISH 12 HONORS – CORE/COLLEGE PREPARATORY

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

AP ENGLISH LITERATURE – CORE/COLLEGE PREPARATORY

This class delves very intensely into many of the greatest works of literature ever penned, including classic works by the Ancient Greeks, Shakespeare, Moliere, and the great Victorian poets up through the soon-to-be classic writings of contemporary authors such as Billy Collins, Sapphire, and Luis Alfaro (along with some of Mr. Bailey's personal favorite Davids: Mamet, Rakoff, Eggers, Sedaris, and Foster Wallace.) This class focuses heavily on the writing skills and the understanding of literary elements such as tone, diction, syntax, and figures of speech that are necessary for students to earn a passing score on the AP English Literature Test. In addition to the passing score, a passion for reading and writing become even more intense and crystallized.

READING LAB NONE-CORE/NON-COLLEGE PREPARATORY

This course is designed to individually support students with varying English proficiencies. It is designed to allow students to grow in their English skills to grade level. Led by an English credentialed teacher,

the course uses daily differentiated instruction for nonfiction reading and writing in support to each student's reading level.

ENGLISH 9/10 SUPPORT LAB NONE-CORE/NON-COLLEGE PREPARATORY

This course will cover topics necessary to assist student in the successful completion of their core English course. Led by a credentialed English teacher, students will be supported in meeting grade level standard proficiency with parallel support for topics being discussed in their core English course.

English Language Development (ELD)

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

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

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

LANGUAGE ARTS SUPPORT (LAS) NONE-CORE/NON-COLLEGE PREPARATORY

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

Mathematics

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

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

CHAMPS students are placed in courses based on placement and diagnostic tests given after admission and before the start of the school year. Incoming ninth grade students who have not mastered Algebra 1 are placed into Algebra I plus Algebra Support Lab. Students who demonstrate mastery in the Algebra 1 standards begin their coursework with Algebra 2. All students must complete three years of Math for graduation.

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

ALGEBRA 1AB – CORE/COLLEGE PREPARATORY

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

ALGEBRA SUPPORT LAB NONE-CORE/NON-COLLEGE PREPARATORY

This course will cover topics necessary to assist student in the successful completion of high school Algebra. Led by a credentialed math teacher, students will be supported in meeting grade level standard proficiency with parallel support for topics being discussed in their Algebra I course.

GEOMETRY AB – CORE/COLLEGE PREPARATORY

The prerequisite of Geometry AB is Algebra IAB with a grade of "C" or better for each semester or a satisfactory score on the math placement exam. The focus of Geometry AB is to build upon abstract and logical thinking through the use of deductive and inductive reasoning and forming valid arguments via proof writing. A strong foundation in algebra is necessary for successful completion of this course. Students explore the following topics: two-dimensional and three-dimensional space; points, lines, planes; angles; deductive reasoning and proof writing; congruent and similar polygons; coordinate geometry; plane transformations; quadrilaterals; right triangles; circles; geometric constructions; and areas and volumes of solids.

GEOMETRY AB HONORS – CORE/COLLEGE PREPARATORY

Honors Geometry is offered to students in ninth, tenth and eleventh grade. It is designed for the advanced mathematical students who are able to grasp abstract mathematical concepts easily, and who have performed at a high level of accuracy in Algebra IAB. The topics included are reasoning and proof, parallel and perpendicular lines, triangle relationships, similarity, right triangles, trigonometry, transformations, properties of circles, measurement of figures and solids and probability. Advanced algebra skills are used frequently, which enables students to see how geometry and algebra complement one another. Students use visualizations, spatial reasoning, and geometric modeling to solve problems.

ALGEBRA 2AB – CORE/COLLEGE PREPARATORY

The prerequisite of Algebra 2AB is Geometry AB with grade of "C" or better for each semester. Students gain experience in several content areas, quadratic functions and polynomials, radical and rational functions, logarithmic and exponential functions, sequences and series and graphing conic sections including circles, parabolas, ellipses and hyperbolas.

ALGEBRA 2AB HONORS – CORE/COLLEGE PREPARATORY

The emphasis of Algebra 2 Honors is the alignment to the Common Core Standards, the use of real life application and modeling, and exploration of appropriate technology such as computer software and graphing calculators. The Honors lessons are designed to challenge the students to their optimum abilities and students are expected to take responsibilities of their own learning. This course is designed to deliver the contents covered in Algebra 2, Statistics, and Trigonometry. In addition to the academic contents, the course allows the students to connect abstract algorithms to the solid applications and models of the real world.

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS – CORE/COLLEGE PREPARATORY (ELECTIVE)

The prerequisite of this course is Geometry AB. This course includes selected topics from Algebra 2, Precalculus, Statistics and Probability and Geometry that are taught at an ability-appropriate level for the Algebra 1 and Geometry prerequisite audience. This course can be taken in place of Algebra 2AB, or as an elective course in conjunction with any other math course beyond Geometry AB. The goal is to link math topics such as piecewise functions, linear and quadratic regression, limits, optimization, exponential functions, area and perimeter, box and whisker plots and spreadsheets to financial topics such as business planning, investing, credit, budgeting, automobile and home ownership, income taxes and independent living to create a cohesive course of mathematical connections to the real world.

PRECALCULUS – CORE/COLLEGE PREPARATORY

The prerequisite of Pre-Calculus is Algebra 2AB with grade of "C" or better for both semesters. Students gain a thorough understanding of polynomial, rational, exponential, logarithmic, and trigonometric

functions. Students are introduced to basic linear algebra concepts such as working with determinants to find the inverse of a square matrix, and applications of determinants and matrices. Students are introduced to polar graphs and equations, parametric graphs and equations, and limits.

AP CALCULUS – CORE/COLLEGE PREPARATORY

The prerequisite of AP Calculus is Pre-Calculus with a grade of "C" or better for both semesters. This course is designed to provide an understanding of the topics covered in a first semester college calculus course. A good understanding of polynomial, logarithmic, exponential, and trigonometric functions are essential. The course of study is broadly divided into three topics: 1. Limits and continuity 2. Derivatives 3. Integrals and the Fundamental Theorem of Calculus. Students explore the many fascinating real-world applications of differentiation and integration such as rates of change, optimization and volumes of irregular solids. Active participation and independent study at home is necessary for success in this course. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester college calculus course.

AP STATISTIC – CORE/COLLEGE PREPARATORY

The prerequisite of AP Statistics is Algebra 2AB with a grade of "C" or better. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

History-Social Science

WORLD HISTORY – CORE/COLLEGE PREPARATORY

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

PSYCHOLOGY – CORE/COLLEGE PREPARATORY (ELECTIVE)

This is a one-year Psychology course that provides a comprehensive look at the study of psychological concepts. The goal of this program is to make psychology relevant, fun, interesting, and approachable while meeting the National Standards for High School Psychology written by the American Psychological Association in 2011. Students will be evaluated on knowledge of psychological concepts, application of concepts, and evaluation of psychological studies.

WORLD HISTORY HONORS – CORE/COLLEGE PREPARATORY

This is an accelerated course that fulfills the state and district requirements for world history. Students examine themes and topics in world history beginning with the origins of western political thought up until the major events of our current decade. This class examines topics and themes including, but not limited to, the Industrial Revolution, the Age of nationalism, global imperialism, World Wars I and II, the Rise of Communism, the Cold War era, the post-Cold War era, as well as national building efforts of this

century. In addition, students pay particular attention to the ways in which these global changes have impacted the world around us.

U.S. HISTORY – CORE/COLLEGE PREPARATORY

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

AP U.S. HISTORY – CORE/COLLEGE PREPARATORY

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

AP HUMAN GEOGRAPHY – CORE/COLLEGE PREPARATORY (ELECTIVE)

This course is a survey of the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. The course is designed to be a curricular equivalent of an introductory college-level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline’s main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human– environment relationships on places, regions, cultural landscapes, and patterns of interaction. Specific topics with which students engage include the following: problems of economic development and cultural change consequences of population growth, changing fertility rates, and international migration impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life struggles over political power and control of territory conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies explanations of why location matters to agricultural land use, industrial development, and urban problems the role of climate change and environmental abuses in shaping the human landscapes on Earth. This course develops the skills necessary to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences utilizing the methods and tools geographers use in their research and applications.

AMERICAN GOVERNMENT AND ECONOMICS – CORE/COLLEGE PREPARATORY

This course introduces students to American government and politics. Students analyze the structures of institutions that makeup the American system of government such as the fundamental characteristics and how the U.S. Constitution effects the organization of government: the historical perspective and influences of the Founding Fathers and the framers of the constitution; political behavior as it is

expressed individually and collectively within our communities; and how and why the three branches of government are organized and the role they have in the policymaking process in the United States.

HONORS AMERICAN GOVERNMENT AND ECONOMICS – CORE/COLLEGE PREPARATORY

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

AP ART HISTORY – CORE/COLLEGE PREPARATORY (ELECTIVE)

AP Art History is a college level, survey course designed to provide an understanding and appreciation for western and nonwestern art and architecture in both historical and cultural contexts. This course engages students in the exploration of historical origins and development of Western and non-Western Art and Architecture. In addition, it prepares students for the AP Art History Exam. Topics range from pre-historic to present day art and architecture, and provide students with an opportunity to study and understand the major art periods and trends. This course engages and informs students in Art History through assessments, written responses, group projects, museum field trips, posters, and oral presentations.

AP EUROPEAN HISTORY – CORE/COLLEGE PREPARATORY (ELECTIVE)

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop an understanding of principle themes in modern European history; an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing.

AP PSYCHOLOGY – CORE/COLLEGE PREPARATORY (ELECTIVE)

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

INTRODUCTION TO CULTURAL ANTHROPOLOGY – CORE/COLLEGE PREPARATORY (ELECTIVE)

This course provides an introduction to the field of Cultural Anthropology. After providing theoretical foundations, the course surveys language, religion, world cultures, traditions, family, marriage, rites of passage, witchcraft, gender, and race. Emphasis is on the diversity of cultural patterns throughout the world and the essential humanity of all people. Examples from a wide variety of cultures are presented in a variety of formats.

SOCIOLOGY – CORE/COLLEGE PREPARATORY (ELECTIVE)

This course focuses on the ways in which society and group behavior shape our own being. “Our identity, fears, grievances, and satisfactions derive from socialization within groups.” By examining cultures, violence, deviance, social control, socialization and personality, group behavior, social class, and institutions of the past and present students gain a better understanding of both themselves and the world around them.

Science

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

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

BIOLOGY – CORE/COLLEGE PREPARATORY

This course is designed to give students a general understanding of the biological processes. This class focuses on cell biology, genetics, evolution, ecology, and physiology to develop an understanding of the complexity of living organisms. Understanding how to scientifically problem solve and use higher levels of thinking is intertwined in the curriculum throughout the year. Concepts and Labs will utilize the scientific method to investigate the cell, cellular processes, living systems, applied genetics and ecology.

HONORS BIOLOGY – CORE/COLLEGE PREPARATORY

This course is designed to give the students a general understanding of the biological processes. This class focuses on cell biology, genetics, evolution, ecology, and physiology to develop an understanding of the complexity of living organisms. Understanding how to scientifically problem solve and use higher levels of thinking are intertwined in the curriculum throughout the year. Concepts and Labs will emphasize the biochemical organization and structure of living things, and interconnectivity between living and non-living systems.

CHEMISTRY – CORE/COLLEGE PREPARATORY

This course explores the chemical and physical properties of matter. It uses measurement, calculation and analytical thinking to create a better understanding of the chemical and physical laws that govern the organization and behavior of matter. Students are able to classify matter; comprehend atomic structure and electron arrangement; understand periodic law and chemical bonding; use chemical formulas and balance chemical equations; solve Stoichiometry problems; compare and contrast the phases of matter; characterize the properties of acids and bases; explain reaction energy and chemical equilibrium; balance oxidation-reduction reactions; describe the functional groups of organic molecules;

and explore nuclear chemistry. In addition, students perform a wide range of qualitative and quantitative laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph, and interpret data from laboratory investigations.

AP BIOLOGY – CORE/COLLEGE PREPARATORY (ELECTIVE)

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

ANATOMY AND PHYSIOLOGY – CORE/COLLEGE PREPARATORY (ELECTIVE)

Anatomy and Physiology is a life science course designed to help students understand the complex structures (anatomy) and functions (physiology) of the human body. Basic biological principles are utilized to gain insight into the workings of each organ and organ system, with emphasis placed on the interrelationships and inter-dependencies among the various systems.

MARINE BIOLOGY – CORE/COLLEGE PREPARATORY (ELECTIVE)

In the course, students will take an in-depth look into all aspects of the ocean including physical, chemical, geological, and biological processes. Focus upon marine communities found in the open ocean, deep shelf, coastal shelf, and intertidal regions. Students will investigate the structure, function, behavior, adaptations, and taxonomic classification of a variety of plants and animals that live in the marine environment. Students learn and investigate how energy flows, matter cycles, and humans impact Earth's ocean ecosystems. Laboratory activities include dissection, experimentation, data collection and analysis. They will assist students in developing skills in scientific thinking and investigation. The course is recommended as a science elective, particularly for students interested in marine and/or environmental studies.

PHYSICS – CORE/COLLEGE PREPARATORY (ELECTIVE)

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

Academy Courses

Beyond the foregoing four core subjects, CHAMPS students select one of nine Academies: Dance, Music, Drama, Digital Media, Digital Cinema, Written Arts, Robotics, Global Impact (previously called Liberal Arts) and new in 2020, Programming and Game Design. Courses in each Academy are standards-aligned (e.g., the California Visual and Performing Arts Standards), and rigorous. Students in an Academy take a specific sequence of electives to graduate from that Academy. Liberal Arts students have access to a wide variety of electives.

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

Using the CA Visual and Performing Arts Standards as a base and incorporating the new 2019 *California Arts Standards for Public Schools, PreKindergarten Through Grade Twelve (Arts Standards)*, CHAMPS' arts programs ground students in the discipline, detail and focus of the art form, whether it be Multimedia (i.e., visual art, film, media) or Performing (i.e., dance, music, drama). Students explore their own creative processes in individual fields including Production, Set Design/Costuming and Technical Theatre. Many CHAMPS graduates go on to attend arts colleges and professional schools and conservatories, so they are prepared for careers in the arts and teaching.

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

Global Impact (formerly called Liberal Arts)

Global Impact Academy at CHAMPS is dedicated to supporting students in becoming inspired and empowered leaders in their high school education and their communities by making informed and reasoned decisions for the public good. Founded on social studies instruction that balances the gathering of knowledge with application and action, students engage in learning experiences that foster communication, collaboration, creativity, and critical thinking to investigate global issues that foster and lead to action. Students will build on core academic knowledge to apply to real-world problems in the areas of social issues and the environment.

GLOBAL EXPLORATIONS – NON-CORE/NON-COLLEGE PREPARATORY

The ultimate goal of Global Explorations is to create socially aware and critical-thinking global leaders. Students will engage in and be encouraged to consider problems and issues that have faced and still affect humanity in an increasingly interdependent world. In class, students will study global events through an ethical, historical, and literary perspective. The goal is for the class to facilitate students'

learning experiences as we “face history” together. Students will examine the moral choices made in historical events so that we learn from and analyze how it has affected what our world looks like today. We will work to take an active role as global citizens by studying, analyzing, and facing sensitive issues that are of great importance to our globe, communities, and ourselves, while at the same time focusing on the 9-10 Reading and Writing for History Common Core Standards.

SPEECH AND RHETORIC – NON-CORE/ COLLEGE PREPARATORY (ELECTIVE)

This course is designed for those students interested in participating in competitive interscholastic debate. Through the course, students will learn debate theory, debate skills and techniques, and methods of becoming successful interscholastic competitors. Students are expected to develop skills in research, argument construction, debate format, interscholastic debate speaking style and refutation, and to travel to tournaments to test their skills against competitive rivals. Students enrolling in this course will be required to participate as members of the interscholastic debate team and will attend an appropriate number of weekend interscholastic debate tournaments.

SOCIOLOGY – CORE/COLLEGE PREPARATORY (ELECTIVE)

This course focuses on the ways in which society and group behavior shape our own being. “Our identity, fears, grievances, and satisfactions derive from socialization within groups.” By examining cultures, violence, deviance, social control, socialization and personality, group behavior, social class, and institutions of the past and present students gain a better understanding of both themselves and the world around them.

MARINE BIOLOGY – CORE/COLLEGE PREPARATORY (ELECTIVE)

In the course, students will take an in-depth look into all aspects of the ocean including physical, chemical, geological, and biological processes. Focus upon marine communities found in the open ocean, deep shelf, coastal shelf, and intertidal regions. Students will investigate the structure, function, behavior, adaptations, and taxonomic classification of a variety of plants and animals that live in the marine environment. Students learn and investigate how energy flows, matter cycles, and humans impact Earth's ocean ecosystems. Laboratory activities include dissection, experimentation, data collection and analysis. They will assist students in developing skills in scientific thinking and investigation. The course is recommended as a science elective, particularly for students interested in marine and/or environmental studies.

Digital Media

The Digital Media Academy builds a foundation for students to pursue a career in the following Media and Design Arts: computer graphics, digital design, web design, animation, computer game development, Internet publishing, building interactive online media, movie and video production, broadcast, commercial digital artist, photography, or computer science.

Of all the career industries, the Media and Design Arts sector requires perhaps the greatest cross-disciplinary interaction and development because the work in this sector has a propensity to be largely project-based, requiring uniquely independent work and self-management career skills. Whatever the form or medium of creative expression, all careers in this sector require “publication” or a public presentation in one-way or another. Therefore there is a focus on the technical, organizational, and managerial knowledge and skills necessary to bring a project to the public.

New technological developments are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts sector occupations demand constantly varying combinations of skills. Successful career preparation involves both in-depth and broad academic preparation as well as the cultivation of such intangible assets as flexibility, problem-solving abilities, and interpersonal skills.

MEDIA ARTS WHEEL – NON-CORE/NON-COLLEGE PREPARATORY

Introduction to Digital Photography and Photoshop Imaging

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

DIGITAL MEDIA ARTS 1 VA CTE–CORE/COLLEGE PREPARATORY

Foundations of Photography, Graphic Design, and Short Film

This exciting course begins building a foundation in the visual and communication and storytelling skills needed for a career in the growing fields of photography, photo editing and retouching, and graphic, web, video, and motion design. Student practice using the elements of art and principles of design through photography, digital image editing and compositing, music video and commercial production, animation, and graphic design. Students are able to use these abilities to complete projects for their other core academic courses and for personal projects. We also review academic word processing and presentation skills.

DIGITAL MEDIA ARTS 2 –CORE/ COLLEGE PREPARATORY

Digital Photography, Adobe Associate Certification, Graphic and Motion Design

This advanced course is design for committed students with a serious interest in a career in the growing fields of commercial photography, and graphic, web, video, and motion design.

This career oriented course is designed to prepare students for the Adobe Associate Certification in Visual Communication, introduce them to page layout using Adobe InDesign, design vector graphics in Adobe Illustrator, and refine advanced studio and artistic photography, retouching, and compositing while allowing time for each student to pursue individual projects including: short film production, electronic and analog music creation, game design, and other artistic inspiration they may have. They also explore visual design career options that interest them.

Students design some of the official CHAMPS promotional materials for print and web, and the course culminates by updating and refining their web portfolios for the purpose of college, career or free-lance professional use, and include an artist statement and their best work that reflects who they are as an artist and designer.

AP Studio Art: 2D Art and Design – NON-CORE/NON-COLLEGE PREPARATORY

Advanced Digital Media Guided Independent Study

This advanced course is design for committed students with a serious interest in a career in the growing fields of commercial photography, digital art, and graphic, web, video, and motion design. It is a career-

oriented course, designed to give students the class time and instructional guidance to further develop their artistic vision and equip them with the digital tools and other resources necessary to realize their personal goals and vision.

Subject areas include artistic photography, fashion retouching and photo manipulation, digital art, compositing, short film production, electronic and analog music creation, game design, and other artistic inspiration students may have. Students have the opportunity to design official CHAMPS promotional materials for print and web, and the course culminates by updating and refining their web portfolios for the purpose of college, career or free-lance professional use, and includes an artist statement and their best work that reflects who they are as an artist and designer.

Digital Cinema

Digital Cinema at CHAMPS is designed to deepen cinematic knowledge and promote the exploration of visual storytelling. Students learn the various aspects of the pre-production, production, and the post-production process through hands-on application combined with theory, history, and analysis. Emphasis is placed on creative self-expression and social responsibility.

MEDIA WHEEL: CINEMA – NON-CORE/NON-COLLEGE PREPARATORY

This course is part of a 10-week rotation with *Digital Cinema, Digital Media Visual, and Performing Arts Departments*. The cinema component provides an overview of visual storytelling and instills a greater appreciation of the filmmaking and cinematic arts. Students are introduced to the pre-production, production, and post-production process through experiential, hands-on application. Students create a 6-shot narrative, music video, and visual poetry with special effects.

DIGITAL CINEMA I –CORE/ COLLEGE PREPARATORY

This course is designed to instill knowledge and promote the exploration of visual storytelling. Students learn the various aspects of the pre-production, production, and post-production cycles as well as the various roles and responsibilities of the production team through hands-on application and analysis. Academic achievement, creative self-expression, social responsibility and life-long learning are nurtured. Students are encouraged in the development of a unique visual style.

Students write an original narrative short using Final Draft and/or CELTX. Students' productions include scene adaptations, music videos, PSAs/commercials, visual poetry, interviews and original shorts or documentary films which are showcased at the annual CHAMPS Cinematic Arts Festival hosted at the SAG/AFTRA Theatre. Editing skills are honed utilizing Adobe Premiere Pro. Students learn how to light and shoot a green screen and other stylized techniques such as film noir lighting. Canon DSLR cameras are utilized and students are instructed in the use of ISO, shutter speed, and aperture.

FILM STUDIES -- CORE/ COLLEGE PREPARATORY

Film Studies prepares students to participate in a world increasingly shaped by visual images. This course offers a foundation for understanding cinema and its relation to culture, history, technology, and aesthetics. Film Studies offers students the ability to analyze, critique, and appreciate the art of visual storytelling as an artistic tool for communication. This course offers Digital Cinema Department majors the ability to combine history and theory with hands-on application.

ADVANCED DIGITAL CINEMA –CORE/ COLLEGE PREPARATORY

This advanced course is designed to deepen cinematic knowledge and promote the exploration of visual storytelling. Students learn the various aspects of the pre-production, production, and post-production cycles as well as the various roles and responsibilities of the production team through hands-on application. Academic achievement, creative self-expression, social responsibility and life-long learning are nurtured. Students are encouraged in the development of a unique visual style as they build a portfolio of work for college and career success.

Students write an original narrative short using Final Draft and CELTX. Students learn how to breakdown a script, create storyboards, shooting schedules, and the importance of production design. Productions include scene adaptations, music videos, PSAs/commercials, interviews, and original narrative or documentary shorts which are showcased at the annual CHAMPS Cinematic Arts Festival hosted at the SAG/AFTRA Theatre. Editing skills are honed utilizing Adobe Premiere Pro and After Effects. Students learn basic lighting, audio, green screen, and camera techniques. Canon DSLR and Digital Cinema Camera are utilized as students hone their understanding of ISO, shutter speed, aperture, and camera movement.

Music

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

JAZZ ENSEMBLE INTERMEDIATE AB– CORE/ COLLEGE PREPARATORY

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

PERCUSSION AB –CORE/ COLLEGE PREPARATORY

This course explores the fundamentals of percussion performance. Exploration into the performance techniques and literature for all instruments of the percussion family is the focus of the course, including snare drum, timpani, the mallet keyboard (marimba, vibraphone, xylophone), Drum-Set, and various Latin & African percussion. A variety of techniques for each instrument are discussed, and the musical interpretation of excerpts, etudes, solos and ensemble literature are explored.

CREATIVE ENSEMBLE II –CORE/ COLLEGE PREPARATORY

In this ensemble of mixed instrumentation the students develop their own music with the assistance of the teacher. Collaborative projects with other departments (Drama, Dance, etc.) are an important

feature of this ensemble. This class teaches students how to compose and arrange music with a new approach. This is an interactive class requiring students to begin composing within the first few lessons. Knowledge plus real experience simultaneously are the goals of this course.

PIANO & MUSIC THEORY I – NON-CORE/NON-COLLEGE PREPARATORY

Introductory piano for the music major with little or no prior keyboard study. Emphasizes development of basic keyboard skills, music reading, and conceptual understanding pertinent to early level study. Includes introduction to transposition, harmonization, sight-reading, improvisation, and basic keyboard repertoire. Introductory studies in music theory including fundamentals, figured bass, analysis of small structures and music writing. Emphasis on diatonic harmony.

PIANO & MUSIC THEORY II – NON-CORE/NON-COLLEGE PREPARATORY

Continued group piano study for the non-keyboard music major. Emphasizes major and minor scales, arpeggios, chord inversions, seventh chords, modes, and pedaling, as well as further exploration of transposition, harmonization, sight reading, improvisation, and later elementary-level repertoire. Continued studies in music theory including figured bass realization, analysis of small forms and music writing. Emphasis on diatonic harmony.

MUSIC THEORY III AB–CORE/ COLLEGE PREPARATORY

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

MUSIC/VOCALS – NON-CORE/NON-COLLEGE PREPARATORY

This unit is designed to provide students with the basic technique of singing and using the voice properly, utilizing vocal/physical exercises to transform the vocal tone producing more color and dexterity. Students improve their vocal flexibility and bridge transitions. Students are introduced to methods of using the voice for live performance, studio recording, choral groups, ensembles, theatre, vocal animation and voice over projects.

LEVEL 1 VOCAL TECHNIQUES – NON-CORE/NON-COLLEGE PREPARATORY

Students develop basic vocal technique skills, sight-reading, ear training, and music reading. This course includes topics such as: body mapping, breath control, intonation, vowel formation, diction, and musicality. A focus on two and three part choral singing enhances these concepts.

LEVEL 2 VOCAL TECHNIQUES – NON-CORE/NON-COLLEGE PREPARATORY

Level 2 Vocal students continues to develop their singing voices, ensemble singing skills, and musical literacy. We focus on music history, various genres and styles, while developing self-discipline, concentration, and cooperation. A great deal of class time is spent on vocal and musical techniques as well as performance standards, and these are demonstrated in performances throughout the school year.

CHOIR LEVEL 1 & 2 –CORE/ COLLEGE PREPARATORY

This organization is the entry-level choir for both male and female students interested in vocal music performance. It is also an outlet for the student who enjoys singing for his or her own pleasure. The

following musical skills for ensemble singing are stressed: proper breathing, vocal production, blend and balance, expansion of range, good intonation, ear training, and sight-reading. Various styles of choral literature are explored which prepare for membership in one of the higher level ensembles. Participation in various performances and festivals is a requirement of the class.

CHOIR LEVEL 3 & 4 – NON-CORE/NON-COLLEGE PREPARATORY

This Ensemble is for the most advanced music academy vocalists and a serious approach to choral music is taken. Special attention is given to the rudiments of correct singing, sight-reading skills, and music theory. Students participate in various performances and festivals throughout the year. Three, four, and five part choral literature from all genres are studied, analyzed, and performed.

SELECT ENSEMBLE – NON-CORE/NON-COLLEGE PREPARATORY

This course is a subset of Choir Level 3/4 designed for level 3/4 music academy vocalists. Select Ensemble is for students with advanced vocal skills and a serious approach to music. Special attention is given to the rudiments of correct singing, sight-reading skills, and music theory. Genres more suitable for smaller chamber ensembles are performed. Students perform at various school functions and concerts throughout the year.

Dance

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

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

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

INTRO TO DANCE AB– NON-CORE/NON-COLLEGE PREPARATORY

Intro to Dance Arts is an introduction to the physical aspects of dance. Students are immersed in dance conditioning that supports training in ballet and modern.

Pre-Academy Ballet is an introduction to the fundamentals of ballet for the dance major with limited previous training. This class focuses on the concepts of ballet through techniques and terminology developed by the Royal Academy of Dance. Students begin to build technical foundations with increasing physical and technical demands, as well as self-discipline, and artistic expression. To advance to Ballet I, students must master increased levels of strength and flexibility, as well as new skills and terminology. Embedded in this course curriculum is body conditioning as appropriate for ballet dancers, as well as a basic introduction to Dance Anatomy.

Pre-Academy Modern is an introduction to the fundamentals of modern/contemporary technique and vocabulary for the dance major with little or limited previous study and experience. Students receive instruction in basic modern technique designed to develop balance, coordination, flexibility, strength and endurance in the various styles of modern dance. This course also includes modalities such as Pilates, Yoga, Strength and Conditioning.

BALLET I AB –CORE/ COLLEGE PREPARATORY

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

BALLET II AB –CORE/ COLLEGE PREPARATORY

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

BALLET/POINTE III AB –CORE/ COLLEGE PREPARATORY

Ballet III is a course for the dance major with intermediate to advanced training with previous study and experience in classical ballet technique and pointe-work. Each dance student follows a rigorous approach to the study of ballet for two consecutive semesters. This class is designed to provide students with an opportunity to continue their pursuit of classical ballet technique with an emphasis on technical development, extended movement combinations and coordination, thus the refinement of the student's physical instrument. In this course students work on their performance skills and qualities, musicality, artistry and continue to improve their ballet technique with repetition and attention to detail as well as strengthening and stretching exercises. This study includes extensive work at the barre and in center and a proficient understanding of ballet technique, using the concepts of ballet through Western European techniques and syllabi developed by Agrippina Vaganova. Embedded in this course is also intermediate level Character-Dance technique as well as Ballet History, Master-classes and field trips.

BALLET/POINTE IV AB –CORE/ COLLEGE PREPARATORY

Ballet IV is a course for the dance major with previous intermediate-advanced study and experience in classical ballet technique and pointe-work. Each dance student follows a rigorous conservatory approach to the study of ballet for two consecutive semesters. This class is designed to provide students with an opportunity to continue their pursuit of classical ballet technique with an emphasis on technical development, extended movement combinations and coordination, thus the refinement of the student's physical instrument. In this course students work on their performance skills and qualities, musicality and artistry and continue to improve their ballet technique at an advanced level with

repetition and attention to detail as well as strengthening and stretching exercises. This study includes extensive work at the barre and in center and an advanced understanding of ballet technique, using the concepts of ballet through Western European techniques and syllabi developed by Agrippina Vaganova. Embedded in this course are also advanced level Character-Dance technique as well as Ballet History, Master-classes and Field trips.

MODERN DANCE 1 & 2 –CORE/ COLLEGE PREPARATORY

This class is an introduction to the fundamentals of Modern technique and vocabulary for the dance major with little or limited previous study and experience. Students receive instruction in basic modern technique designed to develop balance, coordination, flexibility, strength, endurance, and kinesthetic awareness. As students acquire strength and a basic understanding of these techniques, their study expands to movement across the floor, simple dance combinations, improvisations, and solo/group work. Students gain body awareness, increasing the student's ease and range of motion, and personal expression. This course also includes Pilates, Yoga, and Dancer Health (injury prevention/diet/health for dancers). This Modern dance class consists of floor warm-up, center floor exercises and combinations, locomotor exercises and combinations, improvisation and basic composition.

MODERN 3 & 4 –CORE/ COLLEGE PREPARATORY

This class provides an intensified study of intermediate/advanced modern technique and discussion in an explorative, creative, and disciplined environment. Emphasis is placed on continuing a strong foundation in technique in an effort to develop ideal alignment; spinal/torso articulation; coordination; balance; strength and flexibility; endurance; multilevel and spatial awareness; a sense of weight; musicality; and dynamic use of space. This course provides an opportunity for challenging and complex movement combinations, progressions, and center work that require technical precision and a range of performance qualities. Student curriculum also includes improvisations, solo/group work, and choreography. Modern 3 & 4 culminates with the overall development of artistry and creative expression of the dancer, with a deepened understanding of the body as an instrument for expression. This course also includes an exploration of Pilates, Yoga, and Dancer Health (injury prevention/ diet/ health for dancers). This class consists of floor warm-up, center floor exercises and combinations, locomotor exercises and combinations, improvisation and basic composition.

GRAHAM TECHNIQUE – MODERN II, III, IV AB – NON-CORE/NON-COLLEGE PREPARATORY

Students are immersed in the artistic philosophy and physical technique of Martha Graham, the pioneer of Modern Dance. A key focus of this class teaches students how to bring emotional value, artistic expression and deep internal focus to their work. Students engage in learning and developing beginning to intermediate Graham movement principles, such as: seated, standing and falling contractions, spirals, pleadings and the integration of detailed breath work.

COMPOSITIONAL STUDIES AND MODERN REPERTOIRE II, III, IV – NON-CORE/NON-COLLEGE PREPARATORY

This course examines the fundamental elements of choreography and composition, such as spatial relationship, force, motif, repetition, and gesture. A strong emphasis is also placed on understanding the creative process and the 'artistic value' of composition. Students discover how the artist applies clear intention and makes authentic and innovative choices that ultimately articulate personal meaning. Students have the opportunity to develop and perform their own compositional work throughout the year, including solo studies, duets, and small group pieces. Students study repertory from a variety of masterworks by internationally acclaimed choreographers - providing the opportunity to analyze various aesthetic approaches and experience the detailed scaffolding found in well-crafted work. Graduating

students who are preparing audition pieces for college entrance have the opportunity to develop and refine their work during the class.

DANCE MINOR 3 & DANCE MINOR 4 AB – NON-CORE/NON-COLLEGE PREPARATORY

Dance Minor 3 & Dance Minor 4 are courses for the dance major with intermediate to advanced training. Students have advanced through the levels of Dance Academy and have previous study in jazz, contemporary, tap, ballet, pointe, and character. Each dance student follows a rigorous approach to the study of these styles for two consecutive semesters. One day a week, the ladies and gentlemen work separately in order to allow the ladies to focus on learning classical repertoire while the men focus on strengthening male techniques. Students continue to build technical foundations with increased physical and technical demands, as well as self-discipline, and artistic expression. Students master increased levels of strength and flexibility, as well as new skills and terminology.

JAZZ/MUSICAL THEATRE – NON-CORE/NON-COLLEGE PREPARATORY

For Dancers:

This purpose of this class is to develop the technical skills and vocabulary of jazz dance, to identify and demonstrate the styles of the early jazz dance pioneers, and to develop an understanding of the origins, history and development of modern jazz dance as an art form. Through daily warm-ups and exercises students gain strength, flexibility, endurance, balance, and coordination. Musicality and performance skills are taught through a series of dance combinations and in-class performances. This course covers the history and evolution of jazz dance and culture. This course further develops Dance Academy student's Modern and Ballet technique through jazz, contemporary, and musical theater work.

For Theatre and Music Students:

This class introduces and expands coursework in dance technique, dance vocabulary, movement for actors, and basic jazz/musical theater history. Dance disciplines derive from basic dance disciplines and movements, and may include classic jazz, musical theater jazz, Broadway jazz, "popular" dances from the decades, lyrical, contemporary, and hip-hop styles. Coursework gives students the creative movement skills, body awareness, and technique needed to succeed in Performing Arts Academy productions, as well as prepare students for college, and/or real-world settings such as the stage, television, or film.

TAP --CORE/ COLLEGE PREPARATORY

This class is designed to introduce students to the technique, vocabulary, and historical/cultural development of tap dance. Students acquire basic tap skills. Emphasis is placed on rhythm, syncopation, timing, coordination and listening skills through warm up exercises and tap combinations. Students are introduced to figures who have influenced the development of tap. Music terminology and musical genres that have influenced tap are also introduced.

ARTISTS IN RESIDENCE COURSES

Dance Academy hosts various Artists in Residence throughout the school year. Teaching Artists come from a variety of dance backgrounds, styles, and dance genres. These artists remain with the academy for an extended period of time (3-6 weeks). In addition, students have the opportunity to attend Master Classes, Workshops, field trips, and work with guest choreographers in our Spring Dance Concert.

Theatre Arts/Drama

The Theater Arts curriculum develops young artists through practical study of an array of techniques and disciplines. Students act, write, and direct. They study contemporary and classical genres, engage in

movement-based theater, devised composition, and theatre for social change. The curriculum is process-based and experiential. Students develop concentration, personal discipline, and a respect for the art and the artist.

ACTING I AB –CORE/ COLLEGE PREPARATORY

The focus of this course is twofold. Via script reading and analysis, research, and dramatic projects, students develop a foundational understanding of the history of Theater. Also, via vocal work, ensemble exercises, improvisation, authentic response, and performance students hone the tools necessary for any dramatic artist. The course culminates in a devised theatre presentation – an original production based on myth, tales, or legend.

PHYSICAL TECHNIQUES – NON-CORE/NON-COLLEGE PREPARATORY

This course fulfills students' Physical Education credit, and prepares students for Physical Fitness Testing. Physical Techniques allows Performing Arts Academy students to work across all performing arts disciplines- Dance (Jazz/Tap), Theatre, and Music. Physical Techniques 9/10 is a wheel course in which students spend eight-ten weeks in two units of in-depth study. Every 8-10 weeks, students rotate into two new units of study. Coursework covers: Dance (jazz & tap) technique and vocabulary, Devised Theatre and movement, Dance Fitness, and Vocal Performance work. All units are "physical" in nature, and include cardiovascular, strength, flexibility, and endurance exercises. Students also run regularly. Students are given weekly assessment grades and are trained and tested for the PFT in 6 areas: mile run, push-ups, curl-ups, trunk lift, flexibility, and Body Mass Index. Each unit culminates with a benchmark performance.

ACTING II AB –CORE/ COLLEGE PREPARATORY

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

CLASSIC GENRES AB –CORE/ COLLEGE PREPARATORY

Classical Genres trains the student to develop a basic proficiency in the expression, understanding and speaking of Shakespeare, Moliere, Chekhov, and Tennessee Williams. Students acquire these skills by engaging and mastering various vigorous physical and verbal exercises that enable them to understand the body, the state of readiness, the breath and the voice and how these principles relate to the study of these important dramatists' work. Included in this course are multiple scene presentations, focusing on actor's adjustments, and Spring DTASC participation.

ACTING III AB –CORE/ COLLEGE PREPARATORY

This course explores the world of movement and its relationship to the actor. An articulate and expressive body is connected to all of its parts; it is fluid, eloquent and free from tension. There are two elements to this course of study: Movement Training and Physical Theatre Composition. Movement Training helps the actor to develop body awareness, physical strength, a meaningful relationship to the surrounding environment and an ability to work from an active center - Body Weather Laboratory,

Viewpoints and Laban Movement are core elements of the movement training curriculum. Physical Theatre Composition explores the world of Butoh, expressionistic movement, and the impact of movement theatre and performance art. The work in this course is individual and collaborative - rooted in symbolic and imaginative exploration.

CONTEMPORARY THEATRE –CORE/ COLLEGE PREPARATORY

The first semester of this course addresses Theatre for Social Change. In doing so, students apply the skills they have learned to explore current “social problem plays” and how theatre can impact a positive change in the world around us. The second semester of this course focuses on playwriting, including the reading and analysis of contemporary texts, along with the development, composition, and staged-readings of student written one-act plays. Many of these new plays are ultimately produced in the Academy’s annual One-Act Festival.

ACTING IV AB –CORE/ COLLEGE PREPARATORY

Acting 12 focuses on the culmination of the student actors’ four years in the Theatre Academy at CHAMPS. Students learn on practical techniques in conjunction with social responsibility, as well as performance, audition, and artistic preparation for entering colleges, universities, and preparation for the professional arena. Students choose and prepare a minimum of four audition pieces, two classical and two contemporary. In addition, the student actor evolves to demonstrate self-awareness of their strengths and versatility as well as to develop practical skills for audition preparation refining their aesthetic perspectives and strengthening their self-critique skills. This course also explores cold-reading proficiency.

SENIOR PLAY PRODUCTION AB –CORE/ COLLEGE PREPARATORY

The course plunges students into the art of theater direction. Through script study, personal reflections, exercises, design projects, casting, rehearsal, and performance, students develop a basic understanding of this bountiful, immeasurable artistic process. During the second semester, this course addresses a wide variety of production experience, including voice-over workshopping and stage combat with weapons. Selected seniors direct student-written one-acts. All class members also take part in a large-scale, culminating production involving an evocative work that explores pertinent issues in our society.

Robotics

The mission of the Robotics Academy is to inspire students to be science, technology, engineering, and math leaders by engaging them in hands-on activities that broaden their educational experience and meet future workforce needs. This is a hands-on program which integrates science, technology, engineering and math. Students engage in inquiry-based investigations that teach lessons in designing, building and programming robots. Students develop leadership, teamwork and project management skills that prepare them for the future work force. The robotics curriculum is based on the National Mathematics, Science and Technology standards. Requirements for enrollment include completion of Algebra I, strong writing skills, strong collaboration abilities, excellent attendance and work habits, and a willingness to learn and be engaged in the learning process. Our competition, the Spur-Flys are currently ranked #12 in the World and are two-time World Champions.

ROBOTICS I –CORE/ COLLEGE PREPARATORY

Robotics I is a preparatory course for Robotics II. This course deals with introductions to real-life applications of forces motion, basic trigonometric principles, structure and mechanical design, as well as basic electronics, motors, batteries and wiring. In addition, the course focuses heavily on teamwork and group dynamics.

ROBOTICS II – NON-CORE/NON-COLLEGE PREPARATORY

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

ROBOTICS III – NON-CORE/NON-COLLEGE PREPARATORY

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

ROBOTICS IV – NON-CORE/NON-COLLEGE PREPARATORY

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

Programing and Game Design

The mission of the Programming and Game Design Academy is to foster students understanding and passion for computing. We see computer science as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. As students proceed through our pathway, we increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their own work. We encourage students to be curious, solve personally relevant problems and to express themselves through creation.

COMPUTER SCIENCE DISCOVERIES - NON-CORE/ COLLEGE PREPARATORY

Computer Science Discoveries is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. The first semester of CS Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. As a whole, this semester focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Where the first semester centers on the immediately observable and personally applicable elements of computer science, the second semester asks students to look outward and explore the impact of computer science on society. Students will see how a thorough user-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect input and return output in a variety of ways.

AP COMPUTER SCIENCE PRINCIPLES/ COLLEGE PREPARATORY

Code.org's Computer Science Principles (CS Principles) curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Computing affects almost all aspects of modern life, and all students deserve an education that prepares them to pursue the wide array of intellectual and career opportunities that computing has made possible. This course seeks to provide foundational knowledge and skills to meaningfully participate in our increasingly digital society, economy, and culture.

GAME DESIGN 1 - NON-CORE/ COLLEGE PREPARATORY

Game Design encourages students to use their creative and technical skills as they learn about the many aspects of designing games. The course explores different types of video game software and hardware, various gaming platforms, the technical skills necessary to design games, troubleshooting, internet safety techniques, and the history of gaming. Students also have the opportunity to create their own plan for a 2D video game. The course is designed to help prepare students either for post-secondary education in game design or for an entry level career.

GAME DESIGN 2 - NON-CORE/ COLLEGE PREPARATORY

In Game Design II, students have the opportunity to conceptualize, design, and create their own video game. They explore various video game software and hardware, sharpen their coding skills, and learn about game storylines, player progression, and algorithmic decision making. Students learn to analyze player goals, player actions, rewards, and challenges, among many other gameplay components. The course helps students develop 21st-century skills involving creativity, critical thinking, communication, collaboration, and technical expertise that will put them at the forefront of a future in technology

Global Impact (formerly called Written Arts)

How do I know what I think until I see what I say?

- E.M. Forster

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The Global Impact Academy provides an opportunity for students with both the inclination and ability to express themselves creatively a chance to do so in a variety of formats and genres, all focused on the ultimate goal of creating polished and publishable work representative of the clarity and insights gained through exploration of the writing process. A four-year, elective-based Academy focused on writing for audience, Global Impact allows students to maintain the rigor of a demanding core academic schedule, while providing unique opportunities and creative outlets in classes designed to support and inspire CHAMPions of Self Expression through the written (and most often *typed*) word.

CREATIVE WRITING – CORE/COLLEGE PREPARATORY ELECTIVE

Creative Writing at CHAMPS introduces students to the appreciation and practice of the written word. While this course exposes students to an eclectic array of styles and techniques, its primary focus is the development of a creative and effectively expressive writing practice. Students develop various facets of writing (voice, tone, character, and plot) and integrate them into their own creative work. Creative Writing at CHAMPS is a focus on communication of the written word in all manner of presentation and expression.

JOURNALISM – CORE/COLLEGE PREPARATORY ELECTIVE

Journalism is a year-long course that focuses on print, broadcast, and online media production. Students learn the process of editorial production which includes researching, interviewing, writing, and editing. Students determine the newsworthiness of stories and mainstream media's ethical role in contemporary society.

POETRY AND PERFORMANCE – CORE/COLLEGE PREPARATORY ELECTIVE

Poetry and Performance brings the sound and soul of poetry to life through performance mediums including recitation, music and songwriting, slam poetry, storytelling, spoken word, and the interpretation and delivery of classic poetry. Performance pieces that reflect individual interpretations and approaches are created to demonstrate an understanding the successful tools used by a wide range of classic and contemporary poets.

ADVANCED CREATIVE WRITING – CORE/COLLEGE PREPARATORY ELECTIVE

While this course continues to expose students to an eclectic array of writing styles and techniques, its focus ultimately becomes participation in the creation and editing of the nationally recognized and award-winning *The Fish on the Door*, a spring semester literary journal designed for school-wide distribution and featuring a variety of literary forms including poetry, short fiction, and original essays. Through an exploration of various approaches and demonstrations of exceptional writing by equally exceptional artists, students discover their own original voices and use them in the creation of works featured both in the student-edited literary publication as well as the Spring semester production of CHAMPS' annual multimedia performance piece, *Mod Op*.

ADVANCED JOURNALISM – CORE/COLLEGE PREPARATORY ELECTIVE

Advanced Journalism is a year-long course that extends the principles learned from Journalism. Students review the journalistic writing process of gathering newsworthy story ideas, generating pertinent interview questions, conducting professional interviews, eliciting targeted responses and outlining/structuring/writing/revising/editing/fact-checking journalistic articles. Students are expected to assume leadership roles in the production of the school news publication. These roles include, but are not limited to: overseeing the production process, appropriately liaising with editors/reporters/photographers/graphic artists, positively mentoring staff members, assigning projects/articles while tracking performance, exhibiting proficiency in MS InDesign in the forms of art direction and layout, updating the advisor of the production processes with regular status updates, managing organized files with production articles while adhering to deadlines using Google Docs, meeting tight deadlines and budget requirements, and fact-checking/proof-reading/copy-editing/final signings-off. In addition, students are heavily involved in discussions during editorial budget meetings to discuss the current affairs of the school and society at large. Conclusions are evidenced in both the publication and class assignments.

Physical Education

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

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

PHYSICAL EDUCATION – NON-CORE/NON-COLLEGE PREPARATORY

This course is designed to give students the opportunity to learn through a comprehensive, sequentially planned, Kinesiology and Physical Education program aligned with the California Content Standards for Physical Education. Students are empowered to make choices, meet challenges, and develop behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy lifestyle. Units of instruction include: Introduction to kinesiology and physical education with personal fitness emphasis, personal fitness concepts and techniques, cardiorespiratory endurance training, nutrition, team activities, basketball, football, soccer, Frisbee, softball, and recreational games.

PILATES AND MOVEMENT/FITNESS FUSION – NON-CORE/NON-COLLEGE PREPARATORY

All students enrolled in Physical Education at CHAMPS participate in the California Physical Fitness Test (PFT). Elements of the test are practiced and evaluated weekly as cardiovascular and muscular strength improve during the course of the semester. Testing of the fitness elements include the official 9th grade PFT during the Spring semester, and during semester finals for all students. Students' achievements are measured using the California Department of Education's FITNESSGRAM Healthy Fitness Zones. The remainder of the curriculum emphasizes non-traditional physical activities including, but not limited to Pilates mat, Yoga, Interval training, Barre/dance-based calisthenics, and integrated stretch methods. These exercise methods simultaneously condition, stretch, strengthen, tone and align the body while eliminating excess tension and strain on the joints. Emphasis is placed improving posture, coordination and balance; building strength and endurance; increasing flexibility and agility; and providing a refreshing mind-body workout. Students learn basic anatomy, as well as injury prevention.

INTRODUCTION TO DANCE ARTS (DANCE FOR PE) – NON-CORE/NON-COLLEGE PREPARATORY

This is a beginning class for the student who has had little or no training in dance. It provides students with the opportunity to learn and apply basic dance techniques and vocabulary, as well as learn the historical context and diversity in dance, through aerobic and anaerobic activities. Emphasis is placed on proper body alignment, as well as, correct anatomical definitions. Elements of movement (space, time, and force) and the principals of composition (balance, variety, repetition, and form) are explored in a variety of dance genres and period styles. This course utilizes both dance and traditional exercise activities to build strength, flexibility, coordination and endurance, resulting in an awareness of the human body in motion, expressing emotion and drama. Injury prevention, health, and diet for the dancer is also covered. This course fulfills students' Physical education credit, and prepares students for Physical Fitness Testing.

DANCE FITNESS – NON-CORE/NON-COLLEGE PREPARATORY

This class focuses on various fitness modalities such as Pilates, Yoga, Cardio Dance, Burn at the Barre. Focus is strength and conditioning, coordination, flexibility, core awareness, balance, and as well as cardiovascular endurance. Students learn basic anatomy, as well as injury prevention.

DANCE FITNESS, THEATRE – NON-CORE/NON-COLLEGE PREPARATORY

This aspect of the course explores character development through movement, animal & gait study, improvisation, and Grotowski techniques. Students also practice ensemble composition, scene-study, and Musical Theatre.

World Languages

Although many of the students attending CHAMPS already speak a foreign language, few are truly literate and can truly communicate in print and verbally in other languages. CHAMPS believes that it is important for all students to be literate in a foreign language. Presently CHAMPS offers instruction in Italian, French, and Spanish. All courses incorporate the California World Language Standards and the California Framework for Foreign Language K-12, and will incorporate the new *2019 California World Languages Standards for Public Schools, Prekindergarten Through Grade Twelve* when it is officially adopted and published by the State Board of Education (anticipated late 2019). Guidance counselors work closely with students who wish to take additional languages offered at neighboring junior colleges or online. Per A-G requirements, students must enroll in a world language course at least three of the 4 years of high school.

ITALIAN I A/B – CORE/COLLEGE PREPARATORY

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

ITALIAN II A/B – CORE/COLLEGE PREPARATORY

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

ITALIAN III A/B – CORE/COLLEGE PREPARATORY

In Italian III students further develop their skills in Italian listening, reading, speaking, and writing. Students use their language skills for advanced discussion, debates, reading and responding to longer texts and preparing formal writing pieces. Students understand and narrate events in the present, past, and future. They also understand and narrate possible events in the present and future using complex structures.

AP ITALIAN A/B – CORE/COLLEGE PREPARATORY

In AP Italian, students use authentic Italian materials and sources to develop his/her language skills in multiple modes of communication, including two-way interactions in both writing and speaking, interpretation of audio, audiovisual, and print materials, and oral and written presentation of information and ideas.

FRENCH I A/B – CORE/COLLEGE PREPARATORY

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

FRENCH II A/B – CORE/COLLEGE PREPARATORY

French II is designed to teach students to communicate in French. Instruction builds upon the listening, speaking, reading, and writing skills introduced in French 1 in preparation for advanced work. Students express themselves at a basic level in present, past and future tenses. Additional emphasis is placed on reading comprehension in the target language.

FRENCH III A/B – CORE/COLLEGE PREPARATORY

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

AP FRENCH LANGUAGE AND CULTURE A/B – CORE/COLLEGE PREPARATORY

This course is designed to enable students to communicate in French by developing proficiency in listening, speaking, reading, and writing. Emphasis is given to discussion of materials related to francophone culture and advanced grammatical concepts and composition skills through French literature. Students increase their command of idiomatic French through a variety of reading selections. Students review advanced grammar with extensive reading and writing activities outside the classroom and various authentic listening and oral activities within the classroom. Upon the completion of the course, students take the AP French Exam.

SPANISH I A/B – CORE/COLLEGE PREPARATORY

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

SPANISH II A/B – CORE/COLLEGE PREPARATORY

Spanish II is a continuation of the language skill development initiated in Spanish I with vocabulary and grammatical structure expansion. Oral and written communicative proficiency is emphasized in free-responses, situational activities in order that language usage moves towards real-life, natural production. Short literary reading selections provide cultural enrichment while enhancing basic skill acquisitions. Creative problem solving techniques provide opportunity for higher-level thinking skills. Students engage in cultural activities for proficiency practice and knowledge extension of the Hispanic world.

SPANISH III A/B – CORE/COLLEGE PREPARATORY

This course provides students with materials and methods to enhance their oral and written fluency and proficiency by enabling them to speak primarily in Spanish. The content of this course includes an extensive study of grammar through opportunities to apply designated vocabulary, syntax, and idiomatic expression in both oral and written situations. Students are introduced to literary works representing a variety of genres. Unique to this course are the opportunities to perfect the language skills through instruction and communication in the class in the target language as well as to develop an understanding of the Spanish culture through activities requiring high levels of cognition.

SPANISH SPEAKERS A/B – CORE/COLLEGE PREPARATORY

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

AP SPANISH LANGUAGE AND CULTURE A/B – CORE/COLLEGE PREPARATORY

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

INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

As detailed above, the arts have been shown to be a powerful gateway to study, especially for those at risk. James Catterall's analysis of 25,000 students in high poverty schools showed that students in "arts-poor schools" did not advance as quickly as those who participated in an arts-integrated curriculum.³⁴ Studies suggest that the effects of learning in the arts may be specially robust and able to boost learning and achievement for students from economically disadvantaged circumstances, students needing remedial instruction, and young children.

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

INTERVENTION AND ENRICHMENT PROGRAMS

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

CHAMPS offers all students opportunities to master grade level standards with the necessary supports to be successful in their learning. As detailed below, CHAMPS faculty use internally developed benchmark assessments administered via the IO assessment platform from Key Data Systems' Inspect, data-driven instructional planning, differentiation of instruction and technology-based intervention to drive individual student achievement. Teachers plan for and provide differentiated instruction, including depth and complexity for all students, including those performing above grade level, expanding opportunities for students to engage in critical thinking tasks. Highly-qualified educational

³⁴ Champions of Change: The Impact of the Arts on Learning, President's Committee on the Arts and the Humanities and Arts Education, 1999.

support personnel (RSP teachers, Psychologist, Counselor, DIS Counselors, and Educational Therapist) support our data-driven, differentiated model of instruction. In partnership with classroom teachers, educational support personnel continuously monitor student achievement data through paper and online benchmark assessments, Family Support Team (FST) meetings (see below), and other assessments and protocols.

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

CHAMPS believes that prevention is the key for student success. Students who are enrolled at CHAMPS take level placement tests in English and math. Students who are placed in Algebra I will also be enrolled in an Algebra Support Lab class concurrently to shore up their skills. Freshman students are also given a Lexile reading test. Students who are two or more grade levels behind in reading (<925L) are placed in a Reading Lab support class where they will be supported with Achieve 3000 software that creates an individualized learning program based on their current level of proficiency. Students who did not successfully complete English 9 are enrolled in an English lab support class the next year to bring their skills up to a level to be proficient in English Language Arts standards. Additionally, any student who is repeating a grade (between 5 and 10% of students) or others who lack proficiency in particular subjects participate in an Intervention Program that meets once a week with academic counselors. This program allows the students to meet with empathetic adults to help them explore underlying challenges that may be affecting their progress, and how it can impact self-esteem. The students are linked to school and community resources that help them overcome hurdles to success.

CHAMPS also offers extensive on-site counseling programs to support students and families' emotional needs. CHAMPS has a school psychologist and our Dean of School Culture is a Marriage and Family Therapist intern. Both are trained to provide individual, group and family therapy and crisis counseling using a myriad of therapeutic approaches to meet the unique needs of each student and their family. CHAMPS has a memorandum of understanding (MOU) with Child Family Guidance Center to provide on-site counseling to students to socio-economically disadvantaged families who do not have access to therapy through private insurance. They also will see families after school hours at their main offices. Students can be referred to therapy by counseling staff and participate in therapy throughout the year with parent permission. (See also Section 6, below.)

CURRICULAR AND INSTRUCTIONAL MATERIALS

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

Course	State Adopted Materials	Publisher
American History	American Pageant: AP, 12 th ed. 9780618247325 United States History, CA ed. 0132516357 American History Volume 1 9780077238551 American History: A Survey, Vol 2 9780073124940 A People's History of the US 9780060838652	Houghton Mifflin Houghton Mifflin Houghton Mifflin Houghton Mifflin Harper Collins
World History	World History, CA ed. 0131299778	Prentice Hall
American Government	American Government, CA ed. 0131335790 Govt in America People, Pol brief 9780205662876 Govt in America People, Politics, and Policy 0321093364 American Government Readings 0321329503	Prentice Hall Pearson Pearson Longman
English 9	Literature: Gold level, CA ed. 0130548057	Prentice Hall
English 10	Literature: Platinum level, CA ed. 0130548065 Lit Readers Companion: Platinum 0131802852	Prentice Hall Prentice Hall
English 11	American Experience: CA ed. 0130548073	Prentice Hall
English Lit AP	50 Essays: CA ed. 9781457638992	
English 12	Literature: An Intro to Fiction ... 0321097149	Pearson
Algebra I	Algebra I, Common Core Ed. 9780547647135	Holt McDougal
Algebra II	Algebra II, Common Core ed. 9780547647111	Holt McDougal
Geometry	Geometry, Common Core ed. 9780547647142	Holt McDougal
Calculus	Calculus of a Single Variable 0618503048 for Advanced High School Students, 8 th ed. Precalculus Functions & Graphs 9780618851522	Houghton Mifflin Houghton Mifflin

Course	State Adopted Materials	Publisher
Biology	AP Biology Textbook, 9 th ed 9780131375048 AP Biology Test Prep 9780321856630 Biology: CA ed. 0132013525 Biology Workbook 0131662570	Prentice Hall Prentice Hall Prentice Hall Prentice Hall
Chemistry	Chemistry: CA ed. 0132013045	Prentice Hall
Anatomy and Physiology	Essentials of Anatomy and Physiology 9780131362161	Pearson
Physics	Conceptual Physics 9780133647495	Prentice Hall
Environmental Science	Environmental Science: A Global Concern 9780073383217	Glencoe
Marine Biology	Marine Biology 11 th edition 1260085104	McGraw Hill
Economics	Economics, CA ed. 0131334875	Prentice Hall
Psychology	Psychology, 9 th ed. 9780132387385 Psychology, 8 th ed 0131926845	Prentice Hall Prentice Hall
Spanish I	Realidades 1 0131016873	Prentice Hall
Spanish II	Realidades 2 0130359513	Prentice Hall
Spanish III	Realidades 3 0130359688	Prentice Hall
AP Spanish Language	Temas	Prentice Hall Prentice Hall
French 1	Discovering French 1 9780618656516	Holt McDougal
French 2	Discovering French 2 0395874890	Holt McDougal
French 3	Discovering French 3 9780547872476	Holt McDougal
Italian 1	Chiarissimo Uno 9780618678136	Houghton Mifflin
Italian 2	Sentigri	Houghton Mifflin
Italian 3	Sentigri	Houghton Mifflin
AP Italian	Ponti: Italiano Terzo Mellenio, 2 nd Ed	Heinle Cengage
ELD	Text Connection	PCI Education

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

COMPREHENSIVE COURSE LIST

A-G Core Subjects by Grade Level

Subject Area	9 th Grade	10 th Grade	11 th Grade	12 th Grade
ELA	English 9 or English 9 Honors	English 10 or English 10 Honors	English 11, English 11 Honors, or AP English Language	English 12, English 12 Honors or AP English Literature
Math	Algebra 1, Geometry, Honors Geometry, or Algebra II, H Algebra II	Geometry, Honors Geometry, or Algebra II, Honors Algebra II, Pre-Calculus	Algebra II, Honors Algebra II, Pre-Calculus, AP Calculus, AP Statistics	Algebra II, Honors Algebra II, Advanced Financial Algebra, Pre-Calculus, AP Calculus, AP Statistics
Social Studies		World History, World History Honors, AP European History	US History, AP US History, AP Human Geography, AP Psychology	US Government and Economics or AP Government and Honors Economics, AP Human Geography, AP Psychology
Science	Biology, Biology Honors	Chemistry	AP Biology, Physics, or AP Environmental Science, Marine Biology	AP Biology, Physics, or AP Environmental Science, Marine Biology
World Language	Spanish I, Spanish Speakers , Italian I, French I.	Spanish II, Spanish Speakers , Italian II, French II	Spanish III, AP Spanish Language, Italian III, French III,	AP Spanish Language, AP Italian, AP French

VAPA	Ballet I, Choir, Drawing and Painting, Keyboard Music Theory I, Modern Dance I, Tap, Percussion, Jazz Band A/B, Intro to Dance, Foundational Theater, Acting 1, Illustrations	Ballet II, Choir, Drawing and Painting, Advanced Drawing and Painting*, Keyboard Music Theory II, Modern Dance II, Tap, Percussion, Jazz Band A/B, Intro to Digital Cinema, Digital Media I, Classical Genres, Intro to Dance, Foundation Theater, Acting 2, AP Art History, Yearbook, Illustrations	Ballet III, Choir, Drawing and Painting, Advanced Drawing and Painting*, Modern Dance III, Tap, Percussion, Creative Ensemble, Jazz Band A/B, Intro to Digital Cinema, Advanced Digital Cinema, Digital Media I, Digital Media II*, Contemporary Theatre, Intro to Dance, Acting 3, AP Art History, Yearbook, Illustrations	Ballet 4, Choir, Drawing and Painting, Advanced Drawing and Painting*, Modern Dance 4, Tap, Percussion, Creative Ensemble, Jazz Band A/B, Intro to Digital Cinema, Advanced Digital Cinema, Digital Media I, Digital Media II*, Digital Media III*, Intro to Dance, Senior Play Performance, Acting 4, AP Art History, Yearbook, Illustrations
Electives	Speech and Debate, Sociology, Creative Writing, Film Studies, Journalism, Robotics I, Study Skills*, Student Council*, Physical Techniques*, Pilates and Movement/Fitness Fusion*, Physical Education*, Tae Kwon Do*, Yoga*, Science of Food*, Computer Science Discoveries, Global Explorations	Speech and Debate, Sociology, Creative Writing, Film Studies, Journalism, Robotics I, Robotics II*, Advanced Creative Writing, Study Skills*, Student Council*, Physical Techniques*, Pilates and Movement/Fitness Fusion*, Physical Education*, Tae Kwon Do*, AP Computer Science Principles	Speech and Debate, Sociology, Creative Writing, Film Studies, Journalism, Robotics III*, Advanced Creative Writing, Advanced Journalism, AP Psychology, Anatomy and Physiology, Study Skills*, Student Council*, Physical Techniques*, Pilates and Movement/Fitness Fusion*, Physical Education*, Tae Kwon Do*, Game Design 1, AP Studio Art, Poetry/Performance, Introduction to Cultural Anthropology	Speech and Debate, Sociology, Creative Writing, Film Studies, Journalism, Robotics IV*, Advanced Creative Writing, Advanced Journalism, AP Psychology, Anatomy and Physiology, Economics, Honors, Economics, Student Government, Study Skills*, Physical Techniques*, Pilates and Movement/Fitness Fusion*, Physical Education*, Tae Kwon Do*, Game Design 2, AP Studio Art, Poetry/Performance, Introduction to Cultural Anthropology

**These elective classes are not A-G approved.*

INSTRUCTIONAL METHODS AND STRATEGIES

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

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

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

Integrated, Cross-Disciplinary Learning – Research confirms that an integrated studies program increases understanding, retention, and the ability to think critically and creatively.³⁵ CHAMPS instruction is deeply rooted in thematic integrated instruction that reinforces brain-based learning, including application-oriented activities such as projects. Teachers, often in collaboration with one another, design integrated lessons across languages, literature, history, philosophy, mathematics, and science. For example, English and Theater Arts teachers create a *Midsummer's Night Dream* unit in which students compile a CD with liner notes, cover graphics, and music tracing the development of a character and give oral presentations highlighting the music choices and their relationship to the chosen character. As a result of such integrated methods, in addition to increased motivation, students experience an enhanced ability to identify, assess, and transfer significant information needed for solving novel problems.

Real-World, Constructivist Learning – As previously noted, research has shown that authentic, “real world” content increases student engagement. CHAMPS strives to make learning relevant and engaging for all students by employing a constructivist approach. Methods include a frequent emphasis on real world, practical applications of learning, and employ inquiry, research, reflection, problem-solving, and critical thinking. As they master content, students learn *how* to learn. Often interactive and rooted in collaboration, the CHAMPS thematic approach to teaching makes assignments meaningful and engaging and concepts authentic. Technology is integrated throughout the curriculum to ensure students develop the skills needed in college and career, as global citizens and for other real world purposes. Students

³⁵ McBrien, J.L. and Brandit, R.S. *The Language of Learning; A Guide to Education Terms*. Alexandria: Association for Supervision and Curriculum Development, 1997.

may design, build, and program robots for use in cardiac and orthopedic surgery, or biology students may investigate the reproductive system and create animated short films about how it works. In particular, these tasks and projects provide students with the opportunity to develop leadership skills, both within the school as well as outside the school.

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

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

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

We believe access to technology is a social justice and equity issue, thus every student has access to the computers and technology throughout the school day. Students not only use technology for basic tasks, such as word processing, power point, or excel, but they also find creative uses for technology.

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

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

In the Written Arts Academy, journalism students create content to be published on the internet. The capstone project, Mod-Op, is interdisciplinary bring together student from all academies to produce the production. The script is written by Written Arts academy students, but is augmented by original film shorts and an original music score.

CHAMPS has a partnership with Microsoft TEALS. TEALS pair a credentialed teacher with industry experts to teach coding classes. In 2017, we had volunteers from Disney, Fox Studios, and Boeing assist in the classroom. In 2018, we added AP Computer Science Principles. An employee from Microsoft assisted our credentialed teacher in teaching the class. We intend to build on the success of our technology instruction by building out a new academy, Programming and Game Design, that is also aligned to the Arts and Entertainment Career Technical Education (CTE) sector.

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

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

- SMART board or PolyVision Board, LCD projector, and at least one computer in every classroom.
- A mobile laptop cart with a class set of laptops or chrome books are available for use in every department. Teachers integrate subject specific content creation into his/her lessons on a regular basis. Laptops are also used for testing purposes.
- Internet access is available throughout the campus.
- A drop in computer lab with 6 Macs and a laser printer. Students use this lab primarily for research, word processing, and printing of assignments.
- Two designated lab classrooms in the Media Arts academy. Labs include twenty-five iMacs in each lab, a color printer, 20 digital video cameras, 20 digital still cameras, two professional video cameras, with dollies, a video mixer, sound board, microphones, headphones, green screen, teleprompter, physical production studio with backgrounds and powerful lights. Software includes the Adobe Design Premium CS5, Apple's Final Cut Studio. Students use these labs for school projects and artistic expression.
- The Robotics academy has its own lab of VEX Robotics parts. Students learn how to build and program the computers. They also can fabricate their own parts through the use of a 3D printer and CNC machine.

GRADUATION REQUIREMENTS (INCLUDING THE NUMBER/TYPE OF UNITS REQUIRED) AND A-G REQUIREMENTS

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

	Subject	CHAMPS Course Requirements Must Earn a "D" or Better	UC/CSU Course Requirements Must Earn a "C" or Better
A	History / Social Science	3 years (30 credits)	2 years
B	English Language Arts	4 years (40 credits)	4 years
C	Mathematics	3 years (30 credits)	3 years (4 recommended)
D	Laboratory Science	2 years (20 credits)	2 years (3 recommended)
E	World Language	2 years (20 credits)	2 years (3 recommended)

	Subject	CHAMPS Course Requirements Must Earn a "D" or Better	UC/CSU Course Requirements Must Earn a "C" or Better
F	Visual and Performing Arts (VPA)	1 year (10 credits)	1 year
G	College Preparatory Electives	1 years (10 credits)	1 year
	Electives	4 years (40-50 credits)	
	Physical Education	2 years (20 credits)	
	Community Service	25 hours per year	n/a
		TOTAL Credits: <i>minimum 220</i>	

Credit Recovery Opportunities

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

Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements

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

Ensure Students Meet the CDE's College/Career Indicator

CHAMPS is working to ensure all students meet the "Prepared" level on the CDE's new College/Career Indicator (as 2018-2019 our current rating is "Green" with 42.1% "prepared" – almost identical to the statewide rate of 42.2%). We work to meet this state metric with our students achieving a High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)

- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam.³⁶

With graduation requirements that exceed UC A-G requirements, a rigorous, mastery-based program of instruction that will prepare students to excel on the CAASPP exams, and an array of AP course offerings and opportunities for dual enrollment, we are confident all of CHAMPS' students can and will meet this college/career readiness indicator criteria.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

In 2016, the Western Association of Schools and Colleges (WASC) granted CHAMPS a six-year accreditation renewal, through June 2022. The visiting committee report recognized the significant progress CHAMPS has made in carrying out its action plan, commending CHAMPS for:

- Supportive Board and Leadership
- Various academics and courses
- Relevancy of Instruction
- Variety of Assessment and Intervention Processes
- Strong school culture that is respectful and inclusive of all students.

(2016 WASC Visiting Committee Report)

The Principal/Director is responsible for tracking compliance and accreditation issues and calendaring required reports and updates, including for the WASC accreditation process. The Principal/Director maintains a calendar (both annual and long-range) in our internal calendaring system. As required, the Principal/Director provides WASC with annual progress reports and refinements of the Action Plan; CHAMPS recently completed the 3-year Mid-Cycle Review with WASC, which included a 2-day site visit from the Visiting Committee. In 2021-22, CHAMPS will undergo a new Self-Study process, Site Visit and Refinement of Schoolwide Action Plan and begin the 6-year cycle again (assuming re-accreditation) in 2022-23. Two years in advance of a visit, a WASC chairperson is appointed to chair monthly focus group meetings. The whole school is involved in contributing to the final report to WASC: administration, teachers, classified staff, and parents. The draft is sent to the CHAMPS Board for review prior to submission. In all, CHAMPS will ensure it takes appropriate and timely steps to renew our accreditation from WASC prior to June 2022.

³⁶ CollegeBoard. AP Students. Retrieved from <https://apstudent.collegeboard.org/home>.

HOW CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

In compliance with California Education Code Section 47605(b)(A)(iii), CHAMPS provides all students and parents/guardians with a course catalog or its equivalent – in both English and Spanish (with translation in other languages as needed) – notifying parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents of students seeking higher education admission are notified in writing within five (5) business days should any issues or problems arise regarding the eligibility of CHAMPS's courses to meet college entrance requirements. CHAMPS has received full accreditation from the Western Association of Schools and Colleges (WASC) and will continue to ensure that courses meet the standards of the University of California and the California State University's "A-G" course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses are transferable to other local high schools.

A core part of our mission is to provide students with the instruction and life skills necessary for them to succeed at the college or university of their choice, including the California State University, University of California and other national college and university systems. Thus, our high school graduation requirements exceed the A-G requirements, as illustrated in the chart in Section 10, above.

F. TRANSITIONAL KINDERGARTEN – N/A

G. ACADEMIC CALENDAR AND SCHEDULES

The state of California requires that public schools deliver at least 64,800 instructional minutes for grades 9-12, with 175 instructional days annually. CHAMPS follows the LAUSD calendar for single-track schools as adopted by the LAUSD board of education with some minor exceptions. The projected 2020-2021 school year calendar is included.

CHAMPS ~ Instructional
2020-2021 Draft Instructional Calendar

[illegible]

- | | | | |
|----------|---------------------|----------|----------------------|
| A | A Day Block | B | B day Block |
| | NOT IN ATTENDANCE | | HOLIDAYS (no school) |
| W | Faculty Work Day/PD | H | Homeroom/Min. Day |
| | WEEKENDS | | |

First Semester	August 18 th to December 18 th
Second Semester	January 11 th to June 8 th
First Day of Instruction	August 18 th
Labor Day	September 7 th
Unassigned Day (No School)	September 28 th
Staff Development (Pupil Free Day)	October 12 th
Veteran's Day	November 11 th
Thanksgiving Break	November 23-27 th
Winter Recess	December 21 st to January 8 th
MLK Birthday	January 18 th
President's Day	February 15 th
Staff Development (Pupil Free Day)	March 1 st
Cesar Chavez Birthday	March 26 th
Spring Recess	March 29 th to April 2 nd
Memorial Day	May 31 st
Last Day of Instruction	June 8 th

SAMPLE DAILY SCHEDULES

Students have the option to take up to 8 classes in order to accommodate their academic classes and elective preferences. Each regular day has eight equal-length periods, with six minutes of transition between each class. The following are sample schedules for students in the different Academies. The core courses are the same (with options in each for Honors and in upper grades, AP courses), while the arts/tech courses differ. **Language Arts Support (for Designated ELD) is treated as an elective and built into each EL student's schedule of 8 classes.**

MONDAY Minimum Day Schedule - Theatre Academy

Advisory Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 1 8:15-8:50	Elective	World History	US History	Government/ Economics	35
Period 2 8:56-9:31	English 9	English 10	English 11	English 12	35

Advisory Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 3 9:37-10:12	Algebra 1	Geometry	Algebra 2	Pre-Calculus	35
Period 4 10:18-10:53	Biology	Chemistry	Physics	AP Biology	35
Advisory/Lunch Grade 9/10 10:59-11:39	Lunch	Lunch	Advisory	Advisory	40
Advisory/Lunch Grade 11/12 11:45-12:25	Advisory	Advisory	Lunch	Lunch	40
Period 5 12:31-1:06	World Language 1	World Language 2	World Language 3	AP World Language	35
Period 6 1:12-1:47	PE	PE	Elective	Elective	35
Period 7 1:53-2:28	Acting 1	Acting 2	Acting 3	Acting 4	35
Period 8 2:34-3:09	Elective	Classical Genres	Contemporary Theatre	Senior Play Performance	35
Total Instructional Minutes:					368

TUESDAY-FRIDAY Alternating Block Schedule (A/B Days)

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 1 Period 1/2 8:15-9:45	Elective English 9	World History English 10	US History English 11	Government/ Economics English 12	90
Nutrition 9:51-10:01	Nutrition	Nutrition			0

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 2 Grade 9/10 Period 3/4 10:07-11:37	Algebra 1 Biology	Geometry Chemistry			90
Block 2 Grade 11/12 Period 3/4 9:51-11:21			Algebra 2 Physics	Pre-Calculus AP Biology	90
Lunch Grade 9/10 11:43-12:13	Lunch	Lunch			0
Lunch Grade 11/12 11:27-12:13			Lunch	Lunch	0
Block 3 Period 5/6 12:19-1:54	PE World Language 1	PE World Language 2	Elective World Language 3	Elective AP World Language	95
Block 4 Period 7/8 2:00-3:30	Acting 1 Elective	Acting 2 Classical Genres	Acting 3 Contemporary Theatre	Acting 4 Senior Play Performance	90
Total Instructional Minutes:					383

MONDAY Minimum Day Schedule Dance Academy

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 1 8:15-8:50	Elective	World History	US History	Government/ Economics	35 6 Minutes Passing Period
Period 2 8:56-9:31	English 9	English 10	English 11	English 12	35 6 Minutes Passing Period

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 3 9:37-10:12	Algebra 1	Geometry	Algebra 2	Pre-Calculus	35 6 Minutes Passing Period
Period 4 10:18-10:53	Biology	Chemistry	Physics	AP Biology	35 6 Minutes Passing Period
Advisory/Lunch Grade 9/10 10:59-11:39	Lunch	Lunch	Advisory	Advisory	40 6 Minutes Passing Period
Advisory/Lunch Grade 11/12 11:45-12:25	Advisory	Advisory	Lunch	Lunch	40 6 Minutes Passing Period
Period 5 12:31-1:06	Level 1 Ballet	Level 2 Ballet	Level 3 Ballet	Level 4 Ballet	35 6 Minutes Passing Period
Period 6 1:12-1:47	Level 1 Modern	Level 2 Modern	Level 3 Modern	Level 4 Modern	35 6 Minutes Passing Period
Period 7 1:53-2:28	Elective	Elective	Elective	Elective	35 6 Minutes Passing Period
Period 8 2:34-3:09	World Language 1	World Language 2	World Language 3	AP World Language	35
Total Instructional Minutes:					368

TUESDAY-FRIDAY Alternating Block Schedule (A/B Days)

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 1 Period 1/2 8:15-9:45	Elective English 9	World History English 10	US History English 11	Government/ Economics English 12	90 6 Minute Passing Period
Nutrition 9:51-10:01	Nutrition	Nutrition			0

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 2 Grade 9/10 Period 3/4 10:07-11:37	Algebra 1 Biology	Geometry Chemistry			90 6 Minute Passing Period
Block 2 Grade 11/12 Period 3/4 9:51-11:21			Algebra 2 Physics	Pre-Calculus AP Biology	90 6 Minute Passing Period
Lunch Grade 9/10 11:43-12:13	Lunch	Lunch			0
Lunch Grade 11/12 11:27-12:13			Lunch	Lunch	0
Block 3 Period 5/6 12:19-1:54	Level 1 Ballet Level 1 Modern	Level 2 Ballet Level 2 Modern	Level 3 Ballet Level 3 Modern	Level 4 Ballet Level 4 Modern	95 6 Minute Passing Period
Block 4 Period 7/8 2:00-3:30	PE World Language 1	PE World Language 2	Elective World Language 3	Elective AP World Language	90
Total Instructional Minutes:					383

MONDAY Minimum Day Schedule Music Academy

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 1 8:15-8:50	Elective	World History	US History	Government/ Economics	35 6 Minutes Passing Period
Period 2 8:56-9:31	English 9	English 10	English 11	English 12	35 6 Minutes Passing Period

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 3 9:37-10:12	Algebra 1	Geometry	Algebra 2	Pre-Calculus	35 6 Minutes Passing Period
Period 4 10:18-10:53	Biology	Chemistry	Physics	AP Biology	35 6 Minutes Passing Period
Advisory/Lunch Grade 9/10 10:59-11:39	Lunch	Lunch	Advisory	Advisory	40 6 Minutes Passing Period
Advisory/Lunch Grade 11/12 11:45-12:25	Advisory	Advisory	Lunch	Lunch	40 6 Minutes Passing Period
Period 5 12:31-1:06	PE	PE	Elective	Elective	35 6 Minutes Passing Period
Period 6 1:12-1:47	World Language 1	World Language 2	World Language 3	AP World Language	35 6 Minutes Passing Period
Period 7 1:53-2:28	Keyboard Music Theory 1	Keyboard Music Theory 2	Percussion	Jazz Band	35 6 Minutes Passing Period
Period 8 2:34-3:09	Choir Level 1	Choir Level 2	Creative Ensemble	Advanced Creative Ensemble	35
Total Instructional Minutes:					368

TUESDAY-FRIDAY Alternating Block Schedule (A/B Days)

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 1 Period 1/2 8:15-9:45	Elective English 9	World History English 10	US History English 11	Government/ Economics English 12	90 6 Minute Passing Period
Nutrition 9:51-10:01	Nutrition	Nutrition			0

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 2 Grade 9/10 Period 3/4 10:07-11:37	Algebra 1 Biology	Geometry Chemistry			90 6 Minute Passing Period
Block 2 Grade 11/12 Period 3/4 9:51-11:21			Algebra 2 Physics	Pre-Calculus AP Biology	90 6 Minute Passing Period
Lunch Grade 9/10 11:43-12:13	Lunch	Lunch			0
Lunch Grade 11/12 11:27-12:13			Lunch	Lunch	0
Block 3 Period 5/6 12:19-1:54	PE World Language 1	PE World Language 2	Elective World Language 3	Elective AP World Language	95 6 Minute Passing Period
Block 4 Period 7/8 2:00-3:30	Keyboard Music Theory 1 Choir Level 1	Keyboard Music Theory 2 Choir Level 2	Percussion Creative Ensemble	Jazz Band Advanced Creative Ensemble	90
Total Instructional Minutes:					383

MONDAY Minimum Day Schedule Robotics Academy

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 1 8:15-8:50	Elective	World History	US History	Government/ Economics	35 6 Minutes Passing Period
Period 2 8:56-9:31	English 9	English 10	English 11	English 12	35 6 Minutes Passing Period

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 3 9:37-10:12	Algebra 1	Geometry	Algebra 2	Pre-Calculus	35 6 Minutes Passing Period
Period 4 10:18-10:53	Biology	Chemistry	Physics	AP Biology	35 6 Minutes Passing Period
Advisory/Lunch Grade 9/10 10:59-11:39	Lunch	Lunch	Advisory	Advisory	40 6 Minutes Passing Period
Advisory/Lunch Grade 11/12 11:45-12:25	Advisory	Advisory	Lunch	Lunch	40 6 Minutes Passing Period
Period 5 12:31-1:06	PE	PE	Elective	Elective	35 6 Minutes Passing Period
Period 6 1:12-1:47	Robotics Level 1	Robotics Level 2	Robotics Level 3	Robotics Level 4	35 6 Minutes Passing Period
Period 7 1:53-2:28	Robotics Level 1	Robotics Level 2	Robotics Level 3	Robotics Level 4	35 6 Minutes Passing Period
Period 8 2:34-3:09	World Language 1	World Language 2	World Language 3	AP World Language	35
Total Instructional Minutes:					368

TUESDAY-FRIDAY Alternating Block Schedule (A/B Days)

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 1 Period 1/2 8:15-9:45	Elective English 9	World History English 10	US History English 11	Government/ Economics English 12	90 6 Minute Passing Period
Nutrition 9:51-10:01	Nutrition	Nutrition			0
Block 2 Grade 9/10 Period 3/4 10:07-11:37	Algebra 1 Biology	Geometry Chemistry			90 6 Minute Passing Period

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 2 Grade 11/12 Period 3/4 9:51-11:21			Algebra 2 Physics	Pre-Calculus AP Biology	90 6 Minute Passing Period
Lunch Grade 9/10 11:43-12:13	Lunch	Lunch			0
Lunch Grade 11/12 11:27-12:13			Lunch	Lunch	0
Block 3 Period 5/6 12:19-1:54	PE World Language 1	PE World Language 2	Elective World Language 3	Elective AP World Language	95 6 Minute Passing Period
Block 4 Period 7/8 2:00-3:30	Robotics Level 1 Robotics Level 1	Robotics Level 2 Robotics Level 2	Robotics Level 3 Robotics Level 3	Robotics Level 4 Robotics Level 4	90
Total Instructional Minutes:					383

MONDAY Minimum Day Global Impact Academy

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 1 8:15-8:50	Elective	World History	US History	Government/ Economics	35 6 Minutes Passing Period
Period 2 8:56-9:31	English 9	English 10	English 11	English 12	35 6 Minutes Passing Period
Period 3 9:37-10:12	Algebra 1	Geometry	Algebra 2	Pre-Calculus	35 6 Minutes Passing Period
Period 4 10:18-10:53	Biology	Chemistry	Physics	AP Biology	35 6 Minutes Passing Period

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Advisory/Lunch Grade 9/10 10:59-11:39	Lunch	Lunch	Advisory	Advisory	40 6 Minutes Passing Period
Advisory/Lunch Grade 11/12 11:45-12:25	Advisory	Advisory	Lunch	Lunch	40 6 Minutes Passing Period
Period 5 12:31-1:06	PE	PE	Elective	Elective	35 6 Minutes Passing Period
Period 6 1:12-1:47	World Language 1	World Language 2	World Language 3	AP World Language	35 6 Minutes Passing Period
Period 7 1:53-2:28	Global Exploration	Speech and Debate	Sociology	AP Human Geography	35 6 Minutes
Period 8 2:34-3:09	Elective	Elective	Marine Biology	AP Environmental Science	35
Total Instructional Minutes:					368

TUESDAY-FRIDAY Alternating Block Schedule (A/B Days)

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 1 Period 1/2 8:15-9:45	Elective English 9	World History English 10	US History English 11	Government/ Economics English 12	90 6 Minute Passing Period
Nutrition 9:51-10:01	Nutrition	Nutrition			0
Block 2 Grade 9/10 Period 3/4 10:07-11:37	Algebra 1 Biology	Geometry Chemistry			90 6 Minute Passing Period
Block 2 Grade 11/12 Period 3/4 9:51-11:21			Algebra 2 Physics	Pre-Calculus AP Biology	90 6 Minute Passing Period
Lunch Grade 9/10 11:43-12:13	Lunch	Lunch			0

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Lunch Grade 11/12 11:27-12:13			Lunch	Lunch	0
Block 3 Period 5/6 12:19-1:54	PE World Language 1	PE World Language 2	Elective World Language 3	Elective AP World Language	95 6 Minute Passing Period
Block 4 Period 7/8 2:00-3:30	Global Exploration Elective	Speech and Debate Elective	Sociology Marine Biology	AP Human Geography AP Environmental Science	90
Total Instructional Minutes:					383

MONDAY Minimum Day Robotics Academy

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 1 8:15-8:50	Elective	World History	US History	Government/ Economics	35 6 Minutes Passing Period
Period 2 8:56-9:31	English 9	English 10	English 11	English 12	35 6 Minutes Passing Period
Period 3 9:37-10:12	Algebra 1	Geometry	Algebra 2	Pre-Calculus	35 6 Minutes Passing Period
Period 4 10:18-10:53	Biology	Chemistry	Physics	AP Biology	35 6 Minutes Passing Period
Advisory/Lunch Grade 9/10 10:59-11:39	Lunch	Lunch	Advisory	Advisory	40 6 Minutes Passing Period
Advisory/Lunch Grade 11/12 11:45-12:25	Advisory	Advisory	Lunch	Lunch	40 6 Minutes Passing Period
Period 5 12:31-1:06	PE	PE	Elective	Elective	35 6 Minutes Passing Period

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 6 1:12-1:47	World Language 1	World Language 2	World Language 3	AP World Language	35 6 Minutes Passing Period
Period 7 1:53-2:28	Computer Science Discoveries	AP Computer Science Principles	Game Design 1	A Game Design 2	35 6 Minutes Passing Period
Period 8 2:34-3:09	Elective	Elective	Elective	Elective	35
Total Instructional Minutes:					368

TUESDAY-FRIDAY Alternating Block Schedule (A/B Days)

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 1 Period 1/2 8:15-9:45	Elective English 9	World History English 10	US History English 11	Government/ Economics English 12	90 6 Minute Passing Period
Nutrition 9:51-10:01	Nutrition	Nutrition			0
Block 2 Grade 9/10 Period 3/4 10:07-11:37	Algebra 1 Biology	Geometry Chemistry			90 6 Minute Passing Period
Block 2 Grade 11/12 Period 3/4 9:51-11:21			Algebra 2 Physics	Pre-Calculus AP Biology	90 6 Minute Passing Period
Lunch Grade 9/10 11:43-12:13	Lunch	Lunch			0
Lunch Grade 11/12 11:27-12:13			Lunch	Lunch	0

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 3 Period 5/6 12:19-1:54	PE World Language 1	PE World Language 2	Elective World Language 3	Elective AP World Language	95 6 Minute Passing Period
Block 4 Period 7/8 2:00-3:30	Computer Science Discoveries Elective	AP Computer Science Principles Elective	Game Design 1 Elective	Game Design 2 Elective	90
Total Instructional Minutes:					383

MONDAY Minimum Day Digital Media Arts Academy

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 1 8:15-8:50	Elective	World History	US History	Government/ Economics	35 6 Minutes Passing Period
Period 2 8:56-9:31	English 9	English 10	English 11	English 12	35 6 Minutes Passing Period
Period 3 9:37-10:12	Algebra 1	Geometry	Algebra 2	Pre-Calculus	35 6 Minutes Passing Period
Period 4 10:18-10:53	Biology	Chemistry	Physics	AP Biology	35 6 Minutes Passing Period
Advisory/Lunch Grade 9/10 10:59-11:39	Lunch	Lunch	Advisory	Advisory	40 6 Minutes Passing Period
Advisory/Lunch Grade 11/12 11:45-12:25	Advisory	Advisory	Lunch	Lunch	40 6 Minutes Passing Period
Period 5 12:31-1:06	PE	PE	Elective	Elective	35 6 Minutes Passing Period
Period 6 1:12-1:47	World Language 1	World Language 2	World Language 3	AP World Language	35 6 Minutes Passing Period

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 7 1:53-2:28	Media Wheel	Digital Media Arts 1	Digital Media Arts 2	AP Studio Art	35 6 Minutes Passing Period
Period 8 2:34-3:09	Media Wheel	Digital Media Arts 1	Digital Media Arts 2	AP Studio Art	35
Total Instructional Minutes:					368

TUESDAY-FRIDAY Alternating Block Schedule (A/B Days)

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 1 Period 1/2 8:15-9:45	Elective English 9	World History English 10	US History English 11	Government/ Economics English 12	90 6 Minute Passing Period
Nutrition 9:51-10:01	Nutrition	Nutrition			0
Block 2 Grade 9/10 Period 3/4 10:07-11:37	Algebra 1 Biology	Geometry Chemistry			90 6 Minute Passing Period
Block 2 Grade 11/12 Period 3/4 9:51-11:21			Algebra 2 Physics	Pre-Calculus AP Biology	90 6 Minute Passing Period
Lunch Grade 9/10 11:43-12:13	Lunch	Lunch			0
Lunch Grade 11/12 11:27-12:13			Lunch	Lunch	0
Block 3 Period 5/6 12:19-1:54	PE World Language 1	PE World Language 2	Elective World Language 3	Elective AP World Language	95 6 Minute Passing Period

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 4 Period 7/8 2:00-3:30	Media Wheel	Digital Media Arts 1	Digital Media Arts 2	AP Studio Art	90
	Media Wheel	Digital Media Arts 1	Digital Media Arts 2	AP Studio Art	
Total Instructional Minutes:					383

MONDAY Minimum Day Digital Cinema Academy

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 1 8:15-8:50	Elective	World History	US History	Government/ Economics	35 6 Minutes Passing Period
Period 2 8:56-9:31	English 9	English 10	English 11	English 12	35 6 Minutes Passing Period
Period 3 9:37-10:12	Algebra 1	Geometry	Algebra 2	Pre-Calculus	35 6 Minutes Passing Period
Period 4 10:18-10:53	Biology	Chemistry	Physics	AP Biology	35 6 Minutes Passing Period
Advisory/Lunch Grade 9/10 10:59-11:39	Lunch	Lunch	Advisory	Advisory	40 6 Minutes Passing Period
Advisory/Lunch Grade 11/12 11:45-12:25	Advisory	Advisory	Lunch	Lunch	40 6 Minutes Passing Period
Period 5 12:31-1:06	PE	PE	Film Studies	Film Studies	35 6 Minutes Passing Period
Period 6 1:12-1:47	World Language 1	World Language 2	World Language 3	AP World Language	35 6 Minutes Passing Period
Period 7 1:53-2:28	Media Wheel	Digital Cinema	Advanced Digital Cinema	Advanced Digital Cinema	35 6 Minutes Passing Period
Period 8 2:34-3:09	Media Wheel	Digital Cinema	Advanced Digital Cinema	Advanced Digital Cinema	35

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Total Instructional Minutes:					368

TUESDAY-FRIDAY Alternating Block Schedule (A/B Days)

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 1 Period 1/2 8:15-9:45	Elective English 9	World History English 10	US History English 11	Government/ Economics English 12	90 6 Minute Passing Period
Nutrition 9:51-10:01	Nutrition	Nutrition			0
Block 2 Grade 9/10 Period 3/4 10:07-11:37	Algebra 1 Biology	Geometry Chemistry			90 6 Minute Passing Period
Block 2 Grade 11/12 Period 3/4 9:51-11:21			Algebra 2 Physics	Pre-Calculus AP Biology	90 6 Minute Passing Period
Lunch Grade 9/10 11:43-12:13	Lunch	Lunch			0
Lunch Grade 11/12 11:27-12:13			Lunch	Lunch	0
Block 3 Period 5/6 12:19-1:54	PE World Language 1	PE World Language 2	Film Studies World Language 3	Film Studies AP World Language	95 6 Minute Passing Period
Block 4 Period 7/8 2:00-3:30	Media Wheel Media Wheel	Digital Cinema Digital Cinema	Advanced Digital Cinema Advanced Digital Cinema	Advanced Digital Cinema Advanced Digital Cinema	90

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Total Instructional Minutes:					383

MONDAY Minimum Day Written Arts Academy

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 1 8:15-8:50	Elective	World History	US History	Government/ Economics	35 6 Minutes Passing Period
Period 2 8:56-9:31	English 9	English 10	English 11	English 12	35 6 Minutes Passing Period
Period 3 9:37-10:12	Algebra 1	Geometry	Algebra 2	Pre-Calculus	35 6 Minutes Passing Period
Period 4 10:18-10:53	Biology	Chemistry	Physics	AP Biology	35 6 Minutes Passing Period
Advisory/Lunch Grade 9/10 10:59-11:39	Lunch	Lunch	Advisory	Advisory	40 6 Minutes Passing Period
Advisory/Lunch Grade 11/12 11:45-12:25	Advisory	Advisory	Lunch	Lunch	40 6 Minutes Passing Period
Period 5 12:31-1:06	PE	PE	Electives	Electives	35 6 Minutes Passing Period
Period 6 1:12-1:47	World Language 1	World Language 2	World Language 3	AP World Language	35 6 Minutes Passing Period
Period 7 1:53-2:28	Creative Writing	Journalism	Advance Journalism	Advance Creative Writing	35 6 Minutes Passing Period
Period 8 2:34-3:09	Poetry and Performance	Poetry and Performance	Poetry and Performance	Poetry and Performance	35
Total Instructional Minutes:					368

TUESDAY-FRIDAY Alternating Block Schedule (A/B Days)

Block Schedule	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Block 1 Period 1/2 8:15-9:45	Elective English 9	World History English 10	US History English 11	Government/ Economics English 12	90 6 Minute Passing Period
Nutrition 9:51-10:01	Nutrition	Nutrition			0
Block 2 Grade 9/10 Period 3/4 10:07-11:37	Algebra 1 Biology	Geometry Chemistry			90 6 Minute Passing Period
Block 2 Grade 11/12 Period 3/4 9:51-11:21			Algebra 2 Physics	Pre-Calculus AP Biology	90 6 Minute Passing Period
Lunch Grade 9/10 11:43-12:13	Lunch	Lunch			0
Lunch Grade 11/12 11:27-12:13			Lunch	Lunch	0
Block 3 Period 5/6 12:19-1:54	PE World Language 1	PE World Language 2	Electives World Language 3	Electives AP World Language	95 6 Minute Passing Period
Block 4 Period 7/8 2:00-3:30	Creative Writing Poetry and Performance	Journalism Poetry and Performance	Advance Journalism Poetry and Performance	Advance Creative Writing Poetry and Performance	90
Total Instructional Minutes:					383

MONDAY Minimum Day English Language Development Schedule

Fall Semester		Instructional Minutes	Spring Semester		Instructional Minutes
Period 1*	Core English	35 6 Minute Passing Period	Period 1*	Core English	35 6 Minute Passing Period
Period 2*	Core English	35 6 Minute Passing Period	Period 2*	Core English	35 6 Minute Passing Period
Period 3*	LAS 1	35 6 Minute Passing Period	Period 3*	LAS 1	35 6 Minute Passing Period
Period 4*	LAS 2	35 6 Minute Passing Period	Period 4*	LAS 2	35 6 Minute Passing Period
Total Instructional Minutes Accounting for 1 Core English and LAS course		82	Total Instructional Minutes Accounting for 1 Core English and LAS course		82

TUESDAY-FRIDAY Alternating Block Schedule (A/B Days)

Fall Semester		Instructional Minutes	Spring Semester		Instructional Minutes
A Block Schedule			A Block Schedule		
Period 1*	Core English	90 6 Minute Passing Period	Period 1*	Core English	90 6 Minute Passing Period
Period 4 *	LAS 1	90 6 Minute Passing Period	Period 4*	LAS 1	90 6 Minute Passing Period
Total Instructional Minutes		192	Total Instructional Minutes		192
B Block Schedule			B Block Schedule		
Period 2*	Core English	90	Period 2*	Core English	90
Period 3*	LAS 2	90	Period 3*	LAS 2	90
Total Instructional Minutes		192	Total Instructional Minutes		192

* Note: Periods 1,2,3,4 are used for illustrative purposes only. As long as the school schedules a student into the core English course in A (1,2), the student will get a corresponding LAS course in B (2,4) period of the day.

INSTRUCTIONAL DAYS AND MINUTES

CHAMPS will exceed the minimum required instructional minutes in each grade.

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't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Yes	146	383			30	368			176	64800	66958	2158
10	Yes	146	383			30	368			176	64800	66958	2158
11	Yes	146	383			30	368			176	64800	66958	2158
12	Yes	146	383			30	368			176	64800	66958	2158

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

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

H. PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

CHAMPS uses multiple strategies to attract and retain teachers who meet state and federal requirement, with subject area knowledge that is likely to enable student achievement for all students. Teacher job descriptions identify desired skills that reflect CHAMPS' innovative educational approaches, and teachers selected to be a part of the CHAMPS community understand our arts-infused philosophy.

When teacher openings exist at CHAMPS, we post positions on EdJoin and with nearby undergraduate and graduate programs of education including Pepperdine University and CSU Northridge. Applicants complete and submit an application, including required credential documentation so as to allow the school's leadership team to consider whether candidates' professional capabilities as well as qualifications fit the needs of the students and position (see Element 5). The Principal/Director, with the support of a hiring committee comprised of Department Chairpersons and an Assistant Principal, selects teachers on a resume, application and interview basis. Applicants demonstrate their teaching

skills through in class-observation or submission of a video or written response, to the extent possible. The hiring committee helps recruit, screen, and interview candidates and makes a recommendation to the Principal/Director, who then ultimately makes the final hiring decision.

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

PROFESSIONAL DEVELOPMENT

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

New Teachers at CHAMPS receive an in-service week in which they go over CHAMPS' mission, an overview of our school community and school logistics, emergency and day-to-day operational procedures, instructional framework and human resource training. As part of their in-service week, they work with our Instructional Coach to develop classroom settings and norms that will support their instructional goals. Through our Instructional Coach, they begin to discuss and shape their lessons that emphasize doing and performing as part of showing their academic excellence. Moreover, they receive technology training that prepares them to communicate and share lessons and school resources with their students and families. In addition, teachers are trained to recognize students in need of intervention and how to support our diverse student population. Lastly, new teachers who have yet to clear their credential can receive further training through a teacher induction program covered by CHAMPS.

Professional development time begins with a week of summer professional development time for faculty and staff, weekly PLC meetings, monthly department meetings, and a pupil-free day each semester to support continual growth throughout the school year. On an annual basis, professional development topics include the following:

- Mission and vision of CHAMPS and review of the charter petition
- Review of student achievement data for returning students
- School Operations
- Health & Safety Policies and Procedures
- Arts-infused learning

- Differentiating instruction for all learners
- Backwards Design, including using data to differentiate instruction
- Integrating technology in the classroom
- Universal Design for Learning
- Literacy instruction: reading and writing across the curriculum
- Classroom Management Success
- Restorative Practices in the classroom setting
- Meeting the needs of English learners and EL strategies
- Special Education: legal timelines, district policies, Student Success Team process, assessments, and strategies for working with students with special needs
- Teacher evaluation: the evaluation rubric, teacher expectations
- Assessment: standardized tests (CAASPP, ELPAC, etc.), benchmark assessments
- Using student achievement data to differentiate instruction

CHAMPS administration and department chairs design the objectives and plans, along with aligned resources, for common planning and professional learning communities. Our teachers bring an average of 5 years of experience, and a wide variety of expertise in content.

Professional Learning Communities Structures:

Summer PD – All CHAMPS teachers meet for six (6) days prior to the start of the school year to engage in planning, professional development, and team building. Safety procedures, teacher obligations to students with Special Needs, mandated reporter training, and our sexual harassment policy are discussed. Professional development during this time focuses on student achievement data, instructional priorities, and teacher needs.

CHAMPS utilizes the Safe Schools online training program to ensure that all employees fulfill their mandated trainings. The Human Resources director is responsible for customizing the list of required trainings needed for each employee based on job classification and the required timeline. For example,

- CHILD ABUSE AND SUICIDE PREVENTION TRAINING- Current employees complete this training during the first 30 days of each school year. New employees (including substitute employees) must complete the training within the first 30 days of employment.
- BLOODBORN PATHOGENS- Employees who are mandated to complete the training must do so every 24 months.
- AB 1825 SEXUAL HARASSMENT- Employees who are mandated to complete the training must do so every 24 months.

The Safe Schools software send reminder notices to employees to ensure that the training is completed in a timely manner.

Grade Level Meetings - Teachers meet in their grade-level teams to discuss individual students' progress, intra-disciplinary projects, and intervention strategies. These meetings occur monthly.

- Departmental Common Planning Time – CHAMPS teachers meet with content-area colleagues on Tuesdays. This time enables teachers to coordinate their lesson planning, share best practices and to coordinate pedagogy. For example, faculty share common assessments and rubrics, discuss writing to learn and writing in the disciplines strategies, and strategies to differentiate instruction.
- Peer Observations – In addition to administrative observations, teachers conduct periodic cross-curricular observations of their peers and reflect on findings collectively. CHAMPS teachers

volunteer to have their instruction video-taped and presented during ongoing professional development time in order to further the sharing of best practices, specifically arts integration, differentiation for English Learners and needs students, and Common Core alignment.

- Mentoring Program – CHAMPS implements a new teacher training program to guarantee that all teachers feel supported and mentored. Our Instructional Coach meets regularly with all new teachers and serves as a liaison with LACOE for teacher induction. New teachers are also assigned a mentor from LACOE to provide support during the induction period. Department chairs are the primary faculty members responsible for new teacher mentoring in the academic area.

Based on classroom observations, teacher evaluation trends, professional development feedback, and analysis of data, CHAMPS instructional leaders have identified the following professional development areas for the 2020-2021 academic year.

- Creativity and the CA Common Core State Standards
- Depth of Knowledge questioning
- Data analysis and its use as formative data
- Universal Design for Learning
- Close Reading: Teaching the Comprehension Skills of Text Analysis and Evaluation

At the discretion of the Principal/Director, these topics may be altered based on the needs of the faculty and students. When appropriate, educational consultants and other experts in relevant fields are hired or asked to participate in professional development workshops. For example, every AP teacher attends a College Board development class.

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

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

I. MEETING THE NEEDS OF ALL STUDENTS

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

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

The Special Education Department at CHAMPS employs a Special Education Coordinator, five Special Ed teachers, two Behavior Intervention Specialists, a DIS counselor, a school psychologist, an educational therapist, and a SPED data technician. The department works collaboratively with general education teachers to provide an individualized education program and a foundation for all students that enables them to critically and actively think, communicate and create. We also encourage lifelong learning, promote the acceptance of unique differences, and provide knowledge and support to staff, families, and community.

Students with more extensive needs that are not fully met in their regular classes are supported in a study skills class, which provides them with assistance in the areas of organization, planning, test taking strategies and transition skills. Special Education staff work jointly with our general education teachers via our co-teaching model to enhance instruction for students with social communication, behavioral and learning challenges.

ENGLISH LEARNERS

CHAMPS has structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting.

Daily designated ELD instruction occurs as well as daily integrated ELD instruction across all content areas for all ELs. Curriculum resources are selected that align with best practices in English Learner instruction with resources that integrate ELA instruction, designated ELD and integrated ELD instruction designed to support ELs in acquiring foundational reading, academic language, and conversation skills in English in order to be successful in school. This includes targeted instruction for Emerging, Expanding, and Bridging EL students, adaptive learning to target support for foundational skills, and structured opportunities to practice and apply academic language. The selected curriculum includes assessments that provide teachers with real-time student performance data to pinpoint a student's exact skill gaps to strengthen interventions.

CHAMPS teachers, staff and school leaders communicate to parents in their home language as needed—but use English instruction for the content areas in the classroom.

a. Process for Identifying ELs

CHAMPS' EL program adopts the LAUSD English Learner Master Plan. CHAMPS' EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports (including both integrated ELD throughout core subject learning as well as designated ELD during specific time periods in the bell schedule) in order to achieve grade-level CCSS mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, if the enrolling student is new to the California public school system, parent/guardians are asked to fill out a Home Language Survey. (Cal. Education Code § 52164.1.) Students whose primary language is not English are assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at CHAMPS. Student information is uploaded to the CALPADS system and the student's ELPAC scores and EL status are then exported and uploaded to the SIS.

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

Students are monitored in conjunction with the four new Performance Level Descriptors (PLDs) approved by the State Board of Education:³⁷

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

³⁷ Previously, under the CELDT test, there were five proficiency levels. A chart located on the CDE website provides a helpful comparison of the old CELDT test standards compared to the new ELPAC: <http://www.cde.ca.gov/ta/tg/ep/celdtelpaccompare.asp>

Level	Description
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

Parents are notified of their rights and their child’s ELPAC scores each year and are encouraged to participate in the reclassification process. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified.

b. Educational Program for English Language Acquisition

Data from 2018-19 indicates that approximately 95.5% of our ELs, according to ELPAC, are categorized as “expanding” or “bridging.” (Internal data.) Because our EL population is more advanced, we focus instruction on vocabulary acquisition and applying a variety of linguistic structures in the content areas. ELs fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. Two key components supporting our English Learners are identification and support from paraprofessionals and contracted service providers. This instructor provides CHAMPS English Learners with the necessary counseling and academic planning necessary to ensure all ELs graduate college and career ready. All ELs have Individualized Learning Plans whereby English Language Development goals are identified and monitored. Newcomer students’ specific needs are assessed by the initial ELPAC, which CHAMPS administers within mandated timelines. CHAMPS teachers are trained in the use of strategies to support ELs throughout instructional delivery and

differentiated practice. This high level of support and instruction for our EL population is evidenced by a successful reclassification rate of 50% during the 2018-19 school year. (Internal data.)

All EL students learn with all other students in the classroom during instructional time. In addition, EL students have designated ELD instruction in small groups daily during LAS blocks in their schedule. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

All CHAMPS teachers are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model used by CHAMPS places a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. CHAMPS' philosophy of personalizing instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student's needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:³⁸

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

- I. **Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":

Anticipatory Guide: Students are given a series of statements that relate to concepts they are studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

³⁸ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

- II. Through:** The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:

Comparison-Contrast Matrix–Students determine similarities and differences between two topics studied

Flowcharts – Students sequence important events in the content studied. Cause and Effect

Chart – Students chart the ways in different characteristics effect change and impact others.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what are discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

- III. Beyond:** To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

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

CHAMPS bases its English Learner support program on the 2012 California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, was replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which is aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, CHAMPS teachers provide integrated ELD instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our ELD Coordinator partners with classroom teachers to include ELD goals on students' learning plans, including specific goals to meet during dedicated ELD instruction. Additionally, our ELD Coordinator assesses student progress towards attainment of the standards using standards-based portfolios and annual ELPAC results. If a student does not make sufficient progress in developing English proficiency (e.g., does not advance at least one ELD level annually on the ELPAC), the ELD Coordinator will work with the student's teachers, the student and his/her parents to ensure additional supports and interventions are provided (e.g., more push-in support in their classrooms and ELD drop-in time in the mornings with the ELD coordinator) to develop English proficiency and reach reclassification.

CHAMPS ensures that teachers are qualified and supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to regular professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

Parents are notified regarding their child's English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed. Students who do not meet the goal of advancing one ELD level per year on the ELPAC will have an FST meeting with the ELD Coordinator, academic counselor, student and parent/guardian to develop a curricular schedule that supports and fosters the student's learning goals and identifies instructional supports that will be implemented in the student's classes.

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

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

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

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

The Principal/Director at CHAMPS is responsible for ensuring the quality and success of all instructional programs and reports to the Board on progress towards academic goals, including serving EL students. The Principal/Director conducts regular classroom observations and provides feedback and coaching. In addition, the Principal/Director works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs improve at least one ELD level annually as measured by the ELPAC.

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders include the new ELD standards by level 1-4. Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard.

f. Process And Specific Criteria For Reclassification

CHAMPS monitors student mastery of the ELD standards through the use of ELD folders. The ELD folder is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the 2018 LAUSD English Learner Master Plan. Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

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

The following assessments are examples of ELD folder evidence:

- Pearson's Test of English Learning (TELL) online assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

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

EL student reclassification criteria includes:

- California Education Code Section 313[f] required criteria for reclassification:
 - Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
 - Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
 - Parent opinion and consultation
 - Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age
- LAUSD English Learner Master Plan reclassification requirements for English Learners:
 - Annual ELPAC
 - Teacher evaluation based on student grades/progress report marks
 - Parent consultation and approval
 - Basic Skills Assessment

Students scoring Level 3 or 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered to reclassification despite an overall score of Level 3 or Level 4. Teachers submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders are initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student move forward on to the second step of the Reclassification process.

The reclassification team (which includes a teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team discusses if the student has met sufficient goals and consults with the parent/guardian for their input. If a student has satisfied all of these requirements, they are then recommended for reclassification pending the release of CAASPP scores for that year. If a student Meets or Exceeds standards on the ELA test, he/she is officially reclassified, and their file is updated to reflect Reclassified Fluent English Proficient in that academic year. A student continues to be monitored by the reclassification team for two years after official reclassification, as required by ESSA.

g. Process For Monitoring Progress of Els and Reclassified (RFEP) Students

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

Students are monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide CHAMPS teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas³⁹:

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

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

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

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

h. Process For Monitoring Progress And Supports For Long Term English Learners (LTELs)

Under California law, Long Term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for six years or more, have remained at the same English language proficiency level for two or more consecutive prior years, or have regressed to a lower English language proficiency level, and, for students in grades 6-9, have scored Far Below Basic or Below Basic (or new equivalent) on the state testing in ELA. (Cal. Ed. Code § 313.1) When LTELs or those “At-Risk” of becoming LTELs enroll at CHAMPS, or students are classified as LTELs (or At-Risk) after enrolling at CHAMPS, the ELD Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward.

³⁹ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

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

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

We are committed to supporting all students in the self-directed pursuit of their learning, particularly students who are high achieving. CHAMPS' academic counselors refer students for District GATE testing and identification and serve as the onsite designees for parents to contact regarding GATE. Students identified as GATE have full access to LAUSD GATE enrichment programs, such as LAUSD's Saturday Conservatory of Fine Arts. CHAMPS will reimburse LAUSD a Fee for Service. CHAMPS teachers differentiate instruction for a variety of learning styles and ability levels within the content areas and provide multiple and flexible options for students to demonstrate their understanding of what they have learned. Gifted students access a rigorous curriculum that includes Advanced Placement and honors classes in English, science, and history.

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

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

STUDENTS ACHIEVING BELOW GRADE LEVEL

Students performing substantially below grade level are enrolled in the Math and English lab classes. Academic Counselors review students' achievement in math, English, and science just prior to the start of the school year to determine placement and need for assistance. Tutoring is also available for all students in need. An Assistant Principal closely monitors these students' work in conjunction with the student's academic counselor. To address the growing population of students achieving below grade level, CHAMPS uses MTSS (Multi-tiered Systems of Supports) and directs appropriate resources (e.g.

part time instructional aides) to support students achieving below grade level. Periodic conferences are held with these students and their parents to offer credit recovery (e.g., online courses via BYU, retaking a course in place of an elective during our extended day schedule, or, during the summer, OFL or Options for Youth credit recovery opportunities) counseling and systematic monitoring of progress toward completing graduation requirements.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

Approximately 54% of CHAMPS students qualify for Free- or Reduced-price lunch (DataQuest, 2019), as identified through applications for FRPL an annual income surveys in enrollment packets. Each semester, we send student services notices to all families to help support students whose financial situation may have changed. This population has steadily grown since the inception of the school. CHAMPS's teachers and staff all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports relating to poverty, including housing and food instability. The CHAMPS Principal/Director and entire instructional team monitor the progress of students who qualify for FRPL as compared to the overall student population including performance on standardized tests and other assessments, graduation rates, A-G completion rates and other metrics of performance.

In addition to a free/reduced price meal program, CHAMPS' teachers and staff identify student needs and appropriate resources for school supplies, books, fee waivers, local after school programs, medical and counseling services. CHAMPS also provides enriching activities to all students which are of particular benefit to our low-income students who may not otherwise have these opportunities. CHAMPS provides a number of field trips to colleges and universities, theatres, museums, and community events at no charge to students. Our music students attend concerts at Disney Concert Hall and our dance students participate in programs at the Soraya Performing Arts Center and The Wallis Center for Performing Arts. We are committed to getting students college and career ready. Students who perform in plays, dance or music recitals do not have to pay for costumes, instruments, or whatever else is needed to perform. Furthermore, the CHAMPS PTSA provides funding for yearbooks, dances, and senior activities for low-income students. These opportunities augment the instructional program and enhance the educational experience for all CHAMPS students.

The FST team (academic counselor, student, parent/guardian) will meet to develop a plan that identifies supports, services, and enrichment opportunities their student needs. Students are actively monitored by our academic counselors and other members of the SEAT Team (college, attendance and DIS counselors, administrators) to assess current support as well as identify possible needs. If the plan needs to be reviewed and reassessed, the FST team will meet again.

STUDENTS WITH DISABILITIES

Please see DRL at beginning of Element 1.

STUDENTS IN OTHER SUBGROUPS

CHAMPS offers a variety of support for students with extraordinary needs, such as foster youth and homeless students. At pre-enrollment for new students, families/guardians are asked for a Student Residency Update which identifies who they are living with and present living situation. Returning students have the opportunity to update their living situation yearly. Based on the information provided, our staff identify services the student needs on the first day of school as well as resources to support the

student throughout the school year. No student is denied based on not returning a form. If a student does not provide an update, we assume there is no change in status. The information is strictly used for coding, i.e. homeless, lives in LAUSD boundary, etc. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources. An Assistant Principal of Curriculum serves as the Charter School designee responsible for monitoring foster and homeless students' growth, support services and achievement of Charter School and individual goals. If a student is identified as living in foster care, the Assistant Principal of Curriculum works with the student and his/her guardian and, if applicable, case worker, to ensure he/she is receiving the supports needed to succeed in school, and for continuous enrollment where feasible if the student changes foster placements. If a parent or student indicates they are living in a situation that would qualify as homeless the Charter School informs them of their rights under the McKinney-Vento Act. CHAMPS adheres to the McKinney-Vento Act and provides all required supports to its homeless youth.

The Assistant Principal also works with the student's wrap around team (social workers, etc.) and ensure close communication with external service providers (as appropriate) regarding a student's welfare and progress in school.

As detailed above, our MTSS process and teacher training ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations. (See below.)

J. A TYPICAL DAY

To the degree any CHAMPS student is typical, "Z" hops off the bus on Van Nuys Boulevard just before 8:15 am. She makes her way into the Phoenix building, the eight-story edifice that is one of the school's two campuses. On her way to class, she takes note of a couple of fellow students, one sporting every color of the rainbow in patches, the other favoring batons and a top hat. She smiles to herself, secure in the fact that only at CHAMPS are such unique personalities not only accepted but celebrated.

Just as the bell is about to ring, she rushes into her first thought provoking, arts-infused academic class, where she's greeted by a passionate teacher and equally committed classmates. Later that morning, she strolls across the alley to one of the five classrooms that make up Campus South. Between this brisk walk and earlier trips up and down the Phoenix stairs, she gets as much of a workout as any P.E. class the school has to offer, including Pilates, Yoga, and Tae Kwon Do. Mentally, she has acquired knowledge in English, Math, Science, and Social Science. At noon, having secured her savory meal from Fresh Start, our school-approved lunch vendor, or the food truck parked in the alley, she sits outdoors at Campus South at one of the lunch table covered by an umbrella or shade structure. If she was a junior or senior in good standing, she might have gone off campus that day for lunch; The Starbucks and Jack in the Box restaurants are her typical jaunts. On any given day, there may be a lunch-time activity that she could partake in, such as club day, fashion shows, or music and poetry performances.

Like many of her friends, several hours of her day are spent honing her skills in her Academy of choice. by taking a minimum of one block period a day. While she immerses herself in music theory, her peers create digital images, perform on stage, write fiction, dance, produce films, and even fine-tune robots! Additionally, she takes a World Language class and a physical education class. Having completed the day's work, the bell calls for her, but she sticks around to participate in the Eco club, one of a myriad

after-school groups and organizations as diverse as the students themselves. By the time "Z" finally boards the bus bound for home, she feels fulfilled both intellectually and creatively, ready to come back the next morning and do it all again.

K. INDEPENDENT STUDY PROGRAM

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

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

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

DESCRIPTION OF STUDENTS WHO ARE ELIGIBLE TO PARTICIPATE IN THE PROGRAM

The Independent Study (IS) Program provides a high quality program to students for whom the daily requirements of a traditional school setting are less appropriate or not feasible. The IS option is open only to those students already enrolled at CHAMPS. In 2018-2019, 32 students were enrolled in IS. To qualify for enrollment into the IS Program, there must be a valid reason as to why the student would like to leave the traditional classroom setting. Acceptable and appropriate reasons for this change include extended physical illness, or emotional trauma that prevents social interaction or working students (e.g., professional actors). It is not the intention of CHAMPS to take students out of the classroom.

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

Students wishing to transfer from the CHAMPS' traditional classroom setting are either recommended by their academic guidance counselor, the Principal/Director or Assistant Principal, and often self-refer to the Director of Independent Study. The process to determine eligibility begins with a meeting with the Director of Independent Study to determine the reason the student is requesting to change into IS. Should the reason be valid and appropriate such as the ability to work independently, along with extenuating circumstances as to why the student cannot be in the classroom full-time, a second meeting

is set up with the student and parents/guardians to discuss the Program. Upon approval by the parents/guardians, the IS Master Agreement is completed and signed by the student, parent, supervising teacher, and the Director of Independent Study. The counselor then creates the new IS class schedule for the student.

TYPE OF INDEPENDENT STUDY MODEL AND SCHEDULE

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

CHAMPS IS Program combines one hour per course each week with a credentialed educator, with coursework assignments completed independently. All IS classes are taught by credentialed teachers that are part of the CHAMPS' teaching staff. CHAMPS complies with pupils-to-certificated-employee ratio, with consideration of IS students as part of the general population, and ensures that these teachers meet state and federal standards. Students meet with teachers on their specified school day for lectures, participation, quizzes and exams.

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

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

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

CREDIT/GRADUATION REQUIREMENTS

Per EC 51745(e), "no course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study." CHAMPS Independent Study Program requires the same graduation prerequisites as required of the CHAMPS general

population. All IS classes utilize the same texts and supplemental materials as site-based courses. CHAMPS complies with the requirement for the subjects listed in EC 51225.3 in the proposed Independent Study Program by providing the following courses:

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

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

Additionally, all IS students are required to take all state required tests, just as CHAMPS' general population students are.

MONITORING THE IS PROGRAM AND IS STUDENT PROGRESS

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

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

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

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

The Charter School's Board of Directors reviews the Independent Study Program on an annual basis

ATTENDANCE AND ABSENCES

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

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

TRANSCRIPTS

Student coursework and credits from the IS Program are reflected on student transcripts in the same manner as classroom based courses as in the traditional school. To designate Independent Study on the transcript suggests that it is an alternative curriculum, which is prohibited by EC Section 57145(3), which states that "Independent Study shall not be provided as an alternative curriculum. "The independent study option is to be substantially equivalent in quality and in quantity to classroom instruction.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (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.

A. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section D.4, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

B. MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section D.4, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

C. MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

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

In addition to state mandated assessments including the CAASPP, California Alternative Assessment (CAA), California Science Test (CAST), and ELPAC, CHAMPS utilizes the following measures to monitor student achievement and the efficacy of our instructional program:

- **Departmental summative assessments.** Teachers work in departments using a backwards-planning process to identify evidence of student mastery on periodic summative assessments that are administered monthly, weekly and daily depending on the course. With publisher-made and teacher-made resources, teachers develop standards-aligned summative assessments that are administered consistently across CHAMPS departments. These common summative assessments include critical thinking and problem solving tasks, and teachers periodically review and refine these tools accurately check for student understanding.
- **Performance-based assessments, including portfolios, utilizing technology and multimedia.** As much as possible, CHAMPS encourages students to demonstrate their learning in a performance-based manner. Portfolios, productions, and presentations utilizing technology and multimedia are the primary methods through which student mastery is assessed. Aligned to the ESLRs and state content and performance standards, including CA CCSS, these performance-based assessments are evaluated using defined rubrics. Students, peers, and teachers provide feedback and assessment of student work. The ongoing oversight of student progress throughout the semester, along with the accountability toward both professional and academic standards, makes performance-based assessment at CHAMPS rigorous and relevant.
- **Writing across the curriculum and in the disciplines.** CHAMPS faculty is strongly committed to incorporating frequent written responses throughout the instructional day and year, regardless of content area. This practice assists in overall student comprehension and adds another layer of assessment, which provides the opportunity for students to display their true understanding of a concept. In addition to an assessment tool, teachers use student writing as an instructional tool. When writing about a specific situation, students learn new ways of thinking and approach issues from multiple perspectives. As a result, CHAMPS students are more engaged in their education and become better writers.

- **IO platform as an assessment-development resource.** Teachers use the IO assessment platform to develop content area assessments. This tool, proven at scale with millions of students and hundreds of thousands of educators, supports teachers as they create their own end-of-unit evaluations with the Inspect Common Core aligned item bank. Items are developed using a thorough quality-assurance process and aligned directly to the skill, cognitive, and difficulty levels taught in the standards. The end result is a highly aligned standards-based formative assessment structure used to identify students' cognitive understanding of concepts taught in the standards, the results of which CHAMPS teachers use to inform instructional practice and adjust curricula.
- **Multiple formative assessment methods:** In addition to the more formalized formative assessments described above, teachers use a variety of formative assessment strategies during instruction to allow for student processing and to check for understanding. Examples include: one-minute essays, index card summaries/questions, concept maps, one-on-one conversations, observational checklists of student practice, exit cards, think-pair-share, oral questioning, directed paraphrasing, data notebooks, reciprocal questioning, gallery walks, and Socratic seminars.

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Departmental summative assessments (publisher and teacher-designed) and informal checks for understanding	Measure student mastery of content	9-12	Daily, weekly and/or monthly
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject and progress against IIP and IEP goals (as applicable)	9-12	Daily and /or weekly
Writing Rubrics	Assess mastery of grade-level writing standards	9-12	Daily and/or weekly
IO benchmark assessments	Measure progress on mastery of CAASPP standards and predict outcome of CAASPP tests	9-11	Each semester
CAASPP	State Criterion-Based Assessment in ELA and Math	11	Once a year
California Science Test (CAST)	State Assessment in Science	9-11	Once a year

Assessment	Purpose	Grade	Administration Timeline
PSAT, SAT, ACT	Criterion-based college prep assessments	10-12	Once a year
AP	Year-end measure of college level course work	10-12	End of year (May)
ELPAC	Measure English language acquisition	9-12	Upon enrollment; then annually for all ELs
FitnessGram	CA physical fitness test	9	Spring

D. DATA ANALYSIS AND REPORTING

All test data is entered into the CHAMPS SIS system, Q, and this system is readily available to parents, teachers, and students. It also includes grades for all assignments, progress reports, behavior logs, and other useful student achievement data. Q also integrates with IO which allows us to disaggregate the data and to measure growth over time.

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

Before the start of the school year, the administrative team, led by the Principal/Director and including Department Chairs, meets to review and identify trends in overall school state accountability metrics including standardized assessment data (CAASPP/CAA, CAST, ELPAC, Fitnessgram) as well as data from internal assessments. College test prep data from ACT, SAT, PSAT and AP test administration is also reviewed. As available, the administrative team also looks at graduation rates and information available pertaining to alumnae performance at or attendance in four-year colleges or universities.

CHAMPS Assistant Principals, based on feedback from the Heads of Departments, coordinate professional development by reviewing the strengths and weaknesses in each curricular area at the start of the academic year. During departmental Professional Learning Community (PLC) time, teachers examine test items, standards, and other information to deepen their content knowledge and understanding of the level of rigor students are expected to achieve. Teachers, department chairs, and administrators examine subgroup performance and problem areas and then make decisions on how to modify, change, or enhance the existing educational program based on these evaluations. For example, departments develop revised pacing guides and curricular plans based on this data, and intervention strategies (e.g., implementing a different online remedial program to help student struggling gain practice and assistance in mastering content) and class placement decisions occur as a result.

Content area teachers use classroom-based data to measure student progress toward content area standards and to modify their instructional practice, pacing, or approach to a topic as needed, meeting

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

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

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

E. GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

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

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

CHAMPS Subject Marks

A – Markedly superior work

B – Superior Work

C – Satisfactory Work (equivalent to “proficient”/meeting standards)

D – Needs to improve

F – Little or no progress

Work Habits and Cooperation Marks

E – Excellent

S – Satisfactory

U – Unsatisfactory

Promotion/Retention Policy

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

9th to 10th grade-60

10th to 11th grade-120

11th to 12th grade-170

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁴⁰

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

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

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.

⁴⁰The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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. 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.

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.

A. GOVERNANCE STRUCTURE

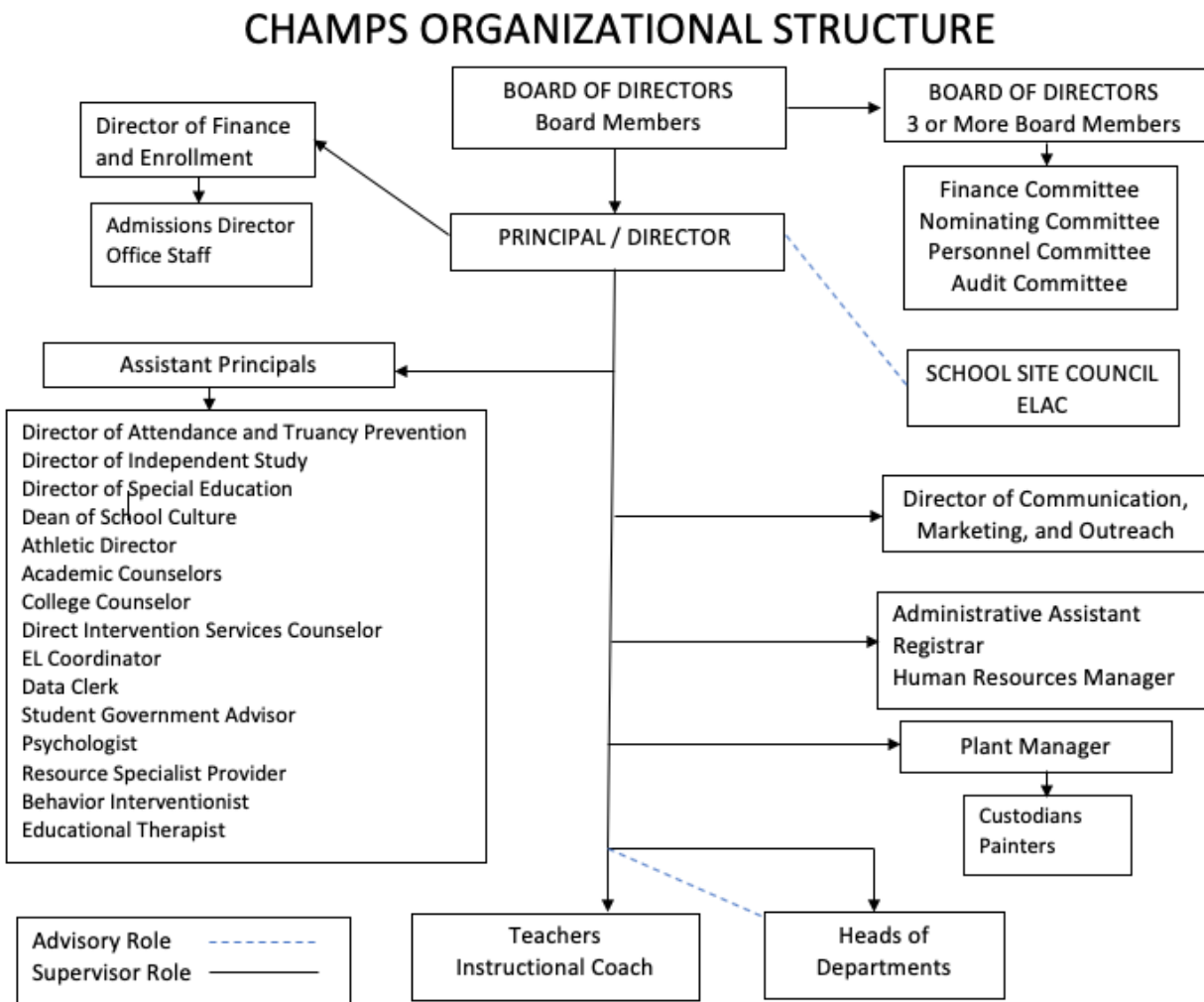
CHAMPS is a direct-funded independent charter school operated by Charter High School of Arts Association, a California Non-Profit Public Benefit Corporation with 501(c)(3) designation from the IRS.

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

ORGANIZATIONAL CHART

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

The following illustrates our Organizational Structure:



MAJOR ROLES AND RESPONSIBILITIES

a. Board of Directors

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

- Ensure CHAMPS meets its mission and goals;
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Principal/Director;
- Engage in ongoing strategic planning;

- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of CHAMPS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of CHAMPS;
- Approve all contractual agreements in excess of \$10,000 (the Principal/Director approves all other contracts);
- Approve and monitor CHAMPS' annual budget, budget revisions, and monthly cash flow statements and ensure compliance with all fiscal policies;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support CHAMPS;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report; and
- Appoint an administrative panel to take action on recommended student expulsions as needed.

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

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

Such delegation will:

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

b. Principal/Director

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

B. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

COMPOSITION OF THE BOARD

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

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

Pursuant to Education Code 47604, the governing board of LAUSD has the right to appoint a representative to the Board of CHAMPS. If the District chooses to do so, CHAMPS may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors. As indicated in applicable governance documents, CHAMPS shall comply with conflict of interest laws related to public entities including Govt. Code 1090 and Political Reform Act as well as the newly enacted Section 47604.1 of the Education Code which becomes operative on January 1, 2020.

GOVERNANCE PROCEDURES AND OPERATIONS

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

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

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

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

C. STAKEHOLDER INVOLVEMENT

CHAMPS values the input and involvement of all stakeholders, and believes in frequent home-school communications. One method of facilitating home-school communication is the CHAMPS website, which is updated regularly with announcements about activities, schedules and other CHAMPS news. The interests and needs of parents, teachers, students, classified and community members are represented in the following ways:

- The CHAMPS Parent Teacher Student Association (PTSA) is responsible for planning family events, developing support groups for the academies, and representing the interests of all students;
- The Head of Departments meet monthly with administration and serves as an advisory body in establishing school-related policies and procedures;
- Our School Site Council (SSC) is the decision making council for Consolidated Application programs operated at the school to improve student achievement. The SSC provides input and reviews the Local Control Accountability Plan (LCAP) in consultation with all stakeholders.

Along with all other CHAMPS stakeholders, all groups include provide input on the goals and annual actions to achieve the goals identified in the charter in the Local Control and Accountability Plan (LCAP) annual update, pursuant to Ed. Code section 47605(b)(5)(A)(ii) and Ed. Code § 47606.5(e).

In accordance with the California Education Code, section 52176(b), CHAMPS has an English Learner Advisory Committee (ELAC). All parents with students attending the Charter School in which the ELAC is established are eligible and encouraged to participate in the ELAC. The EL Coordinator will ensure that ELAC members receive appropriate training.

CHAMPS PTSA formally became a chapter of the PTA in September of 2013. We encourage parents, guardians, single parents, stepparents, grandparents, students, and siblings to participate in PTSA. We want all students to feel represented and families to feel they have a voice in their child's education. PTSA meetings are open to all, but only official members may cast a vote when voting on PTSA agenda actions. The PTSA elects the following positions to an Executive Board:

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

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

The **Head of Department Advisory Council** consists of elected head of departments of all academic departments, and the Principal/Director and all members of the Cabinet (2 Assistant Principals, Director of Communication, Marketing, and Outreach, Director of Finance and Enrollment, representatives and Plant Manager. The group serves to advise the Principal/Director in implementation of the guiding mission of CHAMPS as articulated in this charter, with a focus on academic issues including school culture, operations, and policies.

The Advisory Council meets monthly and attempts to achieve consensus when creating school-wide policy recommendations. When consensus cannot be reached, decisions are determined by vote, with seventy-five percent of all faculty members voting in the affirmative for a resolution to prevail. Head of Department meeting agendas and minutes are kept by the Executive Administrative Assistant and are emailed to all members.

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

- Develop, approve, and monitor the Single Plan for Student Achievement or equivalent LEA plan
- Monitor expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP)
- Review and revise School Safety Plans
- Review the school parent compact (Title I Schools)
- Advise the school in the development of the Local Control Accountability Plan (LCAP)
- Annually, (and at each semester, trimester, etc.), evaluate the progress made toward Charter School goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the governing board and by state law.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

A. EMPLOYEE POSITIONS

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

B. QUALIFICATIONS OF EMPLOYEES

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

Principal/Director

Reporting to the Board, the Principal/Director is responsible for the operational and fiscal vitality/sustainability of CHAMPS along with overseeing the academic program and school culture.

Instructional Leadership

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

Financial Leadership

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

Operational Leadership

- Establish and manage Charter School operations, procedures, systems, and routines (including health/safety) that provide structure for students and maximize instructional time consistent with the philosophy, mission, values and goals of the Charter School.

- Hires all personnel and other lead staff; recommends changes in personnel policies to the Charter School's board and ensures long term compliance to new policies.
- Manages contracts in the forms of vendor agreements, employee agreements, and grant requirements.
- Coordinates annual federal and District filing requirements as demanded by current and future legal code.
- Supports and monitors the charter renewal process.
- Develops, implements and monitors a clear plan for Charter School improvement and adjusts systems and strategy based on progress.
- Oversee the Charter School's admission process ensuring compliance with applicable laws.

Communications/Marketing Leadership

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

Professional Development

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

Culture Of Achievement And Respect

- Create and maintain a positive culture of learning aligned to the Charter School's mission and vision.
- Build a shared vision for achievement for college and career readiness.
- Increase teacher effectiveness by hiring, placing and retaining effective instructional staff.
- Cultivate and execute program and procedures to improve student attendance
- Promote and support a strong and responsive special education program to ensure success in school for students with special needs, including compliance with special education laws.
- Models and sets high expectations for professional behavior.
- Engages families and community members as partners and value cultures as a resource.
- Plan, implement and monitor communications to inform/involve parents, students and community. Passion for improving education and for increasing achievement; a belief that all students can reach high levels of success with support from faculty, staff and community.

- Establish, build and maintain community partnerships and relationships with service providers and local funders/volunteers to support the success of a diverse student population and the mission of the Charter School.
- Conduct and supervise the marketing of the school; actively recruit families to ensure full enrollment.
- Collaborate with colleagues to continuously improve personal practices, classroom instruction, assessment and student achievement; as well as to achieve the overall goals and mission of the Charter School.

Qualifications

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

Assistant Principals

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

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

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

Responsibilities

- Assists the Principal/Director in the general operation of the Charter School and assumes responsibility in his/her absence
- Assists in the preparation and administration of designated program budgets.
- Interprets and applies state, county and LAUSD policies and regulations and procedures of the Charter School.
- Conducts conferences with staff, students, and parents, and prepares correspondence as required.
- Assists in the development and supervision of the co-curricular program.

- Assists with the planning and development of the instructional program, including curriculum development and assessment.
- Shares responsibility for the evaluation of certificated and classified staff.
- Works with parents and community organizations in maintaining positive school-community relations.
- Coordinates staff in-service training at the site and collaborates with the Principal/Director in providing opportunities for professional development.
- May make referrals to alternative education programs.
- Shares the responsibility of campus supervision and security of buildings and grounds.
- Shares in the responsibility of a safe and positive school climate, including the management of the charter petition, district and site disciplinary procedures and consequences.
- In collaboration with the Director of Student Services, oversees assessment and progress of Independent Study students including:
 - Supervise intake assessment testing
 - Identify academic needs and make recommendations to staff based on student ability and history
 - Review and evaluate the cum folder, transcript and access background for any special needs, and inform staff of those needs.

Qualifications

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

Director of Communications, Marketing and Outreach

Under the supervision of the Principal/Director, the Director of Communication, Marketing and Outreach promotes CHAMPS news, programs, initiatives, and priorities to key audiences, including parents, students, faculty and staff, community members, and the media. Generates content for social media outlets and works to prepare videos, media pitches and news releases, web site and intranet content, CHAMPS publications (both print and electronic), etc.

Responsibilities

- To plan and execute programs that enhance public perception of the school.
- To initiate and lead activities intended to interest parents in sending students to CHAMPS including Open House and school tours.

- To manage press releases regarding CHAMPS events and activities as well as grants and other school news.
- Oversight and management of the website, social media presence, and periodic contact with the news media.
- To identify emerging marketing strategies, test effectiveness and report on results.
- To provide networking opportunities with local and city-wide organizations.
- To designs and place ads in appropriate media.
- To oversee periodic review and publication of school promotional materials.
- To represent the school at various gatherings and conferences.
- To support the school and its leadership.
- To work in collaboration with the Director Financial Operations and Enrollment to present the school to prospective students, their parents and the community.
- To evaluate continually and redesign where appropriate all aspects of the communications program with the goal of supporting the school.
- To work in conjunction with the Executive Administrative Assistant, to support the network of parents, former parents and alumni to assist with school news distribution.

Qualifications

- Outstanding organizational and presentation skills
- Exceptional oral communication, writing, editing, and proofreading skills
- Ability to manage multiple and complex projects
- Proficient with and experience using content management systems and various social media platforms
- Proven team player with strong interpersonal and leadership skills
- Strong sense of discretion and confidentiality. Ability to develop and maintain effective working relationships with faculty, staff, Board members, parents, students, and donors
- Bachelor's degree in English, journalism, communications or marketing
- Minimum three years progressively responsible experience in marketing and communications with independent schools or nonprofit organizations

Reports to: Principal/Director

Plant Manager

The Plant Manager is responsible for overseeing all campus-related activities, preserving the good condition of infrastructure and ensure that facilities are safe and well-functioning. The Plant Manager needs to be well-organized and able to optimize the use of space and equipment while reducing operating costs. The goal is to ensure our school's facilities are problem-free and safe so that employees and students can work and learn under the best conditions.

Responsibilities

- Plan and coordinate all installations (telecommunications, heat, electricity etc.) and refurbishments
- Manage the upkeep of equipment and supplies to meet health and safety standards
- Inspect buildings' structures to determine the need for repairs or renovations
- Review utilities consumption and strive to minimize costs
- Supervise all custodians, technicians, etc. and external contractors

- Control activities like parking space allocation, waste disposal, building security etc.
- Allocate office space according to needs
- Handle insurance plans and service contracts
- Keep financial and non-financial records
- Perform analysis and forecasting

Qualifications

- Proven experience as Plant Manager or relevant position
- Well-versed in technical/engineering operations and facilities management best practices
- Knowledge of basic accounting and finance principles
- Excellent verbal and written communication skills
- Excellent organizational and leadership skills
- Good analytical/critical thinking
- BSc/BA in facility management, engineering, business administration or relevant field

Reports to: Principal/Director

Admissions Coordinator

The Admissions Coordinator assists in the efforts to attract and enroll students to CHAMPS. The role requires strong clerical and operational skills, strategic planning and strong communications skills both verbal and written. The Admissions Coordinator will support with the development and implementation of recruitment strategy at all levels, working effectively with a variety of external constituents as well as school-based teams (e.g. principals, counselors, etc.). The ideal candidate will have outstanding communication skills, the ability to influence and motivate others, and experience using data to drive results. All employees of CHAMPS must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

Responsibilities

- Recruitment, lottery, Student applications and enrollment
- Execute mass communications
- Assist with student tours
- Assist with lottery process
- Process enrollment paperwork ensuring that all data is correct.
- Data entry into Student information Systems
- Support in development of systems to manage incoming applications for all grades 9 –12th.
- Process incoming applications and enrollments, verify student information and follow-up with parents as necessary.
- Provide weekly reports on enrollments and applications received and other key measures.
- Review applicant data and produce analytical information to inform marketing efforts.
- Respond to admissions inquiries received via phone and/or e-mail.
- Deliver the highest customer service to all enrolling families and students.
- Admissions, Enrollment and Recruitment
- Support efforts to create and refine admissions policies, working together with key school-based constituents (e.g. school principals, counselors, etc.) in admission policies.
- Support admissions process according to a clear and ambitious timeline.

- Assist in coordinating student orientation at the beginning of the school year
- Update and advise key partners (principal, counselors, etc.) on recruitment progress

Qualifications

- Strong clerical/technical skills including data entry, use of Microsoft Office – Excel and Word, filing, etc.
- Strong attention to detail
- Outstanding written and verbal communication and interpersonal skills.
- Strategic thinking and problem solving skills combined with ability to develop and implement systems.
- Demonstrate ability to effectively collaborate, interact, and develop partnerships.
- Excellent organization, time management, and follow-up skills along with ability to prioritize and demonstrate an appropriate sense of urgency.
- Ability to work a flexible schedule including occasional evening and weekend engagements.
- Strong team-orientation and collaborative nature.
- Self-directed and able to contribute individually and as a member of a team.
- BA or BS preferred.
- Prior experience in a school environment
- Professional, polished presentation skills.
- Ability to multi-task.
- Punctual and accountable.
- High energy, self-directed and highly organized.
- 1+ years of state reporting using CALPADS, CSIS, etc...desirable
- Bilingual preferred but not required

Reports to: Director of Finance and Enrollment

EL Coordinator

The English Language (EL) Coordinator provides an educational program for English Learner students. The EL Coordinator typically works with the student in support of the classroom teacher. The coordinator typically sees the assigned students periodically throughout the week to promote their development of English language proficiency. The ELD Coordinator also teaches an English Language support class for students.

The ELD Coordinator is expected to create and foster a classroom environment and atmosphere supportive of the student's academic and social learning needs. The ELD Coordinator is expected to be able to provide assistance to assigned students in any of the required academic subjects to include English-language arts, reading, mathematics, science, and social studies. The ELD Coordinator is expected to be an active participant in the school culture and participate in the supervision and safe operation of the campus as needed. The ELD Coordinator is expected to work in a collaborative manner with school colleagues in the development and refinement of instructional programs, materials and activities that support the specific students assigned to the Coordinator. The ELD Coordinator is expected to be a positive role model and demonstrate a profound love for education and learning.

Responsibilities

- Assess the needs of assigned students through consultation with classroom teachers, ELPAC Testing, and observations of the students work in order to develop strategies to assist the students academically to improve English language skills
- Provide supportive activities and lessons in English instruction via any core academic areas including but not limited to English-language arts
- Develop a rich variety of lesson plans and objectives that engage students in learning activities and experiences that support the content standards, the student's learning style, and success in English language development;
- Provide individual and small group instruction in order to better adapt curriculum to the needs of each student
- Establish and maintain standards of classroom behavior that abide by the district and school codes of student conduct;
- Encourage and motivate students to think independently and take personal responsibility for their work and progress;
- Communicate effectively with teachers, students and parents regarding student progress and needs;
- Develop an effective system for checking student performance and progress on a regular and timely basis;
- Maintain legally required records of student needs, progress, and skills; provide for the required English learner documentation
- Participate in approved workshops, and school in-services in order to maintain a high level of professional competence in the assigned subject and education in general;
- Serve as an ELD resource to staff regarding strategies for English Learners and the needs of students who are designated at English Learners;
- Coordinate ELPAC Testing
- Maintain EL student records
- Facilitate ELAC parent advisory meetings
- Reclassify students as necessary
- Meet with teachers to discuss student progress;
- Maintain a safe and orderly classroom environment;
- Attend faculty and subject matter meetings as permitted within work schedule;
- Arrive promptly for the start of school and for all meetings and supervision duties;
- Notify appropriate personnel of the need for a substitute and the Office Manager regarding impending absence;
- Maintain clear and appropriate lesson plans that may be used by substitute teachers in the event of an absence;
- Maintain accurate, up-to-date student attendance and academic progress records;
- Pass out notices and messages received from the school office in a timely manner;
- Maintain an up-to-date inventory of classroom equipment, textbooks, and supplies;
- Be familiar and support district policies and school procedures regarding student conduct, field trips, use of volunteers in the classroom, student safety and emergency response plans;
- Attend Back-to-School Nights, Family Study Teams, and IEP meetings as requested.

Qualifications

- Appropriate California Teaching Credential that authorizes teaching at the assigned grade level and English Learner authorization;

- Experience with English Learner population and prior attendance at specific trainings/in-services regarding EL students and teaching strategies
- Ability to train staff in strategies for English Learners
- ELPAC testing experience-- preferred.
- Prior successful teaching experience with secondary age students;
- Evidence of effective organizational and classroom management skills;
- Evidence of effective and appropriate oral and written communication skills;
- Effective skills and knowledge to make use of technology in communicating with parents and families, as well as providing for appropriate student and classroom recordkeeping.
- Bilingual – preferred.

The EL Coordinator is directly responsible to the Principal/Director.

School Psychologist

The School Psychologist is responsible for performing psychoeducational assessments to determine IEP eligibility, appropriate placement and the need for special education services for students with Mild to Moderate and Moderate to Severe special needs. Provide mental health counseling and participate in (IEP) Individualized Education Plan development and (BIP) Behavior Intervention Support Plans. This position requires outstanding communication skills, the ability to influence and motivate others. All employees of CHAMPS must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

Responsibilities

- The following is a list of duties that is representative of the position that includes but is not limited to:
- Perform psychoeducational assessment to determine IEP eligibility and appropriate placement and the need for special education services for student with Mild to Moderate and Moderate to severe special needs.
- Observe and interview students and conduct psychological assessments and evaluations; administer and interpret results of psychological assessment tests; identify, diagnose and formulate educational treatment, developmental and remediation plans and strategies for various disabilities, disorders and other student needs.
- Provide individual and group counseling to students and families. Provide crisis intervention counseling for students and families as needed. Provide social and behavior skills instruction to students as needed.
- Monitor and confer with teachers, administrators, students and families concerning the progress of students; visit classrooms to assist students and monitor and assess student needs, behavior and progress; modify and adjust treatment, developmental and remediation strategies as appropriate.
- Facilitate student transition between LAUSD, CHAMPS and outside agency programs and services; refer students and families to outside agencies and services as appropriate.
- Maintain current knowledge of and assist assuring student educational services comply with applicable standards, requirements, laws, codes, regulations, policies and procedures.
- Write concise and detailed reports concerning psychological observations, psychoeducational assessments and evaluations; prepare and distribute a variety of correspondence related to the multidisciplinary report according to defined procedures.

- Collaborate with administrators, faculty, staff and health professionals in the treatment of student mental health issues.
- Prepare and maintain a variety of logs, records, reports and files related to students, transition, behavior plans, interviews and assigned activities.
- Participate in IEP meetings and Student Study Teams; collaborate with faculty, staff and administrators in the formulation, development and implementation of IEPs, behavior intervention plans and related services, goals and objective.
- Attend assigned meetings, conferences, in-services, professional development, and workshops as directed.
- Maintain awareness of and ensure compliance with relevant State and Federal laws and regulations.
- Operate a variety of office equipment including a copier, fax machine, computer and assigned software. Utilize psychological testing instruments.

Qualifications

- Master's Degree from an accredited college or university in psychology or a related field.
- Demonstrated responsible experience in a school psychologist position within a public school environment.
- Valid California Pupil Personnel Services Credential authorizing service as a psychologist.
- Teaching experience preferred but not required
- Experience working with special needs students preferred but not required.
- Experience with Welligent

Reports to: Director of Special Education

Dean of School Culture

The Dean of School culture leads the implementation of CHAMPS Positive Behavior Support Plan, which includes planning with and supporting teachers with classroom management strategies, monitoring identified students' progress, and providing services for students and families to improve student behavior in order to ensure success in the classroom and encourage a positive school community culture.

Responsibilities

- Administrative oversight of CHAMPS advisory curriculum, grade level meetings, and student council.
- Assess, identify and provide group and individual interventions to students with emotional, social, and behavioral concerns within the general education population.
- Promotes student skills acquisition by teaching age-appropriate and functional replacement behaviors to students.
- Possess knowledge of a variety of forms of behavior intervention and prevention models for both individual and group settings.
- Coordinate services with internal and external partners.
- Participate in SEAT team meetings, identifying intervention strategies and evaluating and assessing progress of interventions, etc.
- Maintain an organized system of case notes and records.

- Participate in the development of school-wide initiatives, assemblies and policies related to safety, violence prevention and positive peer culture.
- Collaborate with staff to develop quality and effective proactive Behavior Support Plans, and monitor implementation akin to Safe School Ambassadors.

Qualifications

- Experience with high school students
- Masters in School Counseling, Marriage and Family Therapy, School Psychology, or Education
- Knowledge of district policies and procedures related to suspension/expulsions and special education services (Highly preferred.)
- Knowledge of and experience with tiered intervention programs.
- Knowledge of Restorative Justice and PBIS.
- Articulate, professional demeanor, strong self-confidence, proactive.
- Self-starter, comfortable in a school environment.
- Demonstrated ability to work in a fast-paced, high energy environment with a proven ability to meet complete multiple deadlines and tasks.

Director of Special Education

The Director of Special Education will provide leadership and professional development to drive the special education program, special education team, and ensure compliance to established policies, procedures and/or regulations.

The Director of Special Education must:

- Oversee the case management all IEPs and be responsible for all IEP development, including IEP meeting coordination and facilitation.
- Develop related goals and objectives and recommend policies, planning, and implementation by working with school staff to meet the needs of students with special needs.
- Serve as a resource for information regarding special education services, programs and policies and ensure that procedures are appropriate in relation to policies required by COP3 LAUSD SELPA, state and federal regulatory requirements.
- Analyze data, plan activities, monitor programs/services, respond to others and consult with teachers, administrators and staff.
- Address other duties and processes required to maintain the region's program of services and compliance for assigned sites

Responsibilities will include, but are not limited to:

- Maintain knowledge of current Special Education regulations and best practices
- Support general education teachers and administrators in implementation of appropriate strategies to meet the needs of students with IEPs
- Support implementation of accommodations and modifications for students with IEPs in the general education classroom and during Special Education service time
- Analyze assessment results to drive instruction and IEP development
- Develop and assist with appropriate behavior management techniques for students with special needs
- Coordinate progress report completion in accordance with district guidelines
- Mentor Resource Specialists

- Develop IEPs in accordance with federal, state and district standards
- Create and maintain Special Education documentation as required by federal, state and district regulations
- Manage IEPs in district's Welligent program
- Ensure IEP timeline compliance of assigned caseload
- Administer formal academic assessments
- Analyze and report on results of academic assessments
- Write academic reports for Initial and Triennial IEPs
- Manage relationships with outside vendors to ensure students receive all individually prescribed IEPs services (i.e. Occupational Therapy, Language and Speech, etc.)
- Coordinate formal assessments for related services with outside vendors
- Schedule and facilitate IEP meetings in a collaborative and professional manner
- Provide direct services to students with special needs, as needed and assigned by DSE
- Develop positive relationships with parents and families in order to engage them in the IEP process and keep them apprised of student progress
- Influence the RTI and SST process
- Provide special education program leadership at assigned sites
- Manage and/or assist with the development of 504 plans at assigned sites
- Develop and provide ongoing professional development for general and special education staff and administrators
- Assist in the preparation of Informal Dispute Resolution, mediation and due process material
- Other duties/projects as assigned by the DSE

Qualifications:

- Possession of a Bachelor's Degree from an accredited institution of higher learning and appropriate, valid California credentials for Level I or Level II Education Specialist (Mild/Moderate) credential with Autism Authorization.
- Demonstrated success teaching students from educationally-underserved areas
- Two years of successful and demonstrated case management skills required
- Four years of successful, full-time teaching experience in Special Education preferred
- Knowledge of computer-based IEP programs
- Knowledge of Welligent preferred
- Possession of either BCLAD or CLAD certification highly desirable
- Excellent organizational, planning, and implementation skills
- Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Relentlessly results-oriented
- Ability to communicate and interact effectively with multiple constituencies
- Excellent written, communication and presentation skills
- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook
- Initiative, leadership and tenacity
- Ability to stay positive through challenges
- Detail-oriented team player willing to roll up sleeves and get the job done
- Unquestioned integrity and commitment

Resource Specialist Provider

The Resource Specialist Provider provides direct instruction, consultation, coordination, planning, curricular resources, evaluation/assessments and remediation for individuals with exceptional needs. These may include all classifications of special education students whose individualized education program (IEP) require placement in a mild to moderate needs program.

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

Responsibilities

- Embrace and promote CHAMPS mission and vision, educational approach, goals and core values.
- Implement and prepare IEPs: Formal testing, collection of informal data, communicates/collaborates with general education teachers and parents, observes student performance.
- Proficient in the Special Education Data System (Welligent) to manage students IEP's, service minutes, goals and benchmarks.
- Ability to stay current with tracking resource minutes and conducting IEP's to stay in compliance with Special Education Laws.
- Working with special education students to accommodate or to adapt general education curriculum; providing education services in varied environments.
- Confers with teaching staff for the purpose of providing input into the evaluation of student's progress and/or implementing or modifying student objectives.
- Preparing student education plans in consultation with parents and IEP team members.
- Design instruction, both individual and small group, which parallels the general education curriculum.
- Monitor student progress, participates in review and revision of IEP, as appropriate.
- Maintain appropriate student data and other records and submit reports in a timely manner.
- Planning, preparing, and implementing lesson plans that utilize a variety of instructional strategies.
- Differentiating teaching based on the diverse and individual needs of all students.
- Maintain high expectations for students' learning and overall conduct.
- Develop and administer a variety of assessments to measure students' growth towards goals and monitor students' mastery of the content standards.
- Participating regularly in professional development and reflecting on teaching practice.
- Communicate and build positive relationships with students, students' families, colleagues and other stakeholders while keeping professional boundaries.
- Work collaboratively in a professional learning community.

Qualifications

- Ability to manage a caseload of approximately 28 students
- Knowledge of laws and regulations (Federal, State and Local) related to Special Education and the IEP Process.
- Write, review and revise Individualized Education Plans.
- Comprehension and understanding of positive behavior intervention techniques to improve student performance.

- Provide instruction in the academic areas to resource specialist's program pupils in a small group basis or in the regular classroom setting.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers and business contracts in a courteous and professional manner.
- Ability to collaborate with the faculty and administrators.
- Ability to Administer, score and interpret the Woodcock Johnson III, Test of Achievement.
- Proficient in Welligent.
-
- Knowledge of various academic assessment tools in reading, language arts and mathematics.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- MA or MS; Mild/Moderate Education Specialist Instruction California Credential, Level II clear.

Reports to: Special Education Coordinator

Behavior Intervention Implementation (BII)

Under the direction of the Special Education Coordinator, the BII provides behavior support services to students identified as having significant behavioral needs.

Responsibilities:

- Work with students having special needs and/or difficult behaviors
- Demonstrate an understanding, patient, receptive attitude toward students of varied age groups and varied disabilities.
- Under the direction of the Special Education Coordinator, implement the student's Behavior Strategic Plan / Behavior Intervention Plan.
- Model appropriate behavioral interventions.
- Appropriately manage student behavior and guide student toward more acceptable social behaviors.
- Encourages appropriate interactions with peers, modeling social skills as needed.
- Supports instruction to individuals or small groups of students with special needs as assigned.
- Assist in student assessments as appropriate.
- Collect data on a daily basis to gather information used to revise the Behavior Intervention Plan and to develop annual IEP goals and objectives
- Maintain appropriate documentation, records and reports.
- Support student through transition into new education settings.
- Supervise student during free class period(s) and lunch time as needed
- Collaborate with classroom teacher to implement student's IEP goals and objectives
- Consult and collaborate with site staff (especially the Special Education Coordinator and classroom teacher) about student's progress
- Learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of a training and educational environment.
- Perform routine clerical tasks and operate a variety of educational and office related machines and equipment.
- Performs other related duties as assigned

Qualifications

- The equivalent of graduation from high school
- Completion of coursework at an accredited institution of higher education in child development and/or psychology is desirable
- Applied Behavior Analysis (ABA) Certified
- One year of paid or volunteer experience working with school-age children
- Strong desire to work with children, especially those with special needs
- One year of experience working with handicapped students, including students with autism and some demonstrated experience implementing Applied Behavior Analysis (ABA)-based behavior techniques is highly preferred
- One year of experience at the level of an Education Assistant II or Assistant – Physically Handicapped, supplemented by District-approved training in the special needs requirements of students with autism highly preferred
- Assist handicapped students with personal care needs and activities
- Ability to communicate effectively in oral and written form
- Ability to understand and carry out oral and written directions
- Experience in observing and charting student behavioral data (preferred)
- Establish and maintain cooperative working relationships with children and adults.
- Ability to remain calm under stressful conditions.
- Interpersonal skills using tact, patience and courtesy.
- First Aid and CPR training desirable.
- Knowledge of basic concepts of child growth and development and developmental behavior.
- Behavior management strategies and techniques relating to pupils experiencing behavioral difficulties.
- Knowledge and understanding of positive behavioral interventions and applied behavior analysis.
- Familiarity with computers, including the ability to navigate internet based applications and the use of a keyboard and mouse to enter data.

Reports to: Special Education Coordinator

Behavior Intervention Specialist

Under the professional direction of the Director of Special Services, the Behavior Intervention Specialist plans, organizes, coordinates, supervises and is responsible for providing supportive consulting services to assist staff and families in the development and implementation of comprehensive behavior intervention plans for students.

Responsibilities

- Process referrals of students of behavior intervention plan services.
- Participates in Individual Education Plan (IEP) meetings.
- Develops and implements strategies for positive student behavior management.
- Directs and schedules activities of Special Education Assistants who implement student behavior plans.
- Makes periodic inspections of classroom environment to assure established standards of plan implementation are maintained.

- Confers with school administrators, teachers and site staff concerning individual student progress toward behavior plan goals.
- Working in coordination with site administrators and the Director of Special Education, screens, interviews and recommends Special Education Assistant candidates for employment, promotion, discipline, termination or transfer.
- In consultation with site administrators and the Director of Special Education, evaluates the implementation of student behavior plans in accordance with district guidelines and collective bargaining agreements.
- Assures compliance with governmental regulations, codes, restrictions and reporting requirements concerning those Special Education students affected by his/her services.
- Prepares a variety of professional written documents in a timely manner.
- Performs other tasks and assumes such other responsibilities as the Director of Special Education may assign or delegate.

Qualifications

- A Bachelor of Arts Degree in one of the behavioral sciences, psychology, or education. A Master's Degree is preferred
- Experience working with students with Special Needs in home or school settings, preferably at the secondary level
- Experience interpreting, designing and developing specific educationally necessary program plans for children with autism and related disorders.
- Experience working as a behavior specialist in public education.
- Experience in performance of functional behavior assessments, functional analysis assessments, development of behavioral plans and training and use of emergency behavioral interventions.
- Experience and training in a variety of appropriate curriculum, instruction, classroom management and intervention techniques

Reports to: Principal/Director

Academic Counselors

Under the supervision of the Principal/Director, the Academic Counselors assist students to: understand and make maximum use of their abilities, meet the demands of school expectations, develop positive interpersonal relationships, and set goals and meet achievement levels appropriate to those goals; serve as a student advocate; serve as a liaison between teachers, parents, and students; assist students with career development and provide information regarding post-secondary options; and assist in the establishment and maintenance of good community-school public relations. This position requires outstanding communication skills, the ability to influence and motivate others. All employees of CHAMPS must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

Responsibilities

- Monitor the academic progress of students and make appropriate interventions to improve student achievement and attendance.
- Analyze and interpret a variety of data in order to assist in the development of an appropriate educational program and placement for students.

- Assist students in planning realistic educational goals and understanding their aptitude and ability.
- Counsel students to help them overcome potentially disabling educational, personal, behavioral and social problems.
- Participate in orientation programs for incoming 9th grade students and transfer students; monitor graduation requirements for all students.
- Assist in identifying special needs students (GATE, English Learners, Special Education, etc.) and in making referrals to special programs as necessary.
- Provide information regarding graduation requirements, academic distinction, college entrance requirements, financial aid, occupational skills requirements, and help students develop an appropriate program of studies.
- Review and maintain pertinent pupil data (cumulative records, progress reports, report cards, California High School Exit Exam, and achievement tests).
- Distribute relevant guidance information to students and staff.
- Consult with representatives of public and private agencies in providing information regarding students and pre-screen pupils for possible referral to other supportive services or agencies within the community.
- Consult with parents regarding educational, social and vocational needs of their students.
- Facilitate student/teacher/counselor/parent conferences regarding student's educational progress and future educational and vocational goals.
- Provide direct instruction to students regarding successful completion of high school graduation requirements and other appropriate information to support each student's academic achievement.
- Interpret the school program to parents to help them better understand their student's abilities and needs relating to career choice, requirements for advanced education, and potential career opportunities.
- Consult and confer with parents, staff members, and students to facilitate student articulation between schools and grade levels.
- Provide individual and/or group counseling for students related to academia, social-emotional, career and college.
- Counsel students regarding alternative education programs and provide necessary student information.
- Create individual schedules for each student and teacher, and change schedules as needed throughout the school year.
- Assist with the bell schedule and building matrix.

Qualifications

- Ability to understand the intellectual, emotional, social and physical development of adolescents.
- Ability to apply interpersonal communication techniques.
- Effectively communicate and maintain cooperative relationships with students, parents/guardians, staff and the community.
- Ability to understand and accept individual differences between students and parents/guardians.
- Ability to multi-task.
- Excellent written and oral communication skills.
- Bachelor's degree or higher; Pupil Personnel Services Credential

- Able to work as part of a team.
- High energy, self-directed and highly organized.

Reports to: Principal/Director

Human Resources Manager

The Human Resources Manager is responsible for developing policy and directs and coordinates human resources activities, such as employment, compensation, labor relations, benefits, training, and employee services by performing the following duties.

Responsibilities

- Analyzes wage and salary reports and data to determine competitive compensation plan.
- Writes directives advising staff of school's policy regarding equal employment opportunities, compensation, and employee benefits.
- Consults legal counsel to ensure that policies comply with federal and state law.
- Develops and maintains a human resources system that meets top management information needs.
- Identifies legal requirements and government reporting regulations affecting human resources functions and ensures policies, procedures, and reporting are in compliance.
- Post vacant position via job posting websites, schedule interviews and/or interviews and assist in selecting employees to fill vacant positions.
- Plans and assist in organizing new teacher orientation to foster positive attitude toward the school's goals and expectations.
- Keeps records of benefits plans participation such as insurance and pension plan, personnel transactions such as hires, promotions, performance reviews, terminations, and employee statistics for fiscal reporting.
- Coordinates Charter Safe's Safe Schools training for both returning staff and new hires.
- Advises management in appropriate resolution of employee relations issues.
- Responds to inquiries regarding policies, procedures, and programs.
- Administers benefits programs such as health, dental, vision, and life insurance, retirement plans, vacation, sick leave, leave of absence, and employee assistance.
- Investigates accidents and prepares reports for insurance carrier.
- Conducts wage surveys within labor market to determine competitive wage rate.
- Prepares employee separation notices and related documentation, and conducts exit interviews to determine reasons behind separations.
- Prepares reports and recommends procedures to reduce absenteeism and turnover.
- Represents organization at personnel-related hearings and investigations.
- Contracts with outside vendors to provide employee services, such as securing substitutes and some contracted student services.

Qualifications

- Strong clerical/technical skills including data entry, use of Microsoft Office – Excel and Word, filing, etc.
- Strong attention to detail
- Outstanding written and verbal communication and interpersonal skills.

- Strategic thinking and problem solving skills combined with ability to develop and implement systems.
- Demonstrate ability to effectively collaborate, interact, and develop partnerships.
- Excellent organization, time management, and follow-up skills along with ability to prioritize and demonstrate an appropriate sense of urgency.
- Ability to work a flexible schedule including occasional evening and weekend engagements.
- Self-directed and able to contribute individually and as a member of a team.
- Ability to read, analyze, and interpret the most complex documents.
- Ability to respond effectively to the most sensitive inquiries or complaints.
- Ability to write speeches using original or innovative techniques or style.
- Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors, if necessary.
- BA or BS preferred.
- Prior experience in a school environment

Reports to: Principal/Director

Director of College Counseling

The Director of College Counseling reports to the Principal/Director and oversees the operations of the college counseling office.

Responsibilities

- Overall responsibility for guiding students of each year's graduating class through the transition to post-secondary education.
- Writing of student recommendations, which are divided among the college counseling staff.
- Maintaining student files, timely submission of college information, and the collection of data pertinent to the process (i.e. testing data, brag sheets, parent surveys, teacher reports);
- Organizing and promoting parent and student education as it relates to the college admissions process.
- Scheduling college counseling visitations by college admissions officers, and in general promoting good relations and communication with college admissions offices.
- Stays current with details regarding frequently changing laws, application requirements and procedures.
- Participating on administrative staff team; attending weekly scheduling and debriefing meetings.
- Maintains and supports a college-going culture on the campus.
- The Director works with students and parents:
- Reviews, adjusts, and improves the college counseling program each year.
- Meets with students individually in the spring of the junior year and fall of the senior year.
- Invites parents to meetings to discuss their child's college process.
- Along with the high school academic counselors, advises on course selection and its consequences in the college selection process.
- Sends emails to parents to alert them to college counseling meetings and the program and its philosophy.
- Oversees progress through the fall of finalizing students' lists of colleges and sending off applications.

- Helps seniors to understand and decide among their financial aid packages in April.
- The Director works with college representatives:
- Visits college campuses to establish and maintain mutually beneficial relationships with college admission staffs.
- Attends national and regional conferences.
- Invites and receives college visitors to campus each fall.
- Communicates with college representatives to discuss our applicants.
- The Director guides the work of the office through:
 - Regular office meetings.
 - Close daily communication, both face-to-face and through email.
 - Regular contact in the summer.
 - Regular and systematic evaluation, followed by explicit initiatives to address recommendations.
- The Director works with the faculty, administration, and trustees:
 - Attends administrative meetings and relevant professional development sessions.
 - Participates in the Student Educational Achievement Team (SEAT) meetings and other student support meetings, as need.
 - Advises the new faculty in their writing of college recommendations.
- Works with the high school administrative team in planning the year's course selection process, which includes planning meetings with colleagues and selection meetings with families (rising seniors and students new to school).
- Works with the Principal/Director to forward the work of the college counseling program as appropriate.
- Establishes and maintains a yearly budget.
- Anticipates expenses necessary to maintain the college counseling office.
- Approves all expenditures from the college counseling budget.
- The Director is responsible for the effective use of multiple technological tools, such as:
 - The online database: Naviance. This is the backbone of the office's collective efforts.
 - Current and regularly updated software.
 - A college counseling website, hosted through our school's web site.

Qualifications

- Bachelor's degree or higher are preferred.
- Expertise in Naviance and multiple on-line college application platforms.
- Experience in college counseling or college admissions, including some significant leadership experience.
- Patience and creativity when working collaboratively with a range of constituent groups, including students, families, faculty, staff, and administration from diverse backgrounds (religious, ethnic, socio-economic etc.).
- Strength in both written and verbal methods of communication.
- Familiarity with highly selective admissions at nationally recognized universities.
- Familiarity with the expectations of an ambitious, college-bound high school population.
- Ability to interpret educational test data in order to effectively advise students/parents.
- In-depth knowledge of school's graduation requirements and parallel entrance requirements for post-secondary institutions
- Ability to competently evaluate students' transcripts.
- Ability to plan, organize and implement meetings involving a variety of topics and personnel.

- Ability to design, use and maintain computer programs in word processing and publishing, data base/information processing, and PowerPoint presentations.
- Ability to use culturally relevant and responsive strategies when planning programs and making presentations.

Reports to: Principal/Director

College Counselor

Under the supervision of the Director of College Counseling, and ultimately under the direction of the Principal/Director, the College Counselor helps to develop programs and activities to assist students in pursuing post-secondary school options including developing college planners, financial aid information, and scholarship publications.

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

Responsibilities

- Counsels individual junior and senior students (and parents/guardians whenever possible) in all aspects of college choice, application and admission processes.
- Refers students as needed to school counselor for academic counseling/course scheduling, psychological/crisis evaluation/assistance.
- Devises, directs and performs all college choice and application educational programs (workshops, college nights, etc.) that are grade appropriate for all students and parents.
- Educates students regarding standardized testing (SAT/ACT) procedures, co-administrates fee waivers (with school counselor), tracks school's score reports, performs score analysis and compiles summary reports. Refers students to outside test prep resources as needed. Assists in administering PSAT and interprets results to students and parents.
- Introduces students and parents to college financial aid fundamentals as well as scholarship resources and provides assistance in interpreting financial aid offers. Administrates Cal Grant-related matters for the school.
- Creates and disseminates all college-targeted student support materials, such as college application workbooks, handbooks, website-posted information, PowerPoint presentations, misc. mailings and handouts.
- Interfaces on behalf of school with The College Board (SAT) and American College Testing (ACT).
- Attends (and applies information gleaned from) pertinent professional organizations and annual conferences, such as NACAC, WACAC and the College Board, as well as UC and CSU system sources.
- Identifies and cultivates professional relationships with college admission representatives, visits college campuses and invites/hosts same admission reps to our school.
- Advocates for students whenever appropriate with college admission representatives.
- Directs all Naviance-based programs for students, parents, teachers and administration and stays current with product-related developments.
- Plans and directs all student-attended college fairs and campus tours.
- Writes counselor letters of recommendation for students' college admission portfolios. Oversees collection of teacher recommendation letters and advises students regarding teacher

letter choice. Trains teachers in fundamentals of recommendation letter writing and Naviance usage.

- Forwards transcripts and supporting documentation (such as school profile) to colleges at students' requests.
- Operates school's college counseling center, including resource books acquisition and bulletin board maintenance.
- Compiles and updates all pertinent college application/acceptance data of school's seniors for school administration as well as appointed WASC team leaders.

Qualifications

- Ability to work with parents, students, faculty, post-secondary educational representatives, as well as school community groups.
- Understanding of student maturity levels and the process of goal selection.
- Ability to help students gain awareness of interests and abilities and help them make course choices that will lead to appropriate careers commensurate with interests and abilities.
- Understanding of test construction and ability to interpret educational test data.
- Knowledge of school's graduation requirements and parallel entrance requirements for post-secondary institutions. Ability to evaluate students' transcripts.
- Ability to plan, organize and implement meetings involving a variety of topics and personnel.
- Proficient in written and oral expression.
- Ability to design, use and maintain computer programs in word processing and publishing, data base/information processing, Power point presentations.
- Facility with details regarding frequently changing laws, application requirements and procedures.
- Ability to motivate students and provide academic incentives for success.
- Understanding of the relationship between school curriculum and college programs.
- Ability to use culturally relevant and responsive strategies when planning programs and making presentations.
- BA or BS preferred.
- Valid California Pupil Personnel Services Credential required authorizing School Counseling
- Professional, polished presentation skills.
- Proficient in Naviance.
- Ability to multi-task.
- Accountable.
- High Energy, self-directed, highly organized.
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Reports to: Director of College Counseling

Director of Independent Study

The Director of Independent Study has the responsibility for all operational functions of the School's long-term and short-term Independent Study program. Reports directly to the Principal/Director and works collaboratively with the Director of Enrollment/Operations regarding business aspects of the program. All duties will be carried out within the guidelines established by the School's charter.

Responsibilities

Strategic Planning

- Responsible for Independent Study (IS) and charter school's strategic planning
- Be responsible for implementation and management of the IS program
- As required, contribute to and coordinate the establishment, management and delivery of the IS program, including the development and coordination of the academic and enrichment programs offered
- Contribute and oversee the effective management and delivery of the academic programs through various means, including direct instruction, parent instruction, online instruction, etc.

Educational Leadership

- Provide leadership and contribute to the overall performance and welfare of the teaching staff for the IS program
- Be the key contact for the maintenance and development of the academic program and ensure compliance with Common Core Standards and any state and school mandated testing requirements
- Support the IS teachers with regard to implementation of the IS requirements and issues that arise with families
- Be familiar with the Common Core Standards and make sure that appropriate academic progress is made towards these standards by IS students

Operational Management

- Supervise all Independent Study teachers and specialists in cooperation with the Principal/Director
- Manage daily IS organization and activities to ensure efficiency while achieving student outcomes
- Manage all programs to ensure effective day to day organization of teaching areas
- Develop, maintain and evaluate curriculum as necessary to ensure appropriate academic progress towards the Common Core standards
- Run/attend weekly/monthly meetings with IS staff as necessary and attend any other meetings with school administration as required, including board meetings
- Work closely with families, students, teachers and administration to achieve efficiency in academic performance
- Manage material resources
- Establish and maintain open communication between the teachers, students, families and administration
- Ensure ethical and transparent practices in management of IS program and the IS team
- Ensure that organization targets are met within the context of the IS program's policies and IS rules and regulations

Student Welfare

- Provide academic counseling to students about their progress and the IS program's requirements, policies and expectations as needed
- Schedule classes/extracurricular activities for IS students and families
- Oversee, organize and administer of placement testing (if any) for prospective students as well as all state and school mandated testing as required to ensure appropriate academic student progress

Divisional and External Communication

- Develop and maintain close, cooperative and collegiate relationship with teachers, families/students, and community, as appropriate.
- Work cooperatively and effectively as a member of the IS team
- Represent the IS program positively in all conversations with staff, families, and the community

Knowledge and Abilities

- Common Core Standards;
- Educational choices for students and parents;
- Variety of instructional methods and techniques;
- Curriculum development and instructional improvement;
- Authentic assessment;
- The cognitive, social, and physical needs of children;
- Interpersonal skills using tact, patience, and courtesy.

Qualifications

- Ability to work respectfully with diverse groups in the community;
- Ability to establish and maintain effective working relationships with others and utilize effective leadership skills that work well in a team setting;
- Demonstrated experience or ability to work closely with teachers to plan and implement curriculum
- BA or BS preferred.
- Professional, polished presentation skills.
- Ability to multi-task.
-
- High Energy, self-directed, highly organized.
- Excellent writing and oral communication skills.

Reports to: Principal/Director

Instructional Coach

The Instructional Coach will work as a liaison with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about researched-base effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.

General Responsibilities:

- Demonstrate willingness to assume leadership positions.
- Demonstrate knowledge of researched-based instructional strategies that engage all students.
- Provide organized, individual and/or group learning opportunities for teachers as needed.
- Demonstrate knowledge using a variety of assessment tools.
- Demonstrate a thorough knowledge of Common Core Curriculum and subject matter.
- Provide support in analyzing student assessment data.

- Assist teachers with designing instruction based on assessment data.
- Assist teachers with specific classroom activities when requested.
- Provide support for classroom motivation and management strategies.
- Assist teachers in creating materials that are in alignment with curriculum.
- Assist teachers with LACOE Induction Program enrollment.
- Serves as the point of contact for both LACOE and teachers within the program
- Monitor intervention programs by observing and meeting with teachers.
- Provide teachers Internet links related to instruction and curriculum.
- Instruct and support teachers with curriculum software products, and classroom/curriculum related technologies.
- Provide assistance in researching instructional and/or curriculum issues.
- Model lessons when appropriate.
- Provide encouragement and emotional support to teachers.
- Encourage ongoing professional growth for all teachers.
- Manage time and schedule flexibility that maximizes teacher schedules and learning.
- Assist with development of school curriculum, instruction and assessments.
- Develop and maintain a confidential, collegial relationship with teachers.
- Possess an understanding of when to contact administrators regarding issues of safety/ethics involving students in classroom observed.
- Obtain advance approval of administration for unique activities and expenditures.
- Attend workshops/conferences to learn about new innovative instructional strategies.
- Understand that job responsibilities may vary related to the school's needs.
- Perform duties as assigned by administration.

Essential Functions:

- Facilitate the intellectual and professional development of teachers both new to CHAMPS and within the Induction Program
- Create positive relationships with teachers and administrators.
- Communicate and demonstrate researched-based instructional practices that result in increased student performance.
- Communicate effectively with all members of CHAMPS and community.
- React to change productively and handle other tasks as assigned.
- Support the value of an education.

Qualifications:

- Master's degree preferred from an accredited college/university.
- Minimum of five years of successful teaching experience.
- Experience in researched-based instructional practices.
- Proficiency with curriculum software.
- Desire to continue career improvement.

Reports to: Principal/Director

Custodians

Under the supervision of the Plant Manager. Maintain an attractive, sanitary, safe, orderly and clean school, related buildings and adjacent grounds for students, staff and the public.

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

Responsibilities

- Cleans classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms.
- Sets up and cleans dining area before, between, and during lunch periods.
- Responds to emergency cleanups during the day, such as clogged drains and spills
- Performs minor routine maintenance, including touch-up painting, replacing lights, etc.
- Performs routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn
- Sets up and arranges furniture for assemblies, meetings and special event
- Demonstrate knowledge of, and support, Charter High Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Perform other related duties as required and assigned.

Qualifications

- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment.
- Ability to work independently.
- Ability to communicate effectively in verbal and written form, with both students and adults
- Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis
- Ability to interact appropriately with children of different ages
- High School Diploma required
-

Reports to: Plant Manager

Registrar

Under the direction of the Principal/Director, the Registrar is responsible for the maintenance of student records, processing of enrollment, transfers and withdraws from the school. Works independently in the performance of all functions necessary to maintain an efficient and organized office in a professional and confidential manner.

Responsibilities

- Enroll new students and obtain and maintain a variety of student records such as grades, transcripts, immunization records from other schools.
- Enter all student data for new students. Also request, evaluate and enter all transcripts for new students and send transfer grades to teachers.
- Collect, organize and send outgoing student records to requesting schools.
- Collect new student forms for various offices. (Immunizations, free lunch, handbook, etc.)

- Maintain accurate permanent student records and test scores by recording and filing student's results.
- Prepare and send transcripts requested by former graduates.
- File PSAT, SAT, ASVAB, ACT, PLAN and MAP scores. Enter all ACT scores in computer on students' transcripts.
- Review requests made by Social Security Administration, law enforcement, mental health representatives and other support staff and complete as necessary.
- Enter all student requests for incoming freshmen at the beginning of each year.
- Make folder for all incoming freshmen and file.
- Collect grades from teachers, print grade cards and look over for any errors. Change grades to "N" for lack of attendance. Distribute grade cards to teachers. Mail grade cards each semester.
- Restore credits for N's when student makes up their attendance. Track students that have incompletes on grade card/transcript and correct.
- Update GPA and Rank each semester and check transcripts for accuracy.
- Enter all grades and credits for Virtual School, 8th hour at ALC, credit recover classes.
- Enter a notation on transcript summary for all GED option graduates.
- Print final transcripts at the end of the school year and file.
- Send final senior transcripts to colleges/technical schools.
- Assist in collection of summer school forms.
- Enter all summer school grades on transcripts.

Qualifications

- Ability to adapt to changing work priorities and working with frequent interruptions.
- Effectively communicate with diverse groups, maintaining confidentiality.
- Establish cooperative relations in a calm and tactful manner.
- Knowledge of computer usage and modern office practices.
- Effectively carry out oral and written directions.
- High school graduation or equivalent
- One year post-high school secretarial training, including computer training required
- Two years secretarial/clerical experience, including computer data input and retrieval preferred
- Knowledge of record keeping and filing systems
- Excellent secretarial skills, type 65 wpm
- Attendance and punctuality are important in this position

Reports to: Principal/Director

Executive Administrative Assistant

The Executive Administrative Assistant to the Principal/Director provides confidential, consistent and professional support to the Principal/Director, Assistant Principals, and the Board. Possessing excellent organizational, writing, and editing skills and an ability to anticipate the needs of the office, the Executive Administrative Assistant takes initiative to make the work of the Principal/Director, Assistant Principal, and Board more efficient. The Executive Administrative Assistant to the Principal/Director acts as coordinator for support staff.

Responsibilities

- Acts as liaison for the Principal/Director with the school community.
- Prepares schedules for the Board and makes meeting arrangements for board meetings.
- Maintains board roster, files, and committee minutes for board meetings.
- Schedules calendar for Principal/Director and makes all meeting arrangements.
- Acts as coordinator for support staff.
- Maintains Principal/Director's office files.
- Drafts letters for signature based on notes or other direction given.
- Maintains a sense of teamwork and positive tone among school office staff.
- Assists institutional advancement functions in coordinating various special events (such as; Board Meetings, luncheons, Graduation)
- Manages Google calendar
- Cheerfully and efficiently supports the goals of the school in a variety of un-anticipated ways.
- Uses independent judgment in performing the responsibilities of the position.
- Participates in planning for all staff meetings, including contacting and securing services of speakers
- Maintains agenda topics, sign-in sheets, status lists and takes minutes for administrative team meetings.
- Monitors and directs special projects as assigned.
- Assists with institutional advancement activities.
- Approves student's Service Learning request in order to complete service learning hours required for graduation
- Updates student's Service Learning hours in their profile in our SIS system, Q
- Performs other duties as requested.

Qualifications

- Superior interpersonal, communication, writing and organizational skills
- Demonstrated professional and personal integrity;
- Good problem-solving skills
- Excellent organizational skills with particular ability to multi-task and prioritize work
- Accuracy and attention to detail in maintaining data integrity
- Proficiency in basic data management systems and basic computer applications (e.g., Word, Excel); willingness and ability to learn additional applications as needed
- Ability to handle sensitive and confidential matters with appropriate discretion
- Willingness & ability to work flexible work schedule, including occasional evenings & select weekends
- Associates/Bachelor's degree preferred.
- Equivalent combination of education and/or experience in a high school environment
- Five+ years of administrative support/ coordination of processes
- Familiarity with educational institutions, preferably Independent Charter schools
- Professional, polished presentation skills.
- Ability to multi-task.
- Punctual and accountable.
- High energy, self-directed and highly organized.
- Excellent writing and oral communication skills.

- Team oriented

Reports to: Principal/Director

Educational Therapist

Under the supervision of the Director of Special Education and designee, the Educational Therapist will serve as the professional clinician, providing non-medical educational therapy and consultation for students who exhibit serious and persistent emotional, mental and/or other behavioral challenges. The Educational Therapist will use established clinical methods and procedures for assessment, planning and implementation of treatment plans. The Educational Therapist, Special Education additional duties will include providing Educationally Related Mental Health Services (ERMHS) per the Individual Education Plan (IEP) including progress monitoring, service tracking and participation in students' IEPs. All work is performed within the limits of the licensing board and professional standards and adheres to California Education Code and regulations.

Responsibilities

- Select, administer and interpret a wide variety of psychological testing instruments and conduct clinical interviews and observations for the evaluation of students with educationally based social/emotional and behavioral difficulties
- Utilize assessment, interview and observation data to determine student need for mental health services
- Provide crisis intervention and individual counseling for students on clinical issues including, but not limited to, treatment and medication compliance, depression, anxiety and other mental and/or behavioral health matters that interfere with students' educational progress
- Provide individual and group therapy with focus on clinical issues related to lack of educational progress
- Provide social rehabilitative services
- Conduct risk assessments according to state education code and district policy and procedures
- Provide case management and consultation services related to therapeutic needs of students with behavioral and/or mental health needs
- Act as a resource for student mental health needs to school site administrators and teachers
- Provide clinical consultation and support
- Prepare reports and correspondence, maintain a variety of documentation, such as charting observed behaviors, progress reports, discharge summaries, incident reports, referral forms and other data
- Evaluate student responses to treatment, modify treatment strategies and work with school-site problem solving teams (SST) to develop effective interventions
- Collaborate with the Behavior Intervention Specialist to assist staff in the development and implementation of behavior interventions and plans
- Coordinate with school counselors, mental health team members, probation officers, community support services and other agencies to obtain information, coordinate services and determine appropriate treatment plan(s) for students
- Attend and actively participate in meetings including, but not limited to, Mental Health Team meetings, District joint counselor meetings, community events related to mental health services and other meetings as assigned
- Maintain up-to-date service notes on all students

- Establish and maintain cooperative relationships with administration, other employees and persons contacted through the course of work
- Utilize and promote the 40 Developmental Assets
- Understand and follow written and oral direction
- Participate in professional development training as required
- Perform other duties as assigned essential functions, if assigned to Special Education

If assigned to Special Education

- Utilize assessment, interview and observation data, determine student need for Educationally Related Mental Health Services (ERMHS) and develop an assessment report to be presented to parents and staff at the student's Individualized Education Program (IEP) meeting
- Attend and participate in IEP meetings to report assessment findings, assist the team in determining students' need for ERMHS and/or report on student progress toward ERMHS goals
- Implement services in accordance with students' IEPs and observe and monitor progress on goals to assure effectiveness of services
- Evaluate student responses to treatment, modify treatment strategies and work with IEP team members to develop effective interventions
- Coordinate services IEP case carriers and/or other IEP service providers
- Complete LEA Medi-cal billing for services provided in a timely manner

Qualifications

- Speak Spanish (desirable)
- Master's degree in a field of study approved by the California State Board of Behavioral Sciences or Board of Psychology (e.g. psychology, counseling, social work, marriage and family therapy, or related field)
- Valid California Pupil Personal Services credential
- Licensed or associate by the California State Board of Behavioral Sciences or the Board of Psychology as either a Marriage and Family Therapist (AMFT or LMFT), Clinical Social Worker (ACSW or LCSW), Professional Clinical Counselor (APCC or LPCC) or Clinical Psychologist
- Possession of a valid and appropriate California driver's license; have minimum required insurance coverage as mandated by the state of California for operation of a vehicle
- Experience working with children in a public school, private or governmental agency providing direct behavioral and/or mental health related services
- Knowledge of support services for students with behavioral and social/emotional challenges

Office Clerk

Under general supervision, to act as office support and perform general clerical duties pertaining to the efficient operation of a school office; to assist the Admissions & Records Office and other administrative staff to do related work as required.

Responsibilities

- Files records and reports
- Has specific responsibilities for handling monies on occasion.
- Screens and answers requests for information, requiring a knowledge of general school objectives and policies.
- Administers necessary first aid to pupils and keeps a record of same.
- Gives clerical assistance to administrative staff which requires clerical duties as assigned.

- Cash handling and inventory receipt.

Qualifications

- High School Diploma or GED equivalency
- Two years of experience in clerical work, preferably in a high school setting.
- Comfortable with Student Information Systems (current CHAMPS SIS-“Q”)
- Bilingual highly preferred (Spanish)
- First aid certificate and CPR certificate preferred
- Valid California Driver’s License
- Basic modern office methods, practices and procedures.
- Proper English usage, spelling, grammar, and punctuation.
- Common office machines and skill in their care and operation.
- Intermediate knowledge of Microsoft Office (Excel/Word), Google (docs, forms, sheets) etc.
- Communicate effectively in oral and written form.
- Understand and carry out oral and written instructions.
- Maintain calm, professional demeanor in stressful situations.

Reports to: Director of Finance and Enrollment or Registrar

Designated Instructional Services (DIS) Counselor

To provide a designated instructional services program in the area of pupil counseling that meets the educational needs of each student in the specialist's area of responsibility. Directly responsible to the Assistant Principals and designated school site administrators. Directly responsible for the supervision of students in the specialist's area of responsibility.

Responsibilities

- Provide counseling sessions as indicated by students’ IEP.
- Research, plan, and implement counseling and crisis interventions.
- Develop and document IEP goals and Presents Levels of Performance in the areas of social and emotional functioning.
- Collaborate with school staff on the development and implementation of Behavioral Support Plans.
- Provide consultation and assistance for administrators, teachers, and assistants regarding students on their caseload.
- Document date and time of sessions for school and compliance records
- Collaborate with parents, districts, and other outside agencies to coordinate educational treatment.
- Provide student support in the classroom through observation and promotion of positive replacement behaviors.
- Provide referrals to outside agencies and advocate for additional support as necessary.
- Provide Crisis Intervention Services to students as needed.
- Conduct threat assessments as necessary, and mobilize appropriate support.
- Develop and implement student safety plans as necessary.
- Support school staff in implementing student safety plans.
- Collaborate with stakeholders in developing a student support plan to facilitate re-entry to the academic setting.

- Participate in IEP meetings, Annual Reviews, Triennial Reviews, and any other necessary school meetings.
- Provide support in the areas of transition and independent living skills.
- Complete all required documentation in accordance with CHAMPS and LAUSD standards.
- Comply with ethical standards by participating in continuing education and providing psychoeducation and professional development as needed.
- Additional duties in accordance with scope of practice as needed.
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Qualifications

- Word Processing; General Office Skills; Excellent Reading and Writing Skills
- Bachelor's degree and Pupil Personnel Services Credential – Current in the State of California, and/or Licensed MFT/LCSW/Clinical Psychologist
- Welligence experience encouraged
- Previous experience working with students with various IEP eligibilities preferred
- Bi-lingual in Spanish recommended

Reports to: Director of Special Education

Teachers

The teacher's primary responsibilities include creating and sustaining a respectful, proud school culture in their classroom as well as the design and implementation of curricula and instruction. CHAMPS teachers implement school wide best practices that propel students to success. Teachers at CHAMPS thrive in a fast-paced environment; demonstrate flexibility, creativity and persistence. Teachers must have a strong work ethic and personal drive, characterized by a relentless pursuit of school wide and individual goals. This position requires outstanding communication skills, the ability to influence and motivate others. All employees of CHAMPS must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

Responsibilities

- Embrace and promote CHAMPS mission and vision, education approach, goals and core values.
- Collaborate with staff to develop "best practices" tailored to the unique philosophy and instructional approach geared toward the need of CHAMPS student population.
- Design an on-going refinement of curricula to successfully propel all students to proficiency each year.
- Timely, energetic, focused response to student data on a daily, weekly, quarterly and yearly basis and the use of that data to drive instructional practices, re-teaching strategies and interventions.
- Plan and implement creative, organized and engaging lessons based on California State Standards.
- Differentiate instruction to support all students in the learning process.
- Plan, support and collaborate with fellow educators and staff.
- Participation in professional development during the summer months and academic year.

- Identify, modify and adapt curriculum and approved instructional resources to meet various learning styles and needs of students.
- Establish standards-based objectives for all lessons and utilize clear criteria for evaluating lessons.
- Implement instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
- Communicate and confer effectively both orally and in written form with students, parents/guardians, colleagues and administration.
- Work collaboratively with colleagues including Special Education staff in support of student achievement goals and professional development
- Identifies, selects, and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.
- Record attendance and make steps to investigate student absences. Report prolong or irregular absences to the Department Chair and the Head of Attendance.
- Maintain and record student work on a regular basis in accordance to school and department policy.
- Model professional and ethical standards when dealing with students, parents, peers and community.
- Administer standardized achievement tests as required.
- Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, regularly inform parents of students' progress and/or concerns.

Qualifications

- Clear vision of quality instruction, curriculum, and assessment, and the skills and experience necessary to communicate and implement that vision.
- Personal presence and leadership necessary to create and sustain optimistic, ambitious, disciplined school culture in the classroom and on campus.
- Experience working with Student Information Systems
- Is committed to meeting the needs of every student.
- Ability to work as a member of a team with a commitment to his/her own learning and professional development
- Bachelor's degree from an accredited university and a valid California Teaching Credential. or enrollment in a credential program concurrent with intern credential.
- Thrives in and prefers a collaborative teaching environment.
- Knowledge of specific subject matter

Reports to: Principal/Director

Director of Finance and Enrollment

In charge of Finance and Enrollment, responsibilities include successfully executing systems, processes and policies in all business operations areas, managing a school based operations team, ensuring the school is in compliance with all local, district, state and federal laws and regulations, and leading all efforts toward operational excellence. Areas of responsibility include: Supporting Principal/Director with Budget Management, School Nutrition Program, Purchasing, Management of school office team, Event management support as well as enrollment management.

Responsibilities

School Business Operations

- **Finance and Purchasing:** School-site partner of the back-office Accounting Team, with responsibility for vendor management and clearance, procurement, cash receipts, deposits, effective implementation of financial policies, and assistance to the Executive Director with budget management;
- **Enrollment:** Lead and monitor efforts to attract and enroll students in all grade levels with the application and registration process. Partner with external stakeholders at community and school-based recruitment events.
- **School Nutrition Program:** Manages the financial aspects of the School Nutrition Program and implements processes and procedures that result in high quality, compliant and cost effective food services.
- **Compliance:** Coordinates with the leadership team to ensure that compliance requirements are maintained.
- **Field Trip Planning and Event Coordination:** Plans and coordinates logistics for school events and activities as needed, including, performances, Athletics events, volunteer activities, parent meetings, special events, and fundraisers.
- **Volunteer Management:** Oversees all aspects of parent volunteering, solicitation, clearance with DOJ and TB (when applicable), keeping records of and scheduling.
- **Other duties as assigned.**

Team Development/Management

- Manages all operations staff at the school-site, including one to two office staff; sets goals for the operations team and leads/supports team members toward achieving both performance and developmental goals.
- Train and onboard new school operations staff
- Facilitate effective communication and feedback between operations staff and School Administration.

Organizational Effectiveness and Leadership

- Improve and implement systems that contribute and drive school operations toward operational excellence
- Maintain continuous communication with stakeholders to keep Administration informed and updated on all aspects of school operations
- Lead, plan and execute short term school based projects

Qualifications

- Bachelor's Degree
- Experience managing charter school operations preferred, but not required
- Exceptional communication skills both written and verbal.
- In depth knowledge and capability with Microsoft Office Suite in particular Microsoft Excel.
- Demonstrated ability to plan and execute effectively
- Strong attention to detail
- Concern for operating compliant programs
- Demonstrated ability to coach and foster the professional development of others, including ability to design and facilitate training sessions

- Ability to think strategically, anticipating future outcomes and events and incorporating them into thoughtful solutions
- Ability to manage multiple projects simultaneously, adjust priorities and work autonomously
- Strong analytical, critical thinking and problem solving skills
- Ability to build strong interpersonal relationships and work effectively in a collaborative environment
- Track record of leadership, integrity, initiative, curiosity and perseverance

Reports to: Principal/Director

Head of Attendance and Truancy Intervention

Under the direction of the Principal/Director, the Head of Attendance and Truancy Intervention provides accurate accounting of student attendance in accordance with the provisions of the California Education Code, communicates with staff, students and parents concerning student attendance and works the Assistant Principals and the academic counselors to monitor student's academic progress.

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

Responsibilities

- Accounting for daily period-by-period attendance of students: processing and verifying student absence information from parents and teachers; issuing excuses to students for absence from class;
- Verifying absences for each period.
- Communicates as assigned with students, parents, faculty, administrators and authorities regarding attendance, truancy and suspension.
- Provides student attendance information to staff, parents and authorities as requested; maintains communication with faculty regarding field trips, athletic events, special programs and other special events to properly account for attendance.
- Ensure the maintenance of accurate records of student attendance.
- Prepare and maintain of a variety of records and reports regarding student attendance, tardiness, truancy, suspension and discipline.
- Refer attendance problems according to established procedures.
- Assist principal in developing and implementing targeted, grade level specific absence prevention/attendance incentive programs and activities.
- Analyze and share school wide and grade level specific student attendance data with teachers, administrators, parents, and students on at least a monthly basis.
- Teach clear, positive expectations for student and staff attendance in the targeted grade level using multiple modalities, such as bulletin boards, newsletters, memorandums, recognition ceremonies, assemblies, and other strategies.
- Maintain documents, files and records for the purpose of providing up-to-date reference and audit trail for compliance.
- Operates automated student attendance system and other software as needed for the purpose of accurate tracking and documentation of student attendance information.

- Research discrepancies of attendance information and/or documentation for the purpose of ensuring accuracy and adherence to procedures prior to processing for action.
- Conduct student and parent meetings as necessary to address attendance.
- Write and distribute truancy letters
- Refer students for independent study as necessary
- Manage substitute teachers' student attendance reporting.
- Manage field trip student attendance
- Submit attendance reports to ExEd
- Initiate automated calls to parents as necessary
- Create and maintain LAUSD calendar
- Assist ExEd in completing the attendance and independent portions of the yearly audit
- Work with Assistant Principal to refer students for Student Attendance and Review team meetings with the parents/guardians.
- Counsel students about the importance of daily attendance and work to remove barriers to attendance.

Qualifications

- Bachelor's degree
- Pupil Personnel Services credential
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Possess a work ethic and personal belief system that aligns with the mission and vision of CHAMPS.

Artist in Residence

The Artist in Residence works with students and is part of the instructional team for students preparing for careers in performing arts. The Artist in Residence provides real world experience to elevate the education we provide to students, better preparing them for careers in the arts.

Responsibilities

- Provides technical support to lead certificated teachers in specific areas of expertise/discipline in accordance with California Visual and Performing Arts content standards
- Supports instruction to secondary students in specific area of expertise under the direction of lead certificated classroom teacher on an as-needed basis
- Facilitate a learning environment that encourages knowledge of, respect for and development of skills to engage students seeking to deepen their knowledge within specific disciplines
- Direct, choreograph and/or assist dance productions
- Work collaboratively with instructional team of certificated classroom teachers and other artists in residence
- Establish and maintain strong relationships with key members/leaders within artistic circles to provide cutting edge student instruction within specific areas of expertise

Qualifications

- Strong ties with local or national artists in the same discipline of instruction
- Solid reputation for excellence within artistic circles
- Proven record of successful student instruction at the secondary level within specific discipline

- Knowledge of: the target instrument, craft or other specific field or discipline at a professional or expert level; the local and national arts landscape
- Ability and skill to: use any instrument, equipment or other tool necessary to demonstrate mastery and provide training to others; provide training to others within the specific target discipline
- At least five (5) years of professional work experience in the specific discipline
- At least three (3) years of experience training others within a specific discipline

Painter

The Painter performs skilled painting work in the redecorating and maintenance of school facilities.

Responsibilities

- Uses brush, roller, or spray gun in applying paint, varnish, shellac, enamel, lacquer, other protective or decorative finishes to various surfaces such as wood, metal, glass, plaster, stucco, woodboard, brick, and cement.
- Scrapes, sands, fills, and prepares surfaces for painting or repainting.
- Applies under and finish coats.
- Mixes paints of various consistencies and colors for exterior smooth and rough plaster and concrete work.
- Cares for painting equipment such as spray guns, brushes, solutions and ladders.
- Erects and moves scaffolding and platforms.
- Makes cost and time estimates and orders materials needed.
- Maintains work records.
- Lays out work.
- Performs related duties as required.

Qualifications

- Any combination equivalent to: Graduation from high school
- Three (3) years experience as a journeyman painter.

Additional training received at a trade school may substitute for one year of the required and recent experience.

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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 provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency 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.

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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

A. CUSTODIAN(S) OF RECORDS

In accordance with California Department of Justice requirements, the Principal/Director will serve as CHAMPS' Custodian of Records.

B. STUDENT HEALTH AND WELLNESS

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

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

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

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

Our wellness policy is reviewed in Governance Council and is monitored by our Assistant Principal of Student Activities, Safety, and Nutrition. Our Governance Council hosts community evening events to educate our community about the dangers of alcohol and drugs. These informative events are led by police officers and other community resources. All freshmen students complete a unit on alcohol and drug prevention in their Physical Education classes. Students are taught about the importance of nutrition in their biology classes. Health education also includes discussion about drug and alcohol abuse, sexual health and suicide prevention. Pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*), CHAMPS shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12, at least once. Finally, The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

CHAMPS students and their families are supported and referred through on-site counseling by our Dean of School Culture who is a Marriage Family Therapist intern. CHAMPS also has a Memorandum of Understanding with Child and Family Guidance center. Therapists are on our campus to offer free services to socioeconomically disadvantaged students and their families.

C. SCHOOL SAFETY PLAN

The Charter School shall adopt a School Safety Plan with input from classified employees of the charter school, a fire department and other first responder entities. The School Safety Plan will be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that 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, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- 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
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents including procedures related to persons with guns on school campuses and at school-related functions.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

CHAMPS conducts orientation meetings prior to the opening of each school year to inform interested parents and students of what the Charter School has to offer. Outreach meetings are held in several locations surrounding the school in an effort to ensure all students in the area have equitable access to the school. We also work with the 31st District PTA which has helped CHAMPS establish relationships with new feeder schools; we are conducting targeted outreach in Spanish and English in middle schools in Panorama City, San Fernando and Pacoima. Open houses and school tours also are conducted from October to April, with translation provided in Spanish as needed

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

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

Recruitment & Outreach Events

Date	Event	Location
September	Van Nuys Arts Festival	Van Nuys
October	Middle School Counselor Luncheon	At CHAMPS in Van Nuys
	Dance Academy Solo Showcase	At CHAMPS in Van Nuys
	Open House	At CHAMPS in Van Nuys
	Sherman Oaks Street Fair	Sherman Oaks
December	Music Concert	AT CHAMPS in Van Nuys
January	Theatre Academy Play	TBD
March	Theatre Academy Showcase	TBD
April	Written Arts Presents ModOp	TBD
May	Music Academy Spring Concert	At CHAMPS in Van Nuys

*10-15 Middle School Recruitment Nights throughout the fall at various local middle schools (traditional public, charter and parochial) are added soon after the start of the school year

These broad and targeted outreach activities are designed to meet the LAUSD Racial and Ethnic Balance goal of 70:30 or 60:40 ratio in CHAMPS enrollment. CHAMPS maintains an accurate accounting of the ethnic and racial balance of students enrolled. The Charter School also documents the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

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

Charter School shall comply with all applicable 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, 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.

A. ADMISSION REQUIREMENTS

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

CHAMPS is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other “risk factors.”

As a charter school, CHAMPS is a school of choice, and CHAMPS may have more students interested in attending the school than there are spaces available. If the number of students who wish to attend the school exceeds the enrollment capacity, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

B. STUDENT RECRUITMENT

As detailed in Element 7, above, during the open enrollment period, informational meetings are conducted at least once a month for interested parents, and CHAMPS engages in outreach throughout the community to ensure that all families, including those who have children with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities are informed about CHAMPS and the opportunity to enroll. Informational meetings are conducted in English and Spanish either at the Charter School site or at a location within the community surrounding the Charter School. Informational meetings occur at times that are most convenient for parents. During the meetings, parents receive information about the Charter School’s programs, the application process, and bilingual assistance with the completion of Lottery forms are made available to interested parents.

C. LOTTERY PREFERENCES AND PROCEDURES

Should the number of students that wish to attend exceed the enrollment capacity, a public random lottery will take place to determine the Charter School enrollment per Education Code section 47605(d)(2)(B). Enrolled students and their siblings are exempt from the lottery. In accordance with applicable law and a Material Revision to CHAMPS’ charter, authorized by the LAUSD Board of Education in December 2018, preference is given to:

- i. Students who reside within LAUSD boundaries, as required by state law and District policy;
- ii. Students who are currently enrolled in or who reside in the Cardenas Elementary attendance area, pursuant to SB 740 grant requirements; and
- iii. Children of CHAMPS employees (up to 10% of enrollment) to benefit our hard working teachers and staff.

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

In order to be included in the admissions lottery (if a lottery is necessary), families must submit a Lottery form by the deadline, which will be the Monday before the lottery date. The lottery date will be the last Friday in February. The Lottery Form is made available in English and Spanish. The open enrollment

period is advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the Charter School's website. The date of the annual deadline is clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the school. Submitted Lottery Forms are date- and time-stamped and student names are added to a lottery form roster to track receipt. Families who apply after the enrollment deadline are added to the wait list in the order the lottery forms are received.

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

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

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

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

Students who are offered a space through the lottery are notified by the Registrar in writing within two weeks' of the lottery and have two weeks to complete and return the enrollment packet to the Registrar in order to secure their spot. The enrollment packet can be downloaded from the CHAMPS website or may be picked up in person from the main office. After the required open number of spaces have been filled all remaining applicants are placed on the "Wait List" in the order in which their number was pulled in the lottery.

D. WAIT LIST

The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year are filled according to the wait list. When an offer occurs during the school year, families are contacted by the Registrar by email and phone in the order of the wait list and typically are

given 48 hours to complete and return to the Registrar an Enrollment Packet to accept a space at the Charter School. In the event that no such wait list exists where the space is available, the space is made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until CHAMPS's admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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)(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

A. ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (b)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of CHAMPS to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls. The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of Charter Schools as published in the State Controller’s K-12 Audit Guide. The Board’s Audit Committee shall select an independent auditor through a request for proposal format. The auditor shall have, at a minimum, non-profit and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Procedures:

- The Board appoints an Audit Committee of two or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the Board, but may not include any members of the staff of the corporation, including the Principal/Director. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee is responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Principal/Director, Office Manager and back-office services provider work with the audit firm to provide the information they need.
- At the conclusion of the audit, the Principal/Director and the Audit Committee are responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the CHAMPS Board with recommendations on how to resolve them.
- The Board reviews and approves the audit no later than December 15.
- The Board submits a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The Principal/Director provides a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall 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 and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement 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, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

A. DISCIPLINE FOUNDATION POLICY

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

Through restorative justice practices and positive behavior intervention and supports (PBIS), CHAMPS works to build a sense of community. For example, our Alcohol, Tobacco and Other Drugs (ATOD) intervention counseling sessions, attendance intervention policies, and other programs help to build community and provide alternatives to suspension.

The discipline policy is not discriminatory or arbitrary; all faculty and staff receive extensive professional development on our discipline policies and procedures. The process follows general principles of due process. Students sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference

- In-school suspension
- Suspension
- Expulsion

In addition to a positive schoolwide behavior system, through our Multi-Tiered System of Supports (MTSS) program, our Student Emotional and Academic Team (SEAT) utilizes a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful throughout their high school years and beyond. An Assistant Principal leads SEAT efforts to support individual students' needs and provide differentiated behavioral support for students who need it. This includes identifying the students who are in the most need of behavioral support (based on classroom behavior data and teacher input) and implementing behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents. For extreme cases, the Charter School will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems. Additionally, the Charter School employs a well-qualified school psychologist and RSP to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

There are a variety of other alternatives to suspension that are also used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

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 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 suspensions.

CHAMPS is exempt from Education Code requirements and procedures related to student suspension and expulsion; however, the Charter School is committed to the student discipline, suspension, and expulsion policies as outlined in this petition. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first.

CHAMPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. The Charter School's process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

B. IN-SCHOOL SUSPENSION

In-school suspensions are given as an alternative to out of school suspensions and are held in the Assistant Principal's office under the supervision of the Assistant Principal or his/her designee.

Students receive written assignments and tests during the duration of their in-school suspension to ensure they receive continued instruction. Students with disabilities will continue to be provided with all supports and services as described in their IEP. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the Assistant Principal or other certificated staff provide support. During the in-school suspension, the Assistant Principal addresses behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

Parents/guardians of students assigned to in-school suspension are notified by a Charter School staff member by phone and written notice, outlining the reason for and duration of the in-school suspension.

In-school suspensions will be no more than five (5) consecutive days per incident, and no more than ten (10) days in one school year. For suspensions of fewer than 10 days, if the pupil denies the charges, the Charter School will provide an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story. The Principal/Director makes the final decision about whether the student shall be suspended.

To ensure the safety of all students, staff, and visitors to CHAMPS, students who violate Education Code Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) or any other provision which indicates a potential threat to CHAMPS students or staff are precluded from in-school suspensions.

C. GROUNDS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights.

A single suspension may not be issued for more than 5 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 10 school days in any school year.

1. ANNOTATED EXCERPTS FROM THE CURRENT CALIFORNIA EDUCATION CODE

CHAMPS shall determine grounds for student suspension or expulsion as follows:

§ 48900. Grounds for Suspension or Expulsion

A pupil shall not be suspended from Charter School or recommended for expulsion, unless the Principal of the Charter School in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated Charter School employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to Charter School property or private property.
- (g) Stolen or attempted to steal Charter School property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff,

chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

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

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) [Removed per Assembly Bill No. 420]

(l) Knowingly received stolen Charter School property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means 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.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a Charter School disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation 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 subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or Charter School personnel.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to Charter School activity or Charter School attendance occurring within a Charter School under the jurisdiction of the superintendent of the Charter School district or principal or occurring within any other Charter School district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to Charter School activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on Charter School grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a Charter School sponsored activity.

(t) 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, pursuant to this section, 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 (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) A superintendent of the Charter School district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from Charter School activities.

Grades 4-12

48900.2 – Committed sexual harassment.

48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

48900.4 – Engaged in harassment, threats, or intimidation directed against Charter School personnel or pupils.

48900.7 – Made terroristic threats against Charter School officials, Charter School property or both.

The following Categories shall define the degree of Principal discretion in suspended students and recommending expulsion:

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur at the Charter School site or at a Charter School activity off campus, or any of the following reasons (E.C.

48915.1[c]) for grades 4-12:

1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)

Category II

The Principal has limited discretion student offenses listed below. The Principal must immediately suspend and recommend expulsion when any of the following occur at Charter School or at a Charter School activity off campus unless the principal determines that expulsion is inappropriate (E.C.

48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)

3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any Charter School employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The remaining offenses include the following student offenses that require limited principal discretion. The Principal may suspend and recommend expulsion when any of the following occur.

1. Caused or attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
2. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
4. Caused or attempted to cause damage to Charter School or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal Charter School or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen Charter School or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or Charter School district personnel. E.C. 48900.4; 48915(e)
13. Committed sexual harassment. E.C. 48900.2; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3; 48915(e)
15. Made terrorist threats against Charter School officials or Charter School property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Any behavior listed in Category I or II that is related to Charter School activity or Charter School attendance but that did not occur on campus or at a Charter School activity off campus. E.C. 48915(b)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or Charter School personnel. E.C. 48900(r); 48915 (e)

OUT-OF-SCHOOL SUSPENSION

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary. Students who have been suspended may not appear on campus nor attend any Charter School functions (before school, during school, or after school, including in the evening) while suspended, except to take state assessments.

D. SUSPENSION PROCEDURES

Suspensions (whether in-school or out-of-school) shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee 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 a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or Assistant Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. When a student is suspended, the parent/guardian shall be notified in writing by the Principal or Assistant Principal of the suspension and the date of return following suspension. 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. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school. If the Principal or Assistant Principal request that the parent/guardian confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay.

Length of Suspension

The length of suspension for students shall not exceed a period of 5 consecutive days unless an expulsion is recommended. Upon recommendation of expulsion by the Principal, the student and his/her parent/guardian or representative will be invited to a second conference to determine if the

suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. Students with an IEP shall not be suspended more than 10 days in any school year. During suspensions, teachers provide the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support.

Suspension Appeal

A suspended student and his/her parent/guardian may submit a suspension appeal to the CHAMPS Board Chair within ten (10) business days of the notice of suspension. The Board Chair shall review the written appeal and make a final determination of whether the student committed the offense(s) serving as the basis of the suspension and then submit his/her written determination to the student's parents/guardians within three (3) business days of considering the appeal. Following due consideration of the facts and safety of students, a decision by the Board Chair regarding student suspension is considered final.

E. EXPULSION PROCEDURES

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

When the Principal determines that a student has committed an offense(s) that warrants an expulsion, the Principal completes the appropriate misconduct report and provides a copy to a neutral and impartial Administrative Panel appointed by the CHAMPS Board. The Panel will consist of three (3) objective and unbiased members who are certificated (e.g., teachers/administrators from nearby charter schools) and neither a teacher of the student nor a member of the Board. The Panel will be presided over by a designated neutral hearing chairperson. The decision to expel a pupil shall be based on the finding of one or both of the following (Education Code section 48915(b)):

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. Unless the right to a hearing is waived by the student, the hearing will be held within 30 days from the date of the expulsion recommendation, after the Principal/Director determines that an act subject to expulsion has occurred.

The Principal/Director will prepare a written notice of the hearing in the parent/guardian's native language, which will be emailed and mailed, within 48 hours of the expulsion recommendation, and it

will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
9. The availability of reasonable accommodations and/or language support.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the parent/guardian makes a written request for a public hearing in open session three days prior to the date of the scheduled hearing.

After the expulsion hearing, the Administrative Panel will then make a written report within two (2) school days to the Principal/Director, the student, and his/her parent/guardian, summarizing the grounds for expulsion and the evidence presented at the hearing. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the Panel chairperson to summarize the evidence adduced at the hearing and the Panel's conclusion. The report will include the Panel's decision whether or not to expel the student and if so, for what period of time. Students can be expelled for a time that is not to exceed one year if they have met the requirements for reinstatement. If this Panel decides against expulsion, then the student will be immediately reinstated and permitted to return to an instructional program.

A student and his/her parent/guardian may appeal an expulsion decision by the Panel to the Board, consistent with the appeal procedures described below.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to

be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. Records shall be made available to students and parents by email or by mail.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no recommendation to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Panel or Board on appeal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program at the Charter School.

Written Notice to Expel

Following a decision of the Panel to expel, the Principal/Director shall send written notice of the decision to expel, including the Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal rights/procedures
4. Information about alternative placement options

The Principal/Director shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence and to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Expulsion Appeal Procedures

The expelled student and his/her parent/guardian will have the right to appeal the Panel's decision to expel the student to the CHAMPS Board within five (5) school days of notification of the Panel's decision. The parent/guardian must submit an appeal request in writing to the Board, along with any additional evidence that the parent/guardian wishes to submit to the CHAMPS Board. CHAMPS Board will review and vote on the appeal request within ten (10) school days of receipt of the request for appeal. The Board's final decision shall be delivered within three (3) days of the decision, by the most expedient means of communication identified by the parent/guardian or student at the hearing (telephone, e-mail, etc.) and shall also be delivered, in writing, by certified mail.

The student and parent(s)/guardian(s) of the student may attend the appeal hearing and present evidence and documents in support of the student's appeal. The student and his/her parent/guardian shall be provided reasonable accommodations and language supports, as necessary. The Board shall consider the testimony and evidence presented at the hearing.

The Board shall consider information presented by the pupil/parents on appeal. The decision of the CHAMPS Board shall be final. The pupil and his/her parent(s)/guardian(s) are notified of the Board's decision, in writing, within three (3) school days of the date the appeal hearing was held. In the event that the Board reverses the expulsion, the pupil shall be immediately reinstated.

For a student who is not reinstated upon appeal, the family shall be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why reinstatement was denied, and shall be given a new eligibility review date.

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. Records will be made available to the student and parents by email or mail.

Expelled Pupils/Alternative Education

The Charter School will help provide the parent necessary information and a list of placement options. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, 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.

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

A. CERTIFICATED STAFF MEMBERS

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

B. CLASSIFIED STAFF MEMBERS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils 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.

CHAMPS communicates to all prospective and current parents and students that CHAMPS is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students are informed of their public school attendance alternatives during the enrollment process on Lottery Application Forms.

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(b)(5)(M).)

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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 §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

Linda Pierce, Principal/Director
Charter High School of the Arts - Multimedia & Performing
6952 Van Nuys Blvd.
Van Nuys, CA 91405

- 2) A written response ("Written Response") shall be tendered to the other party within 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

Linda Pierce, Principal/Director
Charter High School of the Arts - Multimedia & Performing
6952 Van Nuys Blvd.
Van Nuys, CA 91405

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification 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(b)(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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, 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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (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.

In the event that the Charter School closes, the Principal/Director will serve as the school's closure agent.

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

Evidence of Insurance

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

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and

agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

CHAMPS – Charter HS of Arts-Multimedia & Performing (also referred to herein as “CHAMPS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing 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”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

Element 1 – The Educational Program

"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(b)(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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." (Ed. Code § 47605(b)(5)(A)(ii).)

"If the proposed 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(b)(5)(A)(iii).)

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (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(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 English Learner Master Plan *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).

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.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special

Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

District ID, 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

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be
Measured**

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (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(b)(5)(D).)

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁴¹

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

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

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

⁴¹The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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. 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.

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(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including 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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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 provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency 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.

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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the 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 is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable 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, 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.

Element 9 – Annual Financial Audits

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

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)(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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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 and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of Charter School's failure to implement 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, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, 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(b)(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(b)(5)(M).)

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

Element 14 – Mandatory Dispute Resolution

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

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 §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
[Charter School Name]
[Charter School Address]

- 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
[Charter School]
[Charter School Address]

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

CLOSURE ACTION

The decision to close Charter School, 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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (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 the Board of Education of the City of Los Angeles 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.
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. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property

tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)