



Independent Charter

# Los Feliz Charter Middle School for the Arts 2018-2023

November 14, 2017

Submitted by  
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On behalf of LFCSA's  
Students, Parents, Staff and Board of Directors

## TABLE OF CONTENTS

ASSURANCES AND AFFIRMATIONS.....	1
INTRODUCTION .....	3
ELEMENT 1 – EDUCATIONAL PROGRAM .....	4
General Information .....	9
Overview .....	9
Demographic Changes: 2010-2017 .....	10
Testing Results for LFCSA Elementary.....	12
California Assessment of Student Performance and Progress (CAASPP).....	13
Percentage in Each Achievement Level per Grade Level .....	14
SBAC Subgroup Comparisons with California, District, and Surrounding Schools .....	15
California Standards Test: Science .....	17
Physical Fitness Test.....	17
California English Language Development Test (CELDT).....	18
LFCMSA Building on the Accomplishments of the Elementary Program .....	19
Surrounding Schools .....	24
Community Need for Proposed Charter School.....	25
Projected Enrollment .....	27
Goals and Philosophy.....	28
Mission .....	28
Vision.....	28
Core Values .....	28
What It Means To Be an Educated Person in the 21 <sup>ST</sup> Century.....	30
How Learning Best Occurs .....	31
Local Control Funding Formula State Priorities .....	33
Instructional Design .....	42
Multiple Intelligences.....	45
Backward Design of Curriculum Materials .....	45
Standards Based Curricula .....	46
Curriculum and Instruction .....	48
Visual and Performing Arts (Non-Core) .....	50
Innovative Components.....	51
Social Emotional Learning.....	51
Teaching Tolerance Social Justice Standards .....	55
Social Justice Standards .....	56
Technology Integration.....	57
Enrichment and Intervention Opportunities.....	57
Flexible Scheduling & Levels of Integration .....	58
Teacher Assignments .....	59
Example Interdisciplinary Unit for one Trimester.....	59
Overarching Theme, Guiding Question, Universal Topic .....	59
6th Grade Ancient Civilizations Unit .....	60
Example Phase I Unit Community Builder – Evolving Early Human Life Experience .....	62
Middle School Proposed Course List.....	68
Academic Calendar and Schedules .....	69
Professional Development.....	71
How Professional Development Topics are Determined .....	71
Meeting the Needs of All Students .....	74
English Learners (ELs) and LFCMSA’s English Learner Master Plan .....	74
Gifted and Talented Students and Students Achieving Above Grade Level .....	80
Students Achieving Below Grade Level .....	80

Socio-Economically Disadvantaged/Low Income Students.....	82
Students with Disabilities .....	82
Students in Other Subgroups .....	82
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED.....	86
Measurable Goals of the Educational Program .....	86
Measurable Pupil Outcomes: Summative Assessment Performance Targets .....	86
Other Performance Targets .....	86
Assessments.....	87
Method for Measuring Pupil Progress Towards Outcomes: Formative Assessment.....	88
Data Analysis and Reporting .....	90
Grading, Progress Reporting, and Promotion/Retention .....	91
ELEMENT 4 – GOVERNANCE .....	93
Governance Structure.....	96
Board of Directors Composition and Member Selection .....	97
Board Composition .....	97
School Site Council .....	99
School Level Committees .....	99
Governance Procedures and Operations .....	100
Stakeholder Involvement .....	102
ELEMENT 5 – EMPLOYEE QUALIFICATIONS .....	104
Employee Positions and Qualifications.....	104
ELEMENT 6– HEALTH AND SAFETY PROCEDURES .....	130
Custodian(s) of Records .....	131
Health and Wellness of Students.....	132
Wellness Policy.....	132
Emergency Preparedness.....	132
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE .....	134
Outreach and Recruitment .....	134
Reflective Racial and Ethnic Balance.....	136
ELEMENT 8 – ADMISSION REQUIREMENTS .....	137
Admission Requirements.....	137
Student Recruitment.....	138
Lottery Preferences and Procedures.....	138
ELEMENT 9 – ANNUAL FINANCIAL AUDITS.....	141
Annual Audit Procedures .....	141
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES .....	143
ELEMENT 11 EMPLOYEE RETIREMENT SYSTEM.....	158
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	159
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES .....	160
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION .....	161
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES .....	165
ADDITIONAL PROVISIONS .....	172
ADDENDUM.....	180

## ASSURANCES AND AFFIRMATIONS

Los Feliz Charter Middle School for the Arts (also referred to herein as “[LFCMSA]” 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.

## INTRODUCTION

In 2004, a group of parents organized around a common dream: a public school that used a powerful learning model, that would not only benefit their own children, but those of the entire community, for years to come. These 28 Founding Families were the beginning of creating the Los Feliz Charter School for the Arts Elementary school, offering their professional services, organizing the community, and investing a great deal of hands-on work to shape the future of LFCSA TK-5 charter.

In June 2006, the Los Angeles Unified School District officially approved the LFCSA elementary charter for their unique project-based, arts-integrated school. On September 5, 2006 the Los Feliz Charter School for the Arts' elementary school opened its doors to 120 kindergarteners and first grade students at its first temporary site. In 2010, the school moved to its current home in Glassell Park, and serves transitional kindergarten through fifth grades.

The school has continued to evolve and further its work in fulfilling its mission and vision. In 2014, the Los Feliz Charter School for the Arts' Board of Directors integrated civic engagement into the mission statement.

We are growing the dream by expanding our program to serve 6<sup>th</sup> through 8<sup>th</sup> grades, and are pleased to present this petition for Los Feliz Charter Middle School for the Arts (LFCMSA).

We are passionate about our work in engaging children in an inspiring, challenging, and civically active educational experience that embraces learning through the arts, and we are proud to be a contributor to the educational discourse that is occurring with regards to fostering individuals that are creative, engaged, collaborative, and productive citizens.

Throughout this petition we will be referring to *the LFCSA organization*, as both schools, overseen by the LFCSA Board of Directors; *LFCSA* represents the elementary school; and *LFCMSA* represents the middle school.

## **ELEMENT 1 – 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.***

## General Information

The contact person for Charter School is:	<i>Dr. Linda Lee Executive Director</i>
The contact address for Charter School is:	<i>2709 Media Center Drive Los Angeles, CA 90065</i>
The contact phone number for Charter School is:	<i>323-539-2810</i>
The proposed address or target community of Charter School is:	<i>2709 Media Center Drive Los Angeles, CA 90065</i>
This location is in LAUSD Board District:	<i>5</i>
This location is in LAUSD Local District:	<i>Central</i>
The grade configuration of Charter School is:	<i>6<sup>th</sup> – 8<sup>th</sup></i>
The number of students in the first year will be:	<i>75</i>
The grade level(s) of the students in 2018-2019 will be:	<i>6<sup>th</sup></i>
Charter School's scheduled first day of instruction in 2018-2019 is:	<i>August 27, 2018</i>
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.)	<i>225</i>
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
The bell schedule for Charter School will be:	<i>M,W,Th,F Staggered: 8:00 a.m.-3:15 p.m. Tu Staggered 8:00 a.m. – 2:15 p.m.</i>
The term of this Charter shall be from:	<i>July 1, 2018 to June 30, 2023</i>

## Overview

Los Feliz Charter Middle School for the Arts (LFCMSA) provides an alternative educational model for students in the Glassell Park and surrounding communities. We believe that students learn best when presented with learning experiences that include their voice, ideas, and creativity. It is important to note that our educational program is not a performance-based art program, but rather a program that teaches core curriculum in and through the arts. Although there are other charters and magnet schools in the area, we would offer the community a progressive constructivist educational model.

In this petition, we are including information regarding the progress of the LFCSA elementary charter, as the middle school is an extension of our elementary program. The information demonstrates our areas of strength, and areas of continued development.

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

The elementary school has seen an increase in our percentages of Economically Disadvantaged students, Hispanic students, and English Learners. Per the Smarter Balanced Assessments, the data indicates that our significant subgroups demonstrate stronger academic achievement than many nearby schools in the community. The elementary data serves as an indicator of the foundation of the academic progress that will be carried on by the middle school program by students from the elementary school who apply to the middle school charter.

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

#### **Demographic Changes: 2010-2017**

The data below is based on the demographics of the LFCSA elementary school. The data is relevant to LFCMSA as LFCSA elementary students will have preference for admission based on LFCSA being a feeder school to LFCMSA. The data shows the trend of demographics that will likely be carried on by LFCMSA.

#### ***Economically Disadvantaged***

Data from 2010-17 indicate that the elementary school's most significant gain is in the percentage of students who participate in the National School Lunch Program, with an increase from 8.9% to 39.5%. (*CALPADS 1.1 Enrollment Report & current SIS*). *We anticipate, at a minimum, sustaining these gains, and hope to increase them in the middle school.*

Percentage of Economically Disadvantaged	
Year	% of Students
2010	8.9%
2011	28.9%
2012	33.2%
2013	28.9%
2014	36.1%
2015	41.5%
2016	37.0%
2017	39.9%

### **English Learners**

The elementary school's English Learner (EL) population has grown, from 4.8% to 9.8%, and the reclassification rate has increased from 0% to 31.8% (*Data Quest & Current Year SIS*). The percentage of English Learners has grown, however it is still relatively low compared to many schools in the local area. Both LFCSA and LFCMSA will continue to work at increasing their percentage of English Learners by increasing our distribution of bilingual literature about the school, visiting local schools, maintaining an active presence in the community, and partnering with local schools and community groups on projects and initiatives.

English Learners	
Year	% of ELL
2010	4.8%
2011	4.1%
2012	7.4%
2013	6.7%
2014	8.6%
2015	9.4%
2016	8.2%
2017	9.8%

English Learners: Reclassified	
Year	% Reclassified
2011	0%
2012	0%
2013	0%
2014	2.9%
2015	9.3%
2016	31.8%

### **Special Education**

In addition, due to a stronger identification processes, the elementary school's Special Education population has increased from 1.9% to 9.1%. (*CALPADS 1.1 Enrollment Report & Current Year SIS*).

Special Education	
Year	% of Students
2010	1.9%
2011	1.2%
2012	9.8%
2013	7.3%
2014	8.8%
2015	9.4%
2016	10.1%
2017	9.1%*

*\*For the 2017 percentage, the elementary school anticipates that it will increase as students are identified during the year.*

### ***Gifted and Talented***

The elementary school established a Gifted and Talented Education (G.A.T.E.) committee, and has been recommending students for both Intellectual/High Achievement and Visual and Performing Arts testing. It has increased the percentage of identified students from 0% to 3.6% (*CALPADS 1.1 Enrollment Report & Current Year SIS*).

Gifted and Talented Education	
	% of Students
2010	0%
2011	0%
2012	0%
2013	0%
2014	3.6%
2015	2.8%
2016	1.1%*

*\*For the 2017 percentage, the elementary school anticipates that it will increase as students are identified during the year.*

### ***Major Ethnicities***

In the 2010-2017 years, the elementary school has seen change in one of its major ethnic groups. There has been a significant increase in its Hispanic population, with an increase from 25.5% to 36.3%; an increase of 11.1%. (*CALPADS 1.1 Enrollment Report & Current Year SIS*) Other major ethnic groups have remained relatively consistent with the difference over time being less than one percent change, while the Hispanic subgroup has mostly grown each year.

Major Ethnicities						
Year	White	Hispanic	African American	Asian	Filipino	Multiple
2010	57.6%	25.5%	4.8%	1.9%		
2011	56.1%	28.3%	5.2%	1.9%		
2012	62.1%	30.7%	5.5%	0.8%		
2013	60%	31.4%	5.5%	1.0%		
2014	56.3%	36.3%	4.0%	2.8%		
2015	43.7%	39.0%	3.7%	1.6%	1.0%	11.4%
2016	41.9%	39.8%	4.2%	1.8%	1.0%	10.9%
2017	46.2%	36.3%	3.4%	1.7%	1.0%	11.3%

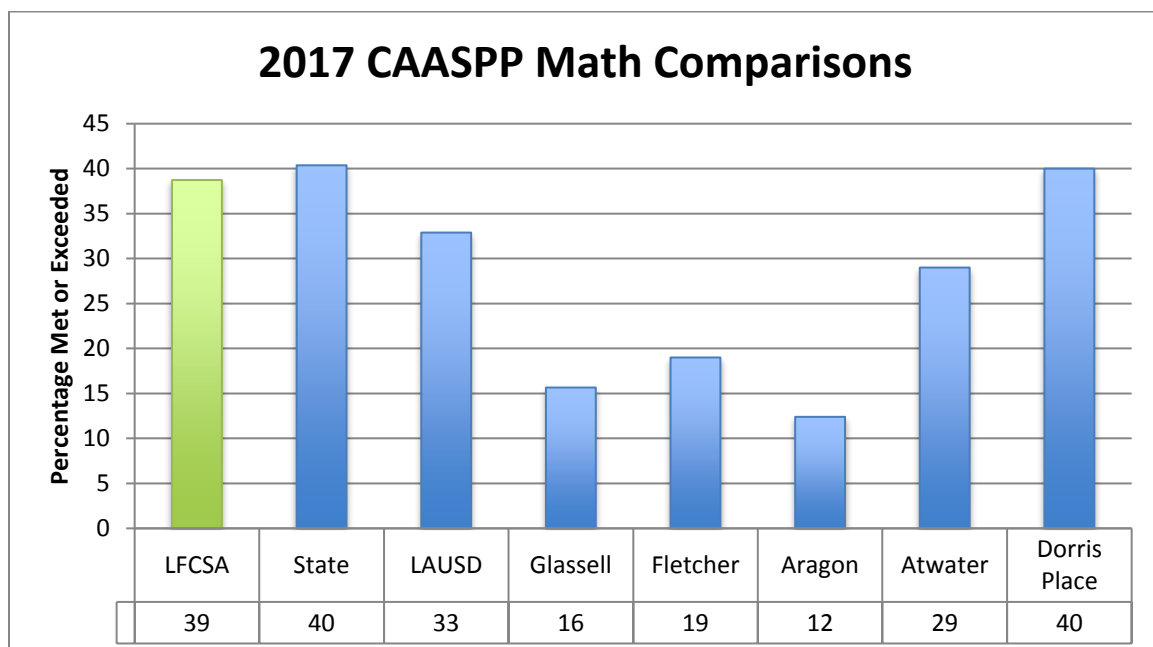
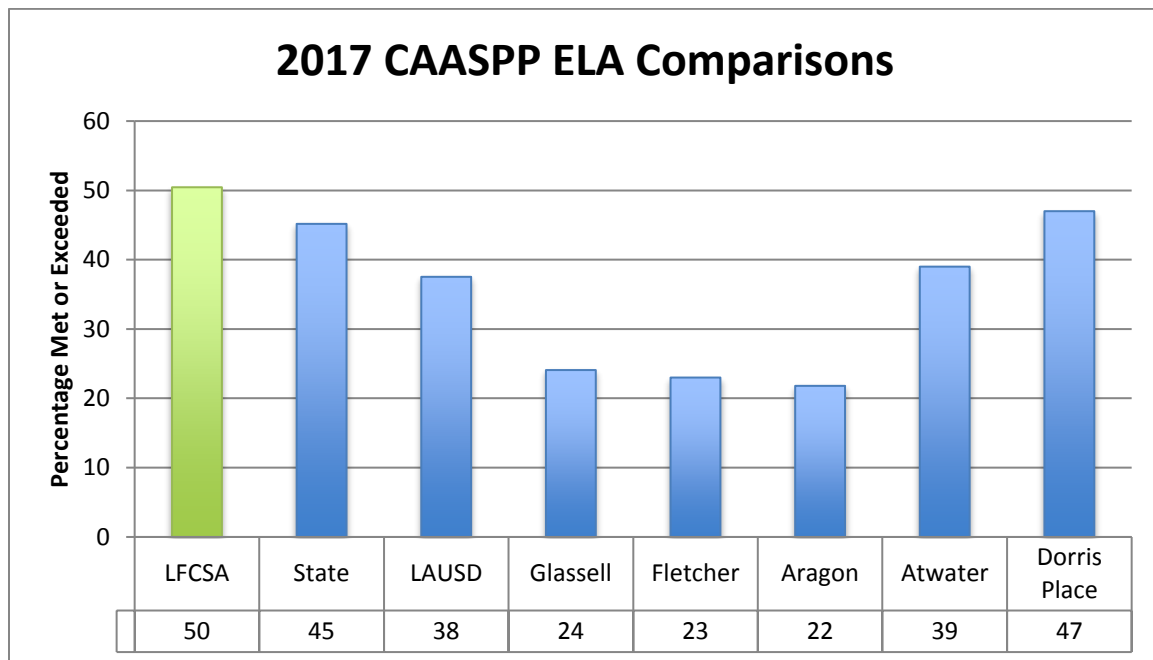
### **Testing Results for LFCSA Elementary**

We include this student performance data for the elementary school to illustrate how the educational program at LFCMSA will be supported by the academic achievements of the elementary students who apply to the middle school, and to demonstrate how the LFCSA organization's curriculum and instructional practices support students' achievement.

## California Assessment of Student Performance and Progress (CAASPP)

### **Overall Comparison to State, LAUSD, and Surrounding Schools**

In comparing LFCSA elementary to the State, LAUSD, and five surrounding schools, it is the highest in percentage of Met and Exceeded for English Language Arts, and third highest in Mathematics; scoring above the LAUSD's and most schools' averages in both content areas.

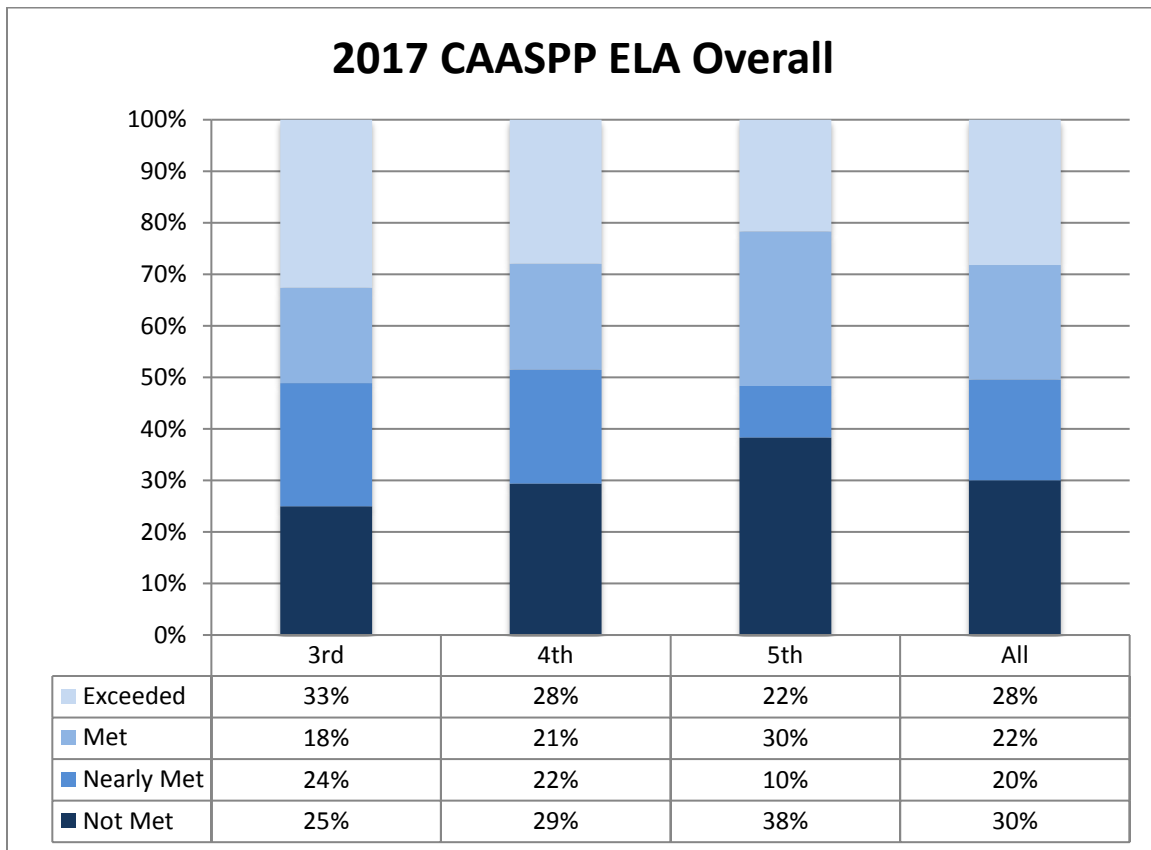


### **Percentage in Each Achievement Level per Grade Level**

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

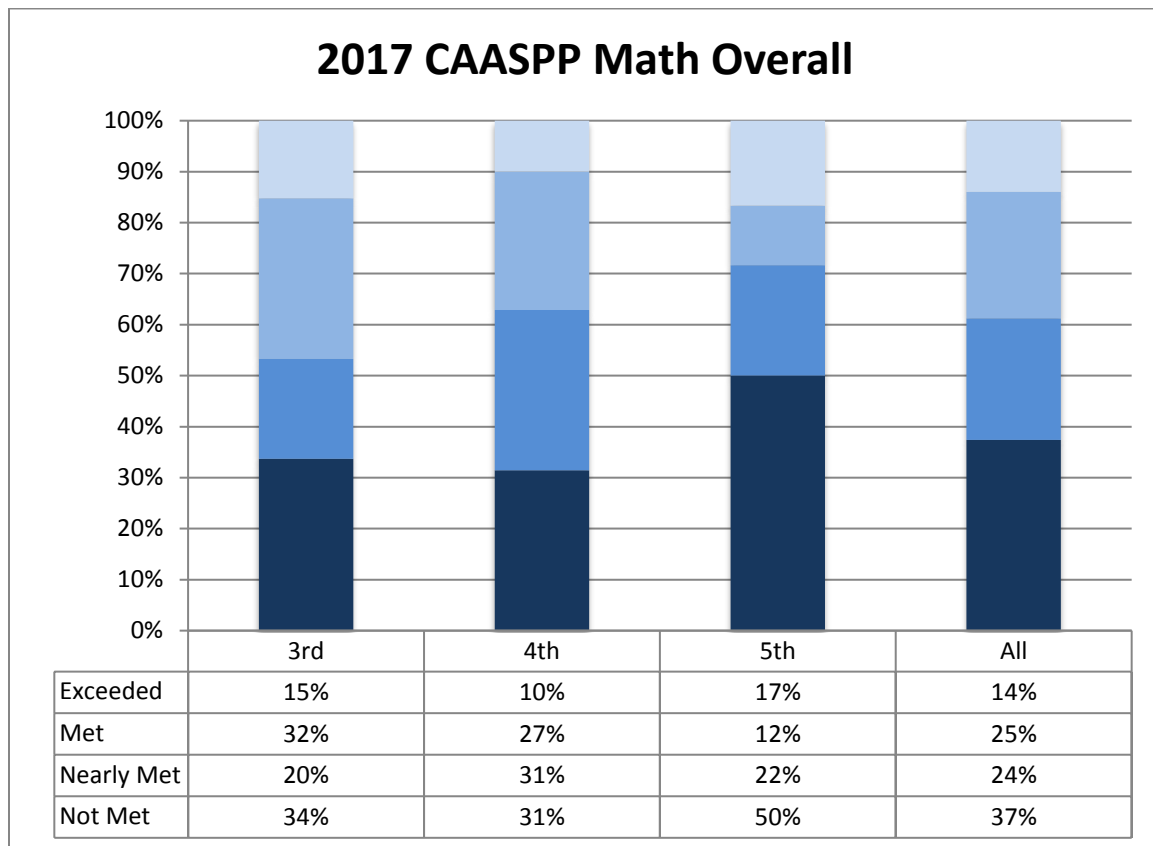
### **English Language Arts**

English Language Arts (ELA) scores indicate that 50% of all students scored in the *Standard Exceeded or Met* ranges (3<sup>rd</sup> grade = 51%; 4<sup>th</sup> grade = 49%; 5<sup>th</sup> grade = 52%).



## Mathematics

Mathematics scores indicate that 36% of students scored in the *Standard Exceeded* or *Met* ranges (3<sup>rd</sup> grade = 37%; 4<sup>th</sup> grade = 37%; 5<sup>th</sup> grade = 39%).

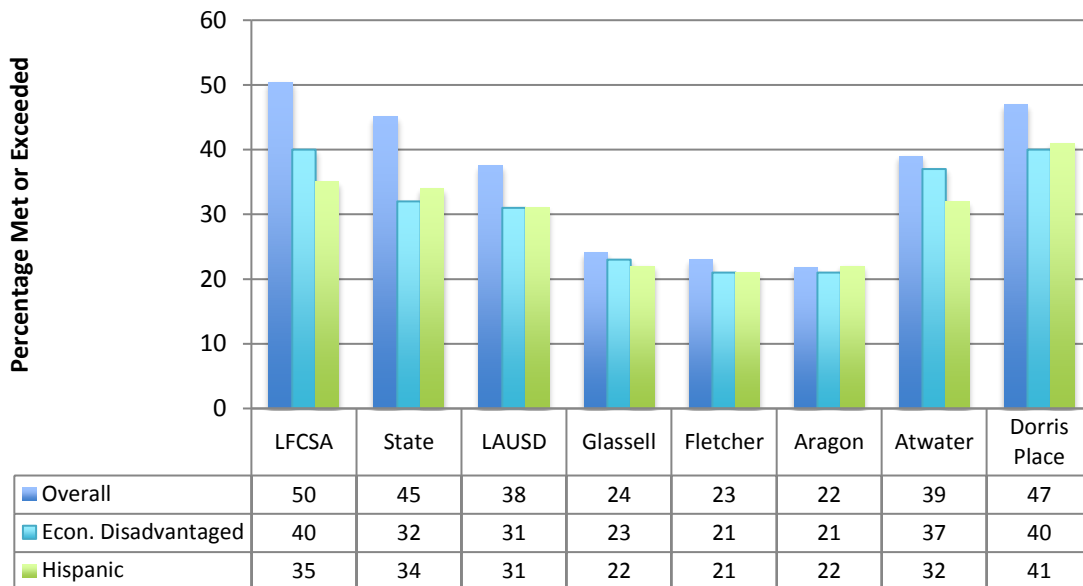


## SBAC Subgroup Comparisons with California, District, and Surrounding Schools

A numerically significant subgroup is 30 students or more. The elementary school's significant subgroups are Socioeconomically Disadvantaged & Hispanic subgroups.

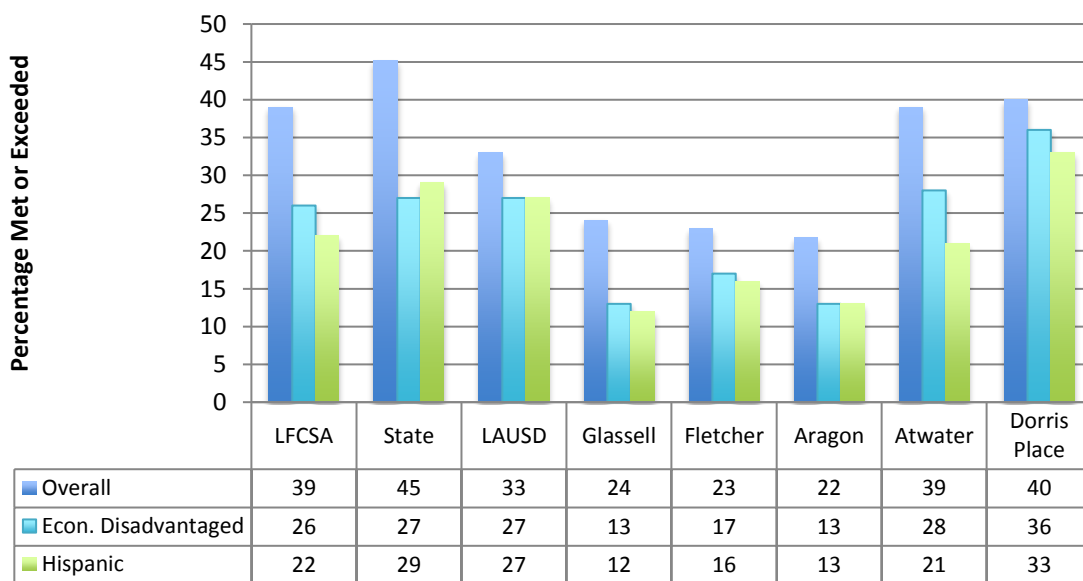
When comparing achievement scores from the significant subgroups (Economically Disadvantaged & Hispanic) in English Language Arts, the elementary school tied for highest as compared to the State's LAUSD's and most nearby school's percentages for Economically Disadvantaged, and scored second highest for Hispanic.

## Significant Subgroup Comparison: ELA



When comparing achievement scores from the significant subgroups (Economically Disadvantaged & Hispanic) in Mathematics, the elementary school scored fourth highest in Socioeconomically Disadvantaged and fourth highest in the Hispanic subgroup.

## Significant Subgroup Comparison: Math

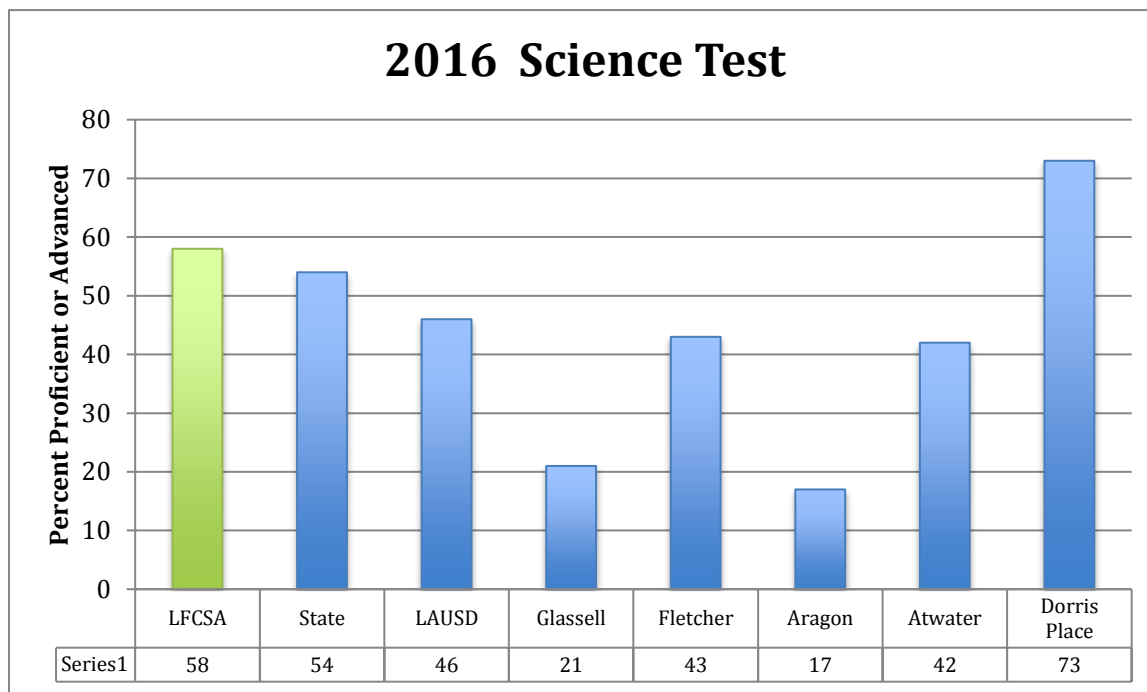


### ***English Learners***

This subgroup is not numerically significant for comparison, due to the fact that less than 30 students were tested. For the purposes of Academic Performance Index accountability, a significant subgroup contains 30 students or more, or, for foster youth, a subgroup size of 15.

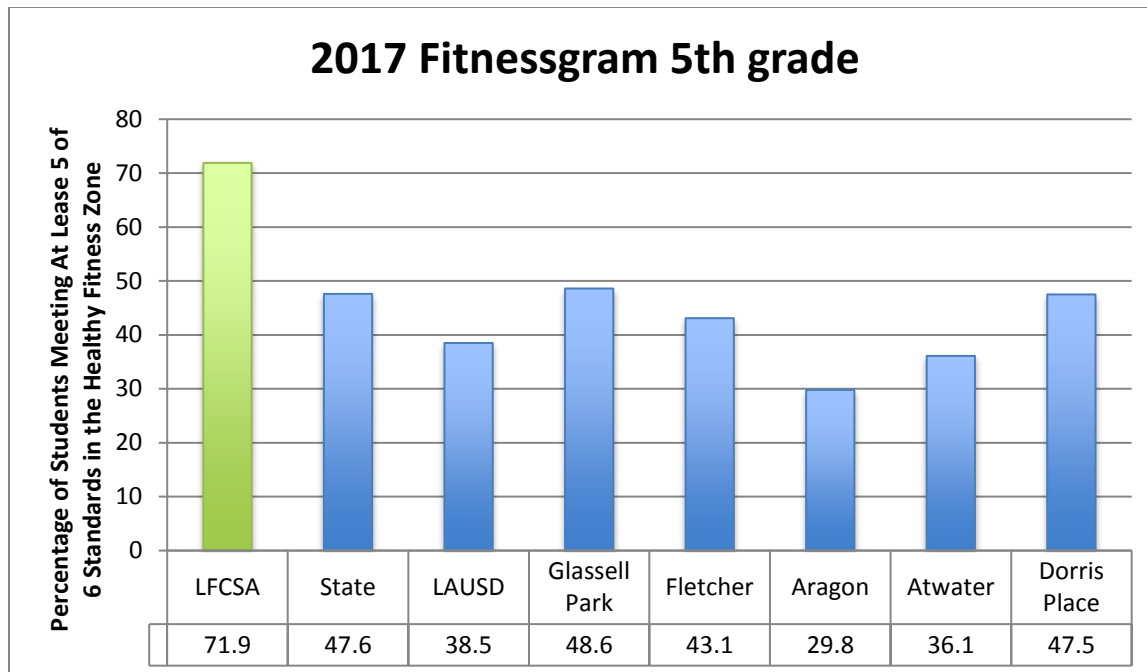
### **California Standards Test: Science**

The elementary school had the second highest percentage of students scoring Proficient or Advanced on the California Standards Test in Science, as compared to the State, LAUSD and comparison schools.



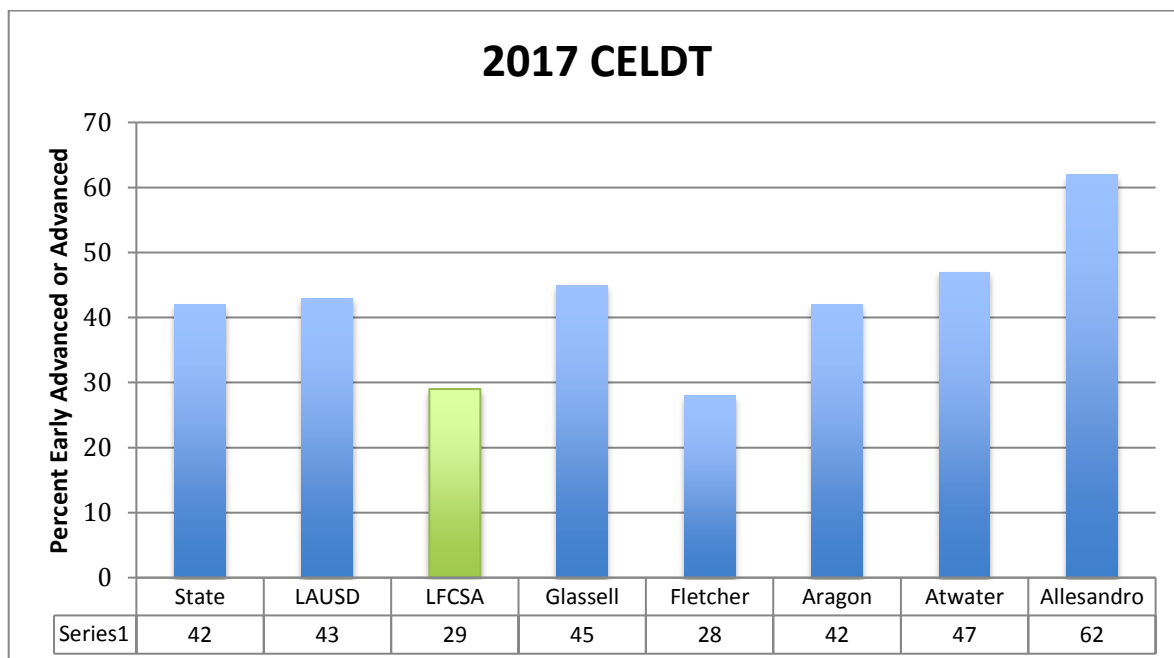
### **Physical Fitness Test**

The elementary school's whole child approach is evidenced in the results of the Physical Fitness Test, where students demonstrated higher percentages in the Met 5 or 6 of 6 Standards criterion than comparison groups. Data reflects the most recent publicly released data, the 2015-16 administration of the exam.



#### **California English Language Development Test (CELDT)**

In 2016 the elementary school had a lower percentage of English learners that achieved Early Advanced or Advanced on the Annual Assessment. In previous years the percentages ranged from 38% in 2015; 44% in 2014; and 47% in 2013. This change may be a result of the school's increased reclassification rates.



## **LFCMSA Building on the Accomplishments of the Elementary Program**

Los Feliz Charter Middle School for the Arts will continue to build upon the achievements of the elementary school. Below are accomplishments and areas of continued focus that will impact students in the middle school.

### ***Curriculum***

LFCMSA will continue to reflect and refine the academic program model established by the elementary school. LFCMSA will continue to offer a strong English Language Arts curriculum that is differentiated to students' individual reading levels, project-based social science units using the *Different Ways of Knowing*<sup>1</sup> approach, and consistently successful physical education program. In addition, LFCMSA will also continue to expand upon our Safe School method, a socio-emotional method of helping students learn how to resolve conflicts by understanding multiple perspectives, learning about cause and effect, developing empathy, and repairing with others. In the elementary program, the use of *Cool Tools* was useful in helping students develop strategies when faced with conflict, and provided a common vocabulary for students, parents, and staff to use when discussing human behavior and interactions. In the middle school, instead of focusing upon the concrete objects that the *Cool Tools* represented, we are able to move to using vocabulary that represents the more abstract concepts and values. For example, instead of using the *Cool Tool* terms like *Bubble of Space*, *Strong Domino*, and *Straight Pretzel*, we expect students to understand and utilize language such as consideration, responsibility and honesty when resolving conflict.

### ***Arts Integration***

With regard to arts integration, LFCMSA will maintain the model of the LFCSA organization, where students are able to have lessons in visual arts, music, and dance each week. The school will have several areas dedicated to the support of various types of art integration: Visual Arts Studio, Dance Studio, Music Studio with Recording Studio, Artist in Residence Studio, Drama Area, and a Design and Creativity Lab. The middle school will continue to strengthen the arts-integrated curriculum by increasing the collaboration between the general education teacher and the arts specialists. This partnering will afford for deeper interdisciplinary connections, and well connected outcomes for the students. In addition to supporting integration within our curriculum, the middle school will utilize and/or collaborate with outside agencies (e.g. City agencies, Arts for All, Arts for L.A., etc.) to focus on developing and/or implementing arts-integrated learning experiences.

### ***Art Integration Defined***

The LFCSA organization has furthered our ability to focus on supporting Arts Integration by adopting the Kennedy Center's Definition of Arts Integration<sup>2</sup>:

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

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<sup>1</sup> Johannesen, L. (1999). *Different Ways of Knowing*. Galef Institute. Retrieved: <http://ehe.4t.com/starths/knowning.html>

<sup>2</sup> [https://www.kennedy-center.org/education/ceta/arts\\_integration\\_definition.pdf](https://www.kennedy-center.org/education/ceta/arts_integration_definition.pdf)

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

The LFCSA organization has demonstrated its commitment to further deepening arts integration by having full time art specialists positions. At LFCMSA, we will ensure that we provide sufficient time for the art specialists to collaborate with the general education teachers in planning and refining the arts integrated units. In addition, the LFCSA organization also created a part-time position of an Arts Integration Director, where this person will help to oversee the broad implementation of arts integration across grade levels. This position is responsible for supporting the collaboration between general education teachers and art teachers, coordinating partnerships with other schools and agencies, and implementing our educational outreach plan.

### ***Scottish Storyline Method***

The Storyline Method is based on the theory that knowledge is complex and many layered, and that learners construct their own meaning through action and experience. In a Storyline, students pose the problems and ask questions, and the students and the teacher explore ideas together. The approach is essentially experiential and constructivist. It draws the curriculum together using the environment and social subjects as a stimulus to explore, using expressive arts and language as a means of discussing, describing and explaining. Because our elementary teachers found that the blending of the Scottish Storyline Method with the Different Ways of Knowing approach afforded students with more rich, engaging, and complex learning experiences, the LFCMSA teachers will continue to build on these elements as they create their interdisciplinary units.

### ***Artist In Residence***

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

### ***Professional Development***

Because our curriculum is so unique, teachers are required to be versed in the standards, and the ability to develop curriculum that is constructivist, rigorous, and relevant. In order to accomplish this, it is necessary to help teachers be successful at planning and delivering curriculum. There are a few strong infrastructure models for professional development that will be implemented to support these needs (e.g. Professional Learning Communities, Norms of Collaboration, Lesson Studies, Cognitive Coaching, etc.)

The Curriculum Committee, a group consisting of teachers from each grade level team and administrators, will be responsible for schoolwide decisions to support teacher and school needs. The committee will be responsible for decisions such as, selecting schoolwide assessments, evaluating vertical articulation, determining professional development needs, etc. This committee will meet on a bi-weekly basis to increase the shared decision-making at the school, and develop, implement, and monitor curricular decisions. There will also be a focus on vertical articulation between the elementary and middle school.

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

Because we recognize that teachers new to the LFCMSA curriculum are in need of good support to transition into our community, we will establish the following professional development and support structures: New to LFCMSA induction (prior to the start of the year); Summer Institute (prior to the start of the year); Shortened Days for grade level team and art specialist planning; Pupil Free Days for checking on progress with year long action plans, and to learn new material; and teachers will have access to a variety of supports from mentor teachers, to content leads, to an instructional coach consultant.

LFCMSA will create a multi-year professional development plan, based on student data and teacher professional development needs. This first year, our focus will be on Integrated teaching within a flexible blocked schedule; ensuring strength in organizing curriculum based on the content standards; and creating formative and summative assessments to measure identified power standards.

### ***Technology Integration***

LFCMSA believes in integrating technology, rather than having a computer lab. In thinking about integration, we believe that the computer should be used as a tool, like a pencil, and should be accessible to for use in the classrooms. For example, you wouldn't create a "pencil lab" for students to go, and it makes little sense to have a room dedicated to one particular learning tool. Our use of technology has shifted from game-like programs to mostly research, publishing, and media editing activities. The values basis for our use of technology is that it is a student-controlled utility for researching, communicating, and creating, rather than a computer-controlled program that students have to "go through." The school will utilize mobile laptop carts, iPods, and other devices as tools for their learning.

### ***Design and Creativity Lab***

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

At its inception, the community was invited to create goals for the lab, and they are being rolled out in phases. Some examples of how this space has been used in elementary program include the following:

woodworking, where students learned how to safely operate hand-drills, clamps, saws, sanding, etc. as they worked in teams to create kinetic mobile structures; paper making, when working to create paper sculptures; prototyping and building designs for inventions. Each year we plan to introduce a new tool for students to engage in (e.g. sewing, 3-D printing, robotics, etc.).

### ***Civic Engagement***

According to the 2014 National Assessment on Educational Progress' Civics assessment<sup>3</sup>, which is designed to measure the civics knowledge and skills that are critical to the responsibilities of citizenship in America, only 23% of eighth graders were proficient or advanced. This and other data influences educators to consider how to help students develop the knowledge, attitudes, and skills to be engaged citizens. Therefore, in the summer of 2014, during the Board of Director's Annual retreat, there was a deep discussion about our school's progress in our mission and vision work. The Board drafted a new mission and vision statement, and one major change was the addition of Civic Engagement into our mission statement. In doing so, this keeps at the forefront the notion of creating learning experiences that teach students about civic engagement, advocacy, and building human capital. Teachers, as they plan projects and lessons, will be charged to integrate experiences to help students learn how to engage and further issues they deem to be important in improving our society.

### ***Educational Outreach***

As a school that offers students an alternative to a textbook-based curriculum, we believe that our ability to improve our curricular and instructional practices is best achieved through collaboration with others. LFCMSA will work to create opportunities to engage educators, artists, policy makers, administrators, etc., in inquiry and exploration on ways to integrate the arts and create student centered curricular experiences for middle school level learning.

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

### ***Physical Education***

LFCMSA will continue to build upon the strong progress of our elementary school's strong physical education program. Structured lessons in psychomotor skills, game skills, stamina, and flexibility are taught and reinforced in the PE classes. The elementary school has consistently demonstrated very strong results in the Physical Fitness Test over the years. LFCMSA anticipates continuing this trend.

### ***Authentic Family Involvement***

Authentic family involvement has been a focus at the elementary school level, and LFCMSA will continue with this focus for the middle school level. We will continue to foster a culture where parents feel like they can be actively engaged with the school. We view parents and guardians as partners. We will encourage involvement in all facets of school life like: volunteering in the classroom, sharing ideas with

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<sup>3</sup> [http://www.nationsreportcard.gov/hgc\\_2014/](http://www.nationsreportcard.gov/hgc_2014/)

school leaders, helping with school events, attending field trips, sharing their special skills, serving on committees, etc. These opportunities are shared with our stakeholders via classroom based and community wide communications. We will ask parents to help in whatever way they can, and we will inform them, via the parent handbook and website, that volunteering is not a requirement for acceptance to, or continued enrollment at, LFCMSA.

### **Continued Work for both LFCSA and LFCMSA Schools**

#### ***Adapting to a More Diverse Population***

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

#### ***Open Concept & Sound Reduction***

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

The challenge of having an open environment, along with a collaborative, project-based curriculum, is the amount of care that needs to be taken with respect to sound and its impact on the classroom environment. Teachers work closely together to try to schedule quieter or noisier activities at the same time. However, we would like to reduce the noise level in general, so that classrooms can employ quieter times for learning tasks. The LFCSA Board of Directors has been investigating various ways in which we can reduce sound through sound treatment plans.

#### ***Increase Visibility In the Community***

Because the Charter School is located in a business complex, and is not directly visible from public streets, the LFCSA organization has been challenged in helping the community know of its presence and offerings. The LFCSA Board of Director’s has an outreach plan and continues to conduct outreach activities and open its doors to the community. We will continue to strategize various ways to help our neighbors know of our presence and offerings.

## Surrounding Schools

SURROUNDING SCHOOLS DEMOGRAPHIC AND DATA <sup>4</sup>							
Address: 2709 Media Center Drive, Los Angeles, CA 90065							
LAUSD Schools	# of Students [2015-16]	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Elementary							
Glassell Park	401	94.8%	10%	47.6%	92% Latino	2.5% Asian	2.0% Filipino
Fletcher Dr.	375	91.7%	10.1%	42.9%	90.7% Latino	4.0% Asian	2.17% Filipino
Atwater	309	81.6%	20.7%	33.7%	75.4% Latino	15.5% Filipino	4.9% White
Aragon	354	92.7%	14.1%	50%	92.9% Latino	3.7% White	0.8% Black
Dorris Place	327	80.1%	11%	21.7%	75.8% Latino	14.1% Asian	4.6% White
Allessandro	440	87.3%	9.8%	24.1%	87% Latino	4.1% Filipino	3.6% White
LFCSA	508	41.5%	9.4%	8.7%	43.7% White	39% Latino	11.4% Multiple
Middle							
Irving MS	676	88%	15.5%	17%	78.4% Latino	4.1% Asian	3.6% Black
Nightengale MS	723	93.8%	17%	23.4%	70.7% Latino	25.2% Asian	1.4% Black
King MS	1931	66.2%	9.7%	8.8%	54.6% Latino	21.1% White	12.1% Asian
Studio MS	290	91.2%	16.8%	23.3%	92.4% Latino	3.8% White	1.9% Asian
Charters							
Celerity Octavia (K-8)	417	94%	8.4%	54%	86.8% Latino	8.6% Filipino	1.9% Asian
Renaissance Arts (6-8)	357	64.7%	10.6%	5.9%	55.7% Latino	27.2% White	7.3% Black
Renaissance Arts K-12)	58	64%	22.4%	13.8%	48% Latino	36% White	5% Asian

<sup>4</sup> Surrounding Schools sources:

LAUSD Demographics:

<http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=sarc2&which=elem>  
<http://sarconline.org>

Charter Demographics:

<http://sarconline.org/Sarc/About/19647330112235> (LFCSA)  
<http://sarconline.org/Sarc/About/19647330122655> (Celerity Octavia)

Academic Performance Index:

<http://www.cde.ca.gov/ta/ac/ap/apireports.asp>

School Performance Framework:

<http://schoolinfosheet.lausd.net/budgetreports/spfsearch.jsp>

## Community Need for Proposed Charter School

Los Feliz Charter Middle School for the Arts will serve sixth through eighth grade students in the Glassell Park/90065 area. LFCMSA will provide a strong option for families interested in a more hands-on, arts-integrated educational program. For many years, the LFCSA elementary level parents and students have been expressing a strong desire for the organization to expand to middle school grades. There are few progressive middle schools, and although there are performing arts schools in the area, there are very few that focus on arts integration.

In most middle school programs, the arts are presented to students as an elective and are taught to students in isolation. In comparison, LFCMSA's philosophy emphasizes an interdisciplinary approach that brings together the learning objectives of multiple disciplines, including the arts. The arts are valued as a core curriculum and are taught in parallel with the other disciplines so that the learning experiences and the skills developed in one academic area inform and enrich students' learning in other disciplines. Additionally, LFCMSA's emphasis on project based learning and civic engagement nurtures the curiosity, confidence, collaborative skills, and innovation that students will need to be successful as 21<sup>st</sup> century learners.

The LFCSA elementary has been serving the Glassell Park community since 2010. Since the school moved into the area, it has worked to continually change the school's demographics to better mirror the demographics Glassell Park and of the surrounding community (e.g. Highland Park, Atwater, Eagle Rock)

Because the middle school will be housed at the same facility as the elementary school, we are basing our projections upon our elementary school population, the Glassell Park community, the LAUSD, and the city of Los Angeles.

Per 2010 Census data, the major ethnicities in the 90065 area are: Hispanic/Latino (of any race) at 63.9%; White at 48.7%; Asian at 15.4%; and 5.1% of Two or More Races. With respect to education level, 71% are high school graduates or higher, with only 29.2% with bachelor's degree or higher. Per the 2011-2015 American Community Survey 5-Year Estimates, the median income was \$54,078, with 20.6% of individuals are below poverty level, and 27.6% of families with children under 18 are below poverty level<sup>5</sup>

LFCMSA will provide a strong academic option for families, as our overall CAASPP scores are stronger than the identified in the Latino/Hispanic and FRL subgroups, as our subgroup performance is higher than the District, State, and most surrounding school comparisons.

The addition of LFCMSA to the community directly supports the intent of the Charter Schools Act by offering a program that improves pupil learning, increases opportunities for expanded learning experiences with innovative teaching methods, honors the professional and artistic skills of teachers to create curriculum that is responsive to their students, and provides parents choice. Although the Charter Schools Act also seeks to spur competition in the system, LFCMSA, in its vision, strives to share its best practices through collaboration, and hopes to help other schools strengthen their integration of the arts in their programs.

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<sup>5</sup> [https://factfinder.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml](https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

### Projected Demographics of Students To Be Served

Los Feliz Charter School for the Arts elementary school currently serves a diverse population of about 500 students in the Transitional Kindergarten through 5<sup>th</sup> grades. It is located in a light industrial media complex, offset from the main thoroughfare, and has the challenge of not being visibly accessible to the community. Due to the lack of visibility, the LFCSA Board of Directors has established an Outreach task force, with an Outreach plan, to help improve visibility and outreach to specific populations so that we may continue to work toward matching the demographics of the community we serve (see Outreach section).

Below are the demographics of the Glassell Park Community, the city of Los Angeles, surrounding middle school data (from Surrounding Schools Table above), and the LFCSA elementary school.

	FRL/Poverty	Special Education	Other Language/EL (Spanish)	Major Ethnicity (Latino)
Glassell Park/90065 <sup>6</sup>	20.6% (individual); 27.6% (With related children of householder under 18 years)	n/a	10.6% (5-17 year old)	63.9% (Hispanic/Latino of any race)
Los Angeles	22.1% (individual); 21.2% (With related children of householder under 18 years)	n/a	9.1% (5-17 year old)	48.5% (Hispanic/Latino of any race)
Surrounding Middle School Data <sup>7</sup>	80%	14%	21%	70%
LAUSD <sup>8</sup>	78.8%	13.8% <sup>9</sup>	24.9%	74%
LFCSA Elementary <sup>10</sup>	41.5%	9.4	8.7%	39%

Given the above demographics, LFCMSA projects the following increases from its current demographics:

Projected Demographics by year 3	56.5% (+5% each year)	Matching LAUSD	23.7% (+5% each year)	54% (+5% each year)
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These increases are supported by the LFCSA Board of Director's Outreach plan.

In an effort to continue increasing the socio-economic and ethnic diversity, the elementary school changed its lottery to include preferences for students whom are eligible for the Free and Reduced Lunch program.

The LFCSA organization will continue to create partnerships with local leaders in the region to help publicize the school and what we offer to the community. Our intent is to continue to reach out to families

<sup>6</sup> [https://factfinder.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml](https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

<https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

<sup>7</sup> Averaged from surrounding school table on page 25.

<sup>8</sup> <https://www.ed-data.org/district/Los-Angeles/Los-Angeles-Unified>

[https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=41232&dataid=57579&FileName=NewlyUpdatedFingertip%20Facts2017-18\\_English.pdf](https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=41232&dataid=57579&FileName=NewlyUpdatedFingertip%20Facts2017-18_English.pdf)

<sup>9</sup> <http://laschoolreport.com/special-ed-a-big-drain-on-the-districts-budget-but-a-potential-for-attracting-more-students/>

<sup>10</sup> <http://sarconline.org/Sarc/About/19647330112235?year=2015-16>

in the area to ensure that we are meeting the needs of the local community, and to the educational community to share and collaborate on curriculum and art-integration.

#### **Recruitment Framework**

- Recruitment efforts will focus on our local community
- All enrollment outreach activities will have Spanish and English language access
- All information being distributed including flyers, brochures and forms will be in both Spanish and English.
- The plan will be evaluated, and revised if necessary, annually by the Outreach Task Force of the Board.
- We have set the following metrics as goals for our plan:
  - Increase FRL by 5% each year until we reflect the demographics of the local community
  - Increase subgroups (e.g. Latino, EL, FRL, Special Education) by a minimum of 5% each year until we reflect the demographics of the local community.

#### **Projected Enrollment**

In 2018, we anticipate a large percentage of our fifth graders will apply to sixth, as well as other students interested in attending our program.

We are projecting a class of 75 students. We will add one new grade level each year until we reach eighth grade. At the end of the charter term, we will serve students in 6<sup>th</sup> through 8<sup>th</sup> grades, with a total enrollment of 225 students.

These enrollment projections are based on the current enrollment trends in 2017-18 school year. Our current operational capacity is 520 students at our private site, and we are applying to house our younger grades at a Prop 39 Co-location in the local area. These numbers are adjusted annually based on actual enrollment in the different grade levels.

GRADE	2018-19	2019-20	2020-21	2021-22	2022-23
6 <sup>th</sup> Grade	75	75	75	75	75
7 <sup>th</sup> Grade		75	75	75	75
8 <sup>th</sup> Grade			75	75	75
Total	75	150	225	225	225

## **Goals and Philosophy**

### **Mission**

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

### **Vision**

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

### **Core Values**

#### ***Focus on the Whole Child***

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

#### ***Student-Centered Learning***

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

#### ***Project-Based***

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

#### ***Arts Integrated***

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

### ***Authentic Family Involvement***

Parents and guardians are viewed as partners and their involvement in all facets of school life, from volunteering in the classroom to sharing ideas with school leaders, is valued and encouraged. We will ask parents to help in whatever way they can, and we will inform them, via the parent handbook and website, that volunteering is not a requirement for acceptance to, or continued enrollment at, LFCMSA.

### ***Constructivism***

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

Constructivism is a learning theory that is rooted in the idea that individuals construct new knowledge from their experiences. Because each learner is a unique individual, with his/her own learning style, interests, and background, each learning experience is received and perceived differently. Constructivist practices promote problem solving, reflection, and multiple perspectives. By allowing for different perspectives and interpretations of learning, students are able to learn that the world is complex and that there are different ways to solve a problem. Innovation and creativity comes from analyzing different solutions for their strengths and then applying them to foster the best possible outcome. At LFCMSA, such practices are evidenced in our use of *Developmentally Responsive Middle Grade Practices* from Taking Center Stage – Act II<sup>11</sup>, differentiated instruction, project-based learning, and interdisciplinary methods like Scottish Storyline and Different Ways of Knowing.

The following table offers a comparison of the difference between traditional and constructivist classrooms (Brooks & Brooks, 1993)<sup>12</sup>.

<b>Traditional Classroom</b>	<b>Constructivist Classroom</b>
<i>Students primarily work alone</i>	<i>Students primarily work in groups</i>
<i>Curriculum is presented part to whole, with emphasis on basic skills</i>	<i>Curriculum is presented whole to part with emphasis on the big concept</i>
<i>Strict adherence to a fixed curriculum is highly valued</i>	<i>Pursuit of student questions is highly valued</i>
<i>Curricular activities rely heavily on textbooks of data and manipulative materials</i>	<i>Curricular activities rely heavily on primary sources</i>
<i>Students are viewed as “blank slates” onto which information is etched by the teacher</i>	<i>Students are viewed as thinkers with emerging theories about the world</i>
<i>Teachers generally behave in a didactic manner, disseminating information to students.</i>	<i>Teachers generally behave in an interactive manner mediating the environment for students</i>

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<sup>11</sup> Taking Center Stage – Act II. <https://pubs.cde.ca.gov/tcsii/ch4/devresponmgprctces.aspx>

<sup>12</sup> Brooks, J. G., & Brooks, M. G. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association of Supervision and Curriculum Development.

<b>Traditional Classroom</b>	<b>Constructivist Classroom</b>
<i>Teachers seek the correct answers to validate student lessons.</i>	<i>Teachers seek the student's point of view in order to understand student learning for construction of subsequent conceptions.</i>
<i>Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing.</i>	<i>Assessment of student learning is interwoven with teaching and occurs through teacher observation of students at work and through exhibitions and portfolios.</i>

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

### **What It Means To Be an Educated Person in the 21<sup>ST</sup> Century**

As we begin the 21<sup>st</sup> century, we find that the world is constantly changing and more interconnected than ever before. In order to be an educated and productive citizen, a person needs to possess characteristics that promote life long learning such as, perseverance, creativity, flexibility, resilience, reflection, collaboration and determination. In developing the individual, society benefits by having a richer and more diverse population from which ideas and innovations evolve.

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

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

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

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

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

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

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

**Pursues Knowledge** of the surrounding world: nature, geography, languages, religion and culture; and knowledge of oneself: personal interests, needs, strengths and weaknesses; continuing that pursuit in order to effectively and empathetically navigate through life's big and small challenges.

**Pursues Balance** in life between leadership and cooperation. Matches responsibility of self and of service to others; and, compliments self-confident actions with self-improvement efforts.

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

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

Helping students develop these characteristics for learning will both foster and strengthen our students' ability to learn the English and math knowledge and skills needed to qualify for and succeed in their chosen college or career. Many of the characteristics, in our definition of how an educated person in the 21<sup>st</sup> century learns, support students' college readiness, where they are developing the learning habits that are necessary to be successful in meeting A–G coursework, honors and Advanced Placement courses, and help lead to likely success in their postsecondary education. They are also aligned with California Department of Education's Standards for Career Ready Practice. Beyond academics, they support the acquisition of other skills students need to succeed outside the classroom, things like: communicating ideas effectively, responsible use of technology, ability to inquire and research, and more.

### **How Learning Best Occurs**

As we consider how to educate our students, it is imperative that we not only explore the many theories of learning; but also use that exploration to push the classroom experience forward and create the "educated person of the 21<sup>st</sup> Century." LFCMSA pulls from an extensive scientific research base that incorporates a wide range of disciplines and perspectives: constructivist learning theory; theory of multiple intelligences; balanced literacy, English language acquisition; project-based assessment, thematic, interdisciplinary instruction, the role of the arts in learning and authentic assessment. These theories, though applicable for all students, are especially suitable for serving the needs of English Learner, Socioeconomically Disadvantaged, and Special Education students. Students are supported with opportunities for engagement using multiple modalities, peer support, collaborative learning strategies, hands-on learning, and access through differentiation.

LFCMSA draws from these learning concepts in order to create a comprehensive learning program that will achieve the most dynamic educational environment. The following information framed our thinking as we developed our curricular program:

### ***Learners Learn What Matters To Them***

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

### ***Learners Learn Deeply Through The Arts***

Research<sup>13</sup> has shown that the arts can be an effective vehicle for developing skills and habits that will benefit students throughout their academic, professional and personal lives. Arts education has been shown to improve the ability to approach all subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement.

### ***Learners Construct Meaning for Themselves***

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

### ***Learners Use Multiple Intelligences***

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

### ***Learners Use Content Knowledge And Skills as Tools to Learn More***

Intellectual tools that will serve students for a lifetime should be developed through rich, cross-disciplinary research with a focus on a theme.

### ***Learners Use The World As Their Laboratory***

It is important for students to understand and appreciate their community. By exploring resources outside the classroom and inviting outside experts to share information, children come to recognize the entire world as their classroom.

### ***Learners Explore Their Learning Over Multiple Drafts***

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

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<sup>13</sup> Winslow, L. (1949). *The integrated school art program*. New York, NY: McGraw-Hill. Eisner, E. (2004). What education can learn from the arts. *International Journal of Education & the Arts*, 5(4), 1-13. Retrieved from <http://www.ijea.org/v5n4/index.html>

### ***Learners Never Stop Learning***

The measure of true learning is not the recall of old material; but new questions addressing new possibilities, leading the learner into new realms of exploration. It is important to end not only with the question, “What did you learn?” but also “What will you learn next?”

These learner concepts, in tandem with LFCMSA’s 21<sup>st</sup> century educated person characteristics (e.g. questions, communicates, pursues knowledge, etc.), help LFCMSA students become and remain self-motivated, competent, and lifelong learners.

### **Local Control Funding Formula State Priorities**

<b>LCFF STATE PRIORITIES</b>						
<b>TEACHER ASSIGNMENTS AND CREDENTIALING</b> STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual Credential Review				
		2018-19 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
Teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.	Only candidates with their certification to teach will be considered for core teaching positions; credential renewal will be mandatory for continued employment; annual review of credential to ensure compliance.	To be determined	100% of teachers with valid teaching credential; 100% of teachers with valid EL authorization	100% of teachers with valid teaching credential; 100% of teachers with valid EL authorization	100% of teachers with valid teaching credential; 100% of teachers with valid EL authorization	100% of teachers with valid teaching credential; 100% of teachers with valid EL authorization
<b>ACCESS TO INSTRUCTIONAL MATERIALS</b> STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual Review of Materials, Curriculum Plans & Assessment Results				
		2018-19 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
LFCMSA will provide all students, including all subgroups access to 100% of standards-aligned instructional materials necessary to engage fully in the educational program. All materials will align to CA, CCSS,	Annual, review of instructional materials in support of CA, CCSS, NGSS, and Art Core standards. Identify and obtain additional materials to support interdisciplinary, arts-integrated, curriculum plans.  Annual review of RTI, ELD and special education programs to identify and obtain all	To Be Determined	Schoolwide 100% of students, with needs identified by subgroups will have access to standards aligned instructional materials	Schoolwide 100% of students, with needs identified by subgroups will have access to standards aligned instructional materials	Schoolwide 100% of students, with needs identified by subgroups will have access to standards aligned instructional materials	Schoolwide 100% of students, with needs identified by subgroups will have access to standards aligned instructional materials

NGSS, & Arts Core Standards	necessary instructional materials to increase educational benefit.					
<b>FACILITIES MAINTENANCE</b> STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Facility Inspection Checklist; Annual Survey				
		2018-19 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
Maintain a clean and safe facility.	Conduct routine maintenance and regular facility inspections.  Review Annual climate survey results for stakeholder responses towards the cleanliness of the facility.	100% compliance in facilities operations.  Annual Review: "Good" or better rating.	100% compliance in facilities operations.  Annual Review: "Good" or better rating.	100% compliance in facilities operations.  Annual Review: "Good" or better rating.	100% compliance in facilities operations.  Annual Review: "Good" or better rating.	100% compliance in facilities operations.  Annual Review: "Good" or better rating.
<b>IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS</b> STATE PRIORITY #2						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Teacher Participation in Professional Development/Arts Integration Checklist				
		2018-2019 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
The curriculum will be aligned with CCSS, NGSS, CA, and Core Arts standards, and differentiated to support student attainment of proficiency, as measured by CAASPP exams.  EL Access to Core Language Proficiency	Teachers will participate in annual professional development on the implementation of standards based curriculum planning.  Principal and faculty evaluate instructional materials prior to implementation; proof of professional development; collection and development of a resource system/ library for created curricula; evaluation of projects after every implementation.  Teachers will participate in annual professional development on the implementation of integrated and designated ELD instruction to ensure meaningful and equitable access to the curriculum.	To Be Determined	PD focus: Interdisciplinary planning (major focus) ELD access (minor focus); 100% attendance  Professional Development Time for Reflection and Revision of instructional materials/curricula at the end of year.  Professional Development for ELD instruction.	PD focus: Next Gen. Science & Mathematics; 100% attendance  Professional Development Time for Reflection and Revision of instructional materials/curricula at the end of year.  Professional Development for ELD instruction.	PD focus: TBD; 100% attendance  Professional Development Time for Reflection and Revision of instructional materials/curricula at the end of year.  Professional Development for ELD instruction.	PD focus: TBD; 100% attendance  Professional Development Time for Reflection and Revision of instructional materials/curricula at the end of year.  Professional Development for ELD instruction.

PARENT INVOLVEMENT STATE PRIORITY #3						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Committee membership, Annual Survey, calendar of events				
		2018-2019 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
Maintain parent participation on the Site Council to ensure parent perspectives are included in decision making; maintain parent participation on the school's committees to help make decisions and recommendations.	Each year, the School Site Council nominates and elects parents to serve as new members; hold monthly Site Council meetings. The SSC is responsible for the development, monitoring, and evaluation of school plans (e.g. SSC, LCAP).	To Be Determined	Site council members goal is 5 parents	Site council members goal is 5 parents	Site council members goal is 5 parents	Site council members goal is 5 parents
Increase the percentage of parent volunteers and participation in school activities and events.	Each new year, parents will be invited to join school committees.					
	Monitor Annual Survey questions on level of input and involvement.		Work to increase survey approval ratings until 95% or higher is reached.	Work to increase survey approval ratings until 95% or higher is reached.	Work to increase survey approval ratings until 95% or higher is reached.	Work to increase survey approval ratings until 95% or higher is reached.
Offer workshops and town halls.	Conduct a minimum of six family meetings per year July – June (e.g. Dialogues with the Principal; Friendly Friday Coffee; New Family Social; End of Year Picnic; Back to School Night; New family orientation); Weekly Blasts; Weekly Newsletters; At least 2 Parent Teacher conferences each year. Ensure tracking of participation via sign-ins.		Maintain a minimum of 6 meetings per year.	Maintain a minimum of 6 meetings per year.	Maintain a minimum of 6 meetings per year.	Maintain a minimum of 6 meetings per year.
	Continue to offer opportunities to participate in programs to benefit unduplicated pupils and student with special needs		Maintain a minimum of 6 events per year	Maintain a minimum of 6 events per year	Maintain a minimum of 6 events per year	Maintain a minimum of 6 events per year

STATEWIDE ASSESSMENTS STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: SBAC Assessments				
		2018-2019 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
<p>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools who are within a 2 mile radius on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</p> <p>Increase the percentage of students scoring Standard Exceeded or Standard Met on SBAC assessments annually. When at &gt; 30 students per subgroup.</p>	<p>Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCS aligned instructional materials</p> <p>Teacher Professional Development</p> <p>Teacher Evaluation</p> <p>Use of Interim Assessments as formative assessments to obtain data to inform instruction, curriculum design, differentiation, and intervention supports.</p>	Establish Baseline in ELA and Math for schoolwide and significant subgroups.	Overall ELA and Math will increase by 5% over baseline	Overall ELA and Math will increase by 6% over baseline	Overall ELA and Math will increase by 7% over baseline	Overall ELA and Math will increase by 8% over baseline
		Economically Disadvantaged ELA: TBD	Economically Disadvantaged will increase by 5% over baseline	Economically Disadvantaged will increase by 6% over baseline	Economically Disadvantaged will increase by 7% over baseline	Economically Disadvantaged will increase by 8% over baseline
		Economically Disadvantaged Math: TBD	Hispanic will increase by 5% over baseline	Hispanic will increase by 6% over baseline	Hispanic will increase by 7% over baseline	Hispanic will increase by 8% over baseline
		Hispanic ELA: TBD				
		Hispanic Math: TBD	English Learner will increase by 3% over baseline, or above District and State Averages	English Learner will increase 4% over baseline, or above District and State Averages	English Learner will increase 5% over baseline, or above District and State Averages	English Learner will increase 6% over baseline, or above District and State Averages
		English Learner ELA: TBD	Special Education Subgroups will increase by 3% over baseline	Special Education Subgroups will increase by 4% over baseline	Special Education Subgroups will increase by 5% over baseline	Special Education Subgroups will increase by 6% over baseline
		English Learner Math: TBD				
		Special Education: ELA: TBD				
		Special Education Math: TBD				

A-G COURSE/CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		2018-2019 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
N/A						
ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ELD grades/ELPAC scores/Reclassification Rates				
		2018-2019 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
<p>Increase EL academic performance by ensuring students are accessing and engaging in the curriculum.</p> <p>Provide supports necessary to increase the reclassification rates of English Learners by providing supports for English Learners, Standard English Learners, and struggling readers, inclusive of RFEPs.</p>	Create and Implement ELD monitoring folders for all ELs	Train and Implement ELD folder monitoring	Continue to implement ELD folders	Evaluate ELD folder implementation	Continue evaluating ELD folder implementation	Continue evaluating ELD folder implementation
	Professional Development for ELD standards and ELD folder monitoring of progress.	Provide PD for ELD folder monitoring of progress.	Continue PD for ELD folder monitoring of progress.	Provide further PD for ELD standards and ELD folder monitoring of progress.	Provide further PD for ELD standards and ELD folder monitoring of progress.	Provide further PD for ELD standards and ELD folder monitoring of progress.
	Monitor EL progress to identify potential students ready for reclassification.	Monitor ELD progress to identify students for reclassification.	Continue monitoring internal assessments for ELD progress to identify students for reclassification	Continue monitoring internal assessments for ELD progress to identify students for reclassification.	Continue monitoring internal assessments for ELD progress to identify students for reclassification.	Continue monitoring internal assessments for ELD progress to identify students for reclassification.
	Increase the number of students making progress on the ELD standards in the monitoring folder each year (Emerging -> Expanding, Expanding -> Bridging)	Establish baseline for % of students showing progress	Increase percentage of students making progress with ELD standards in the ELD monitoring folder. (e.g. Emerging -> Bridging, Bridging -> Expanding)	Increase percentage of students making progress with ELD standards in the ELD monitoring folder. (e.g. Emerging -> Bridging, Bridging -> Expanding)	Increase percentage of students making progress with ELD standards in the ELD monitoring folder. (e.g. Emerging -> Bridging, Bridging -> Expanding)	Increase percentage of students making progress with ELD standards in the ELD monitoring folder. (e.g. Emerging -> Bridging, Bridging -> Expanding)
	Increase the number of students meeting the ELPAC Criterion	Results indicate that (TBD%) students met the ELPAC	Percentage of students meeting the ELPAC Criterion will increase 5% over	Percentage of students meeting the ELPAC Criterion will increase 6% over	Percentage of students meeting the ELPAC Criterion will increase 7% over baseline	Percentage of students meeting the ELPAC Criterion will increase 8% over baseline

		Criterion on the annual assessment	baseline.	baseline		
<b>ENGLISH LEARNER RECLASSIFICATION RATE</b> STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ELD Monitoring Portfolios				
		2018-2019 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
Increase reclassification rate annually; at or above the District average	EL students will receive in-class instructional support, which includes individual support; small group instruction; usage of SDAIE and ELD instructional strategies.  Monitor ELD progress and Reclassification using electronic schoolwide assessment data system	Establish Baseline  Utilize data system and enter paper-based data into system for monitoring of progress	Increase reclassification rate annually; at or above the District average  Monitor implementation of schoolwide data system	Increase reclassification rate annually; at or above the District average  Monitor and Review implementation of schoolwide data system	Increase reclassification rate annually; at or above the District average  Monitor and Review implementation of schoolwide data system	Increase reclassification rate annually; at or above the District average  Monitor and Review implementation of schoolwide data system
<b>AP EXAMINATION PASSAGE RATE [High Schools Only]</b> STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		2018-2019 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
N/A						
<b>EAP COLLEGE PREPAREDNESS RATE [High Schools Only]</b> STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		2018-2019 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
N/A						

SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Monthly Attendance Reports				
		2018-2019 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
The school will maintain a high attendance rate to ensure students are accessing and engaging in the curriculum	Increase attendance rate annually, of all students and subgroups, until we are above the District average.	Establish Baseline	Increase LFCMSA rate by 2% until greater than LAUSD's rate.	Increase LFCMSA rate by 2% until greater than LAUSD's rate.	Increase LFCMSA rate by 2% until greater than LAUSD's rate.	Increase LFCMSA rate by 2% until greater than LAUSD's rate.
CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (IDENTIFY SCHOOLWIDE AND SUBGROUP GOALS AS APPLICABLE)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Monthly Attendance Reports				
		Baseline	2019-2020	2020-2021	2021-2022	2022-2023
The school will maintain a low chronic absenteeism rate to ensure students are accessing and engaging in the curriculum	Lower chronic absenteeism rate annually, of all students and subgroups, until we are above the District average.  Hire half-time office assistant to monitor and report on attendance and work with parents on attendance issues.	Establish Baseline	Decrease 1% from previous year until lower than LAUSD's rate.	Decrease 1% from previous year until lower than LAUSD's rate.	Decrease 1% from previous year until lower than LAUSD's rate.	Decrease 1% from previous year until lower than LAUSD's rate.
DROPOUT RATE [Middle and High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		2018-2019 Baseline	2019-2020	2020-2021	2021-2022	2022-2023
Identify students at risk for dropout	Monitor students whom are habitually truant or present with school behavior problems.  Implement SART/SARB process with students and families as an intervention.	Establish baseline	Maintain a low percentage, not to exceed 3% each year.	Maintain a low percentage, not to exceed 3% each year.	Maintain a low percentage, not to exceed 3% each year.	Maintain a low percentage, not to exceed 3% each year.

GRADUATION RATE [High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022
N/A						
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Suspension Rate				
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022
The school will maintain a low annual suspension rate schoolwide and for significant subgroups.	Employees will be trained and implement the Safe School System and Cool Tools; Teachers will use positive behavior supports and hold community circles to address issues; implement alternatives to suspension; Administration will work with teachers, staff and families to manage student behavior issues and concerns.	Establish Baseline for schoolwide and significant subgroups	Decrease percentage annually until at zero for schoolwide and significant subgroups.	Decrease percentage annually until at zero for schoolwide and significant subgroups.	Decrease percentage annually until at zero for schoolwide and significant subgroups.	Decrease percentage annually until at zero for schoolwide and significant subgroups.
STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Expulsion Rate				
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022
The school will maintain a low annual expulsion rate.	Employees will be trained and implement the Safe School System and Cool Tools; teachers will use positive behavior supports and hold community circles to address issues; Administration will work with teachers, staff and families to manage student behavior issues and concerns.	Establish Baseline for schoolwide and significant subgroups	No more than 2% annually for all students and significant subgroups	No more than 2% annually for all students and significant subgroups	No more than 2% annually for all students and significant subgroups	No more than 2% annually for all students and significant subgroups

[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE] STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual Survey				
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022
Students, parents and staff will feel a sense of community and connectedness.	Annual School Wide Survey of students, parents, and employees for broad mission and vision work.	Establish Baseline	Demonstrate growth in each area towards reaching an approval rating of 95% or higher on items in the annual school wide survey	Demonstrate growth in each area towards reaching an approval rating of 95% or higher on items in the annual school wide survey	Demonstrate growth in each area towards reaching an approval rating of 95% or higher on items in the annual school wide survey	Demonstrate growth in each area towards reaching an approval rating of 95% or higher on items in the annual school wide survey
BROAD COURSE OF STUDY STATE PRIORITY #7						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Academic Calendar and Budget				
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022
Provide infrastructure to provide support for planning and delivery of interdisciplinary, standards based, units to further the mission and vision of the charter for all students.	Establish Shortened Days to provide planning time to grade level teams. Provide full-day Teacher Professional Development opportunities  Provide support for teacher professional development conferences	Shortened days implemented  Full day Professional Development days	Maintain Shortened days  4 Full day Professional Development days	Maintain Shortened days  5 Full day Professional Development days	Maintain Shortened days  8 Full day Professional Development days	Maintain established supports  8 Full day Professional Development days
[OTHER STUDENT OUTCOMES] STATE PRIORITY #8						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Budget				
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022
Need to increase art integration learning experiences for students to further the mission and vision of the charter	Establish sufficient Art Specialist availability to support fuller Arts and CCSS integration	Establish Baseline	Maintain Full-time Art Specialists Positions	Maintain Full-time Art Specialists Positions	Maintain Full-time Art Specialists Positions	Maintain Full-time Art Specialists Positions

## Instructional Design

According to Taking Center Stage (CDE, 2001)<sup>14</sup> a report issued by the California Department of Education's Middle School Task Force, there are several key recommendations suggested for making standards-based education successful in a middle school program. These recommendations are aligned with practices being employed at the elementary level and will be carried on at the middle school level.

***Recommendation 1: Implement rigorous and consistent standards while maintaining a dynamic student-centered culture.***

This is reflected in our standards-based, interdisciplinary, project-based, arts-integrated, constructivist curricular design. The educational experiences of the students focus both on content standards (i.e. CCSS, NGSS, History/Social Science), and the Visual and Performing Arts standards. This is a shift from a program-based paradigm to one highlighting standards. In particular, we identify power standards that have endurance, leverage, and support readiness for the subsequent grade levels. Students are able to demonstrate mastery in standards as teacher use formative and summative assessments within the curriculum. The hands-on, project-based, constructivist approach creates a dynamic student-centered culture, where they have a "voice" in how the curriculum. The ability express in and through the arts, taps into students creativity, thus further enhancing a dynamic culture.

***Recommendation 2: Provide sustaining resources and support for standards-based education.***

Teachers are provided with team planning time and professional development before the start of school in the Summer Institute, during each week, and with pupil free days scheduled in each trimester. Ongoing additional professional development is offered through peer coaching, lesson studies, instructional consultants, mentor teachers, and more. The effectiveness of planning is evaluated by both the grade level teams and the administrator. Effectiveness is determined by assessment data that is woven in with each integrated unit.

***Recommendation 3: Demonstrate commitment to essential elements of the middle grades philosophy.***

LFCMSA achieves this by providing a challenging, integrative, and exploratory curriculum, that varies teaching and learning approaches, uses formative and summative assessment to promote learning, and employs flexible organizational structures. This allows students to demonstrate mastery of standards in a more meaningful, authentic, and differentiated manner.

***Recommendation 4: Align curriculum, instruction, and assessment practices with the California content and performance standards.***

Teachers will use a power standards protocol, guided by the four corollary questions of a professional learning community as they align curriculum, instruction, and assessment practices:

- "What is it we expect students to learn?"
- "How do we know whether the students have learned it?"

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<sup>14</sup> <https://pubs.cde.ca.gov/tcsii/documents/tcsii.pdf>

- “How will we respond if they don’t learn it?”
- “How will we respond if they already know it?”

In addition to determining the power standards, grade level teams are responsible for creating a curriculum map that shows the content/standards to be covered in core content, the arts, technology, and social justice areas, as well as field trips, civic engagement, and partnership resources for the year. We will also utilize a Unit Planning Template that shows guiding questions, standards, the progression of lessons/activities, resources, academic language, assessments, and differentiation needs.

In implementing a standards based program, Reeves (1998) in *Making Standards Work* suggests the following criteria:

1. The standards are highly visible in the classroom. They are expressed in language understandable to students and parents.
2. Examples of exemplary student work are evident throughout the classroom.
3. Students can explain spontaneously what is needed for each assignment to be considered proficient.
4. For every assignment, project, or test, the teacher provides in advance explicit expectations for proficient work.
5. Student evaluation is always done according to the standards, never on a curve.
6. The teacher can explain to any parent or other stakeholder the specific expectations for each student for the year.
7. The teacher may vary the length and quantity of the curriculum content daily to ensure that students spend more time on the most critical content standards.
8. Commonly used standards, such as those used for written expression, are reinforced in every subject area. For example, spelling always counts in mathematics, science, music, physical education, and every other discipline.
9. The teacher has created at least one standards-based performance assessment in the past month.
10. The teacher exchanges student work with a colleague for independent review at least once every two weeks.
11. The teacher provides feedback to students and parents about the quality of student work compared with the standards, not with the work of other students.
12. The teacher helps to build a community consensus about the importance of standards and high academic expectations for all students.
13. The teacher uses a mix of assessment techniques, including extended written responses in all disciplines.
14. Other standards-based professional practices are used that are appropriate to the teacher’s classroom.

***Recommendation 5: Connect the contributions of California's diverse multicultural population as standards are implemented.***

***Recommendation 6: Use technology as a tool to improve and increase student academic achievement.***

As referenced above, the integration of technology as a tool is key to helping students improve their academic achievement and performance on State standardized testing. Students will mainly utilize technology as a research or utility tool. With the exception of a few reading and intervention programs, the students' use of technology will be student-directed, or student-controlled, rather than computer directed.

***Recommendation 7: Examine the use of time to provide students and teachers opportunities to plan, integrate, teach, and learn.***

In considering the scheduling of instructional time, the use of flexible and focused days will assist with providing students and teachers different opportunities to plan, integrate, collaborate, teach and learn. The focus days will allow for smaller group differentiation of learning needs, and the integrated days will allow for the deeper integration of the core and arts content and performance standards.

***Recommendation 8: Work with feeder elementary schools and destination high schools to provide consistent expectations and seamless transitions.***

There will be strong articulation between LFCSA elementary and LFCMSA middle schools; especially so, given that they share the private facility. The school will create a curriculum map so that we can see the vertical articulation of concepts that are being taught. In addition, the elementary and middle school will create an organization wide curriculum map, so that the entire TK through 8<sup>th</sup> grade learning experience can be analyzed and monitored.

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

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

### **Multiple Intelligences**

Using Howard Gardner's *Theory of Multiple Intelligences*<sup>15</sup> as a guide, teachers will create learning experiences that present material in several ways. Students will also be expected to present their knowledge and skills in multiple ways. While all students will be required to become competent in the verbal and mathematical intelligences measured by standardized tests, the multiple intelligence approach will value the other intelligences as distinct from each other and supporting of each other.

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

### **Project-Based Instruction**

Teachers work in grade level teams to design units that employ project-based methods.

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

### **Backward Design of Curriculum Materials**

LFCMSA teachers will continually be developing and refining their understanding and application of the aforementioned pedagogy. LFCMSA teachers will plan interdisciplinary units with other grade-level faculty using the 'backward design' guidelines described in *Understanding by Design* (Wiggins & McTighe, 2012)<sup>16</sup>. This strategy advises teachers to begin with the question, "What would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences." There are three steps to this process:

1. Identify desired results: Using state educational standards and additional goals, teachers will determine a three-tiered hierarchical set of learning expectations:
  - Enduring understandings
  - Information and skills worth being familiar with

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<sup>15</sup> [https://www.niu.edu/facdev/\\_pdf/guide/learning/howard\\_gardner\\_theory\\_multiple\\_intelligences.pdf](https://www.niu.edu/facdev/_pdf/guide/learning/howard_gardner_theory_multiple_intelligences.pdf)

<sup>16</sup> [http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

- Important knowledge and skills
- As teachers select and prioritize these learning expectations, they will use the following four questions to guide them:
  - To what extent does the idea, topic, or process represent a ‘big idea’ having enduring value beyond the classroom?
  - To what extent does the idea, topic, or process reside at the heart of the discipline?
  - To what extent does the idea, topic, or process require uncoverage? (Meaning, what parts of these concepts do students typically have difficulty understanding.)
  - To what extent does the idea, topic, or process offer potential for engaging students?

2. Determine acceptable evidence: Teachers will select forms of evidence that can be assessed throughout the unit of study and will include such tactics as: informal checks, observation/dialogue, quiz/test, open-ended prompts, performance tasks, and projects. The type of evidence and assessment used in an unit will be based on the standards that are being taught, how those standards might be best demonstrated (e.g. in an integrated fashion with other standards, or on its own).

3. Plan learning experiences and instruction: Once learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods, and select the appropriate materials and resources to achieve their goals. As much as possible, learning experiences should be selected so that the standards can be authentically applied.

### **Standards Based Curricula**

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

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

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

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

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

Students pursue solutions to problems and issues by:

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

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

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

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

Like DWO<sub>K</sub>, Storyline, and other interdisciplinary methods are first framed by the grade level teaching teams, as they base their preliminary planning on universal concepts, guiding questions, and content/performance standards. Arts-integration is then layered into the frame, when the teachers and the Arts Specialist(s) co-plan the details of the unit.

## **Curriculum and Instruction**

### **Published Programs**

Not only are standards taught through teacher designed lessons and project-based units, they are also addressed through the use of published curricular programs. For English Language Arts, we will utilize a balanced literacy approach using the Teacher's College Reading and Writing Project (TCRWP) to employ Readers and Writers Workshop. For writing, the Units of Study, middle school series, provides strong alignment for the CCSS by providing a systematic curriculum in the three types of writing – opinion/argument, information, and narrative writing. For reading, the Units of Study incorporate deeper engagement through skills such as, annotations of text, developing skills for assessing primary and secondary sources, and synthesizing within and across texts. For mathematics, we will be utilizing Cognitively Guided Instruction, supplemented with Engage NY. Engage NY has a curriculum map that will be used to align learning experiences within projects. For Science, we will be using the Full Option Science System, and will also supplementing with other instructional materials we implement the Next Generation Science Standards (NGSS). Like mathematics, the cross cutting concepts in NGSS will be used align with other content areas.

### **Reading (Core)**

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

### **Writing (Core)**

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

**Mathematics (Core)**

As mentioned above, we will utilize Cognitively Guided Instruction, and supplemental methods and material from Engage NY. Cognitively Guided Instruction (CGI) is a means to help students develop their mathematical reasoning. It is based on the assumption that children bring an intuitive knowledge of mathematics to school with them and that this knowledge should serve as the basis for developing formal mathematics instruction. There is an emphasis on assessing the processes that students use to solve problems. In addition, we have been exploring the use of more hands-on methods, like Counting Collections and math workshop, a model that allows the teacher to more effectively differentiate to students needs. This methodology prepares middle school students for their high school experience and beyond, where the focus is upon both mathematical content and practice standards. With the CGI model, students will be able to makes sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, model mathematics, etc. Our program will allow for the integration of mathematics within hands-on projects, thus allowing students to apply their learning.

**Science (Core)**

We will utilize the Full Option Science System (FOSS) as our curriculum. The FOSS curriculum is a hands-on program that focuses upon active investigation, posing hypothesis, recording data and observations, and testing ideas. Like mathematics, there are strong opportunities to connect other CCSS and the Next Generation Science Standards in our standards based planning model. The FOSS curriculum will be supplemented in order to better address student needs and the Next Generation Science Standards. The hands-on experimentation and the focus on crosscutting concepts allows for students to engage in modeling and in critical and evidence-based argumentation. Students are able to reflect on their own knowledge and understanding of how science works, and be involved in the practices of science and how it they contribute to the scientific knowledge base.

**Social Studies (Core)**

We will employ the Scottish Storyline or Different Ways of Knowing (DWOK) curriculum to address History/Social Science standards. The DWOK curriculum is a hands-on, collaborative learning program focused on thematic, integrated teaching. Students acquire deep social studies content knowledge through an inquiry-base, arts-infused, interdisciplinary approach. Storyline is similar, however it differs in that it is a more immersive experience, where students take on roles and establish daily rhythms and patterns. Reading Writing and Social Studies are combined into Humanities to allow for smoother interdisciplinary learning experiences.

**English Language Development**

LFCMSA utilizes both integrated and designated supports for English Learners based on English Language Development standards. With integrated ELD instruction, ELs are given effective instructional experiences throughout the day and across the disciplines, that are interactive and meaningful, develop both content knowledge and academic English, and are appropriately scaffolded to help them become independent. There are also designated supports with respect to specific times where teachers help ELs in developing discourse practices, grammatical structures, and vocabulary. When possible, teachers group ELs by proficiency in order to target specific language needs. Designated supports are structured times that are scheduled by the teachers within the instructional day, most often occurring, but not limited to, in Readers and Writers Workshops. The amount of designated time is determined by the level of support needed by the English Learners in the classroom.

## **World Languages**

In learning a second language, students not only have the opportunity to utilize the language in our diverse city, they are also expanding their access to information from other parts of the world. It is important to understand that the acquisition of another language gives them opportunities to focus on various aspects of language such as communication, culture, structure and settings. We will engage students with these aspects of language development, and move through the stages from acquiring information and recognizing distinctive viewpoints by addressing discrete elements of daily life (Stage 1) through deeper levels of engagement with complex, concrete, factual, and abstract topics related to the immediate and external environment (Stage 4). The higher stages will be integrated into the topics of study, and can be further explore

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

### **Art Integration**

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

### ***Learning through the arts***

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

Example: dancing fractions, using music to understand the mathematical concept of fractions.

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

### **Music (Non-Core)**

Students are taught to listen to, analyze, and describe music elements and forms. Students, as they learn content in music, they apply their knowledge in expressions of creative form that is integrated with core subject material they are learning in the general education classrooms.

### **Dance (Non-Core)**

In Dance students not only work on learning physical movements, accuracy, and control, they also do so while integrating Dance concepts as they related to core subject material they are learning in the general education classrooms

### **Visual Arts (Non-Core)**

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

### **Health/P.E. (Non-Core)**

Our Health and Physical Education program focuses on improving students' academic achievement and health literacy. Students are provided 200 minutes per week of Physical Education classes. Within the Physical Education classes, students learn various forms of physical exercises, nutrition, injury prevention, sportsmanship, human development, and practicing health enhancing behaviors. In addition to physical wellness, LFCSA also focuses upon socio-emotional wellness through its Safe School System.

### **Innovative Components**

#### **Social Emotional Learning**

We will integrate several methods in our teaching to support students' social emotional development:

- Safer School Method & Cool Tools (adapted from the UCLA Lab School system<sup>17</sup>)
- Restorative Justice practices (adapted from Teaching Tolerance<sup>18</sup>)
- Social Justice Standards (Teaching Tolerance)
- Community Circles & Talking Circles
- Growth Mindset (Dweck<sup>19</sup>)
- Mindfulness (Calm Classroom)

#### **Safe School System**

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

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

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

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<sup>17</sup> <https://www.labschool.ucla.edu/teach/curriculum/safe-school/>

<sup>18</sup> <https://www.tolerance.org/frameworks/social-justice-standards>

<sup>19</sup> <http://www.ascd.org/publications/educational-leadership/oct07/vol65/num02/The-Perils-and-Promises-of-Praise.aspx>

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

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

### ***Safe School Procedures***

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

### ***Safe School Guidelines***

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

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

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

(2) We will use language appropriate for school

(3) We will not tolerate physical abuse, taunts or threats

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

### **Cool Tools Documents**

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

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

#### **Put Ups not Put Downs**

A put up is saying something supportive and encouraging, recognizing good behavior, acknowledging special efforts. The emphasis is on highlighting the positive rather than calling attention to the negative. The put ups need to be authentic statements.



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





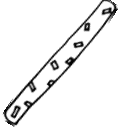


#### **Repairs**

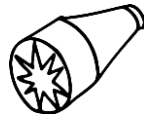


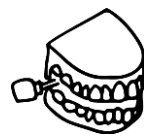


Conflicts that don’t get resolved on the playground may end up as “repairs.” Children are instructed to put their name and the name(s) of those they need to make “repairs” with on the Repair Square. They are empowered to make “repairs” on their own; however, if they need support they can enlist help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

### **Cool Tools**

In the elementary school, particularly with the lower elementary grades, there has been a focus on the right side of the chart, which are the “tools” used to teach lower elementary children about the values using concrete objects. As students mature, they grow out of this language and we encourage and model the use of the left side of the chart, the values. The use of the values language generally starts in the upper elementary years. For LFCMSA, it is appropriate to be focusing on the values language when in discussions, community circles, or conducting repairs. We decided to maintain both together to help students recall earlier connections, and as a possible scaffolding tool for students whom are still developing their conceptual understand of the different values to use (i.e. English Learners or Special Education students).

Value	Reminds Us	Cool Tool
Consideration	Respect each other’s bubble or personal space.	Bubble 
Inclusion	Always include others in our play and our learning.	Magnet 

Value	Reminds Us	Cool Tool
Decision Making	That there are three different types of decisions: <i>Green-</i> Decisions made by ourselves <i>Yellow-</i> Decisions made together <i>Red-</i> Decisions made by grown ups	Traffic Signal 
Self-Respect	Let people know you do not like something by respectfully asking them to stop. If they are unwilling or the problem escalates with no compromise, exit the situation.	Stop and/or Exit 
Integrity	Choice of voice- The tone of our voice and our attitude affect our message and a situation.	Microphone (Choice of Voice) 
Kindness	Helps us to practice giving thoughtful and meaningful put-ups to our friends, especially when we need to repair a problem.	Bucket Filling 
Honesty	Go straight to the truth when solving a problem by using an "I" statement.	Straight Pretzel 
Responsibility	We are in charge of the words we use. Repairs help heal a problem but do not take away all of the hurt. We need to choose our words carefully.	Toothpaste Challenge 
Value	Reminds Us	Cool Tool
Respect and Responsibility	The cool domino effect is when we copy helpful behaviors. The un-cool domino effect is when we copy those that are not.	Domino Effect 

Value	Reminds Us	Cool Tool
Perspective/Empathy	If we try to understand the perspective of others, we are better able to understand and solve problems.	Kaleidoscope 
Forgiveness	Once a problem has been solved, we have to show compassion and forgiveness so we can start fresh.	Big Mistakes Eraser 
Determination/Perseverance	We have to consider each person's point of view and then think critically to create a solution that attempts to meet the needs of everyone involved.	Maze 
Consideration	We must think with our head and feel with our heart before deciding what to say.	Chattering Teeth 
Self-Regulation	Sometimes we need to cool down using our chill skills (coping skills) before working to solve a problem.	Ice Cube Tray 
Self-Worth	I have the ability to reflect independently, let go and move forward.	Garbage Can 

### Teaching Tolerance Social Justice Standards

The Social Justice Standards<sup>20</sup> are a set of anchor standards and age-appropriate learning outcomes divided into four domains—identity, diversity, justice and action (IDJA). The standards provide a common language and organizational structure: Teachers can use them to guide curriculum development, and administrators can use them to make schools more just, equitable and safe. The standards are leveled for

<sup>20</sup> [https://www.tolerance.org/sites/default/files/2017-06/TT\\_Social\\_Justice\\_Standards\\_0.pdf](https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf)

every stage of K–12 education and include school-based scenarios to show what anti-bias attitudes and behavior may look like in the classroom.

Teaching about IDJA allows educators to engage a range of anti-bias, multicultural and social justice issues. This continuum of engagement is unique among social justice teaching materials, which tend to focus on one of two areas: either reducing prejudice or advocating collective action. Prejudice reduction seeks to minimize conflict and generally focuses on changing the attitudes and behaviors of a dominant group. Collective action challenges inequality directly by raising consciousness and focusing on improving conditions for under-represented groups. The standards recognize that, in today's diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action.

### **Social Justice Standards**

Louise Derman-Sparks and *Anti-bias Curriculum: Tools for Empowering Young Children* (1989)<sup>21</sup> identified “the primary goals of anti-bias education in early childhood.” To meet these goals, each child must:

1. demonstrate self-awareness, confidence, family pride, and positive social identities;
2. express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections;
3. increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts;
4. demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

### **Community Circles and Talking Circles**

Adapted from Responsive Classroom and Teaching Tolerance curriculum, the classroom community discusses issues that impact the group. This can be a way to address conflict in the classroom, disruption of shared norms, or an instructional opportunity to teach specific Cool Tools or Justice Standards.

### **Growth Mindset**

There is a body of research that investigates motivation and personality development. In particular, Dweck (2007)<sup>22</sup> investigated effects of mindset on student learning and performance. From her studies she identified two forms of mindsets, fixed and growth. Dweck defines these as:

"In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it."

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<sup>21</sup> Derman-Sparks, L., & Anti-Bias Curriculum Task Force (Calif.). (1989). *Anti-bias curriculum: Tools for empowering young children*. Washington, D.C: National Association for the Education of Young Children.

<sup>22</sup> Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. L.S. Blackwell, K.H. Trzesniewski, & C.S. Dweck. *Child development*.78 (1), 246-263.

Our classrooms will employ growth mindset methods for students as well as the adults.

### **Mindfulness**

Research indicates that mindfulness and meditation may lessen anxiety, promote social skills, improve academic performance, and help executive functions (Beauchemin, Hutchins, Patterson, 2008; Flook, Smalley, Kitil, Galla, Kaiser-Greenland, Locke, Ishijima, & Kasari, 2010) Classrooms will practice mindfulness techniques at least twice a day.

### **Technology Integration**

As described in our *New Accomplishments* section, the elementary school moved away from a computer lab model and towards an integrated model with technology being made available for use within the classrooms, rather than only during scheduled lab time. Support for student development of technology-related skills begins in the earliest grades, where students learn how to utilize programs and maneuver basic computer functions (e.g. menu selection, quitting, saving). As children move through the grades, they learn to utilize tools such as word processors for writing, browsers for researching, and media editors for project presentations.

Finally, with respect to preparation for the State computerized testing system, the philosophy of the organization is to move towards more student-directed applications, rather than computer-directed programs. This will help students continually build their ability to manipulate both hardware and software. The purposeful use of technology for word processing, editing, publishing, etc., will help our students be more prepared to construct responses and manipulate tools in the State computerized testing system.

### **Enrichment and Intervention Opportunities**

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

With respect to intervention, LFCMSA will differentiate its curriculum to meet students' needs. Struggling students will be provided extra support through our Response to Intervention program. In this program, students will receive extra intervention support through both a push-in and pull-out model, depending upon the need. In the middle school level, we will employ a slightly different model than our elementary, in that we will also offer before school or after school support.

## **Flexible Scheduling & Levels of Integration**

LFCMSA believes that flexible scheduling with designated core subject times in middle school supports our mission and educational philosophy.

Traditional middle schools generally have departmentalized structures that are characterized by a fixed number of periods, which are equal in length, and uniformly scheduled. Rather than this fixed model, we believe in the need for organizational structures that are responsive to the needs of students, rather than having students conform.

In our educational model, curriculum decisions are made, not based on the number of periods in the school day, but based on student needs.

### **Flexible scheduling**

Flexible scheduling allows for learners is to support a range of integrated activities. The integration model is typically characterized as two to five teachers who "ignore subject area lines and instead draw from any subject on the problem or issue at hand," which is of interest to the students (Beane, 1990).

Flexible scheduling allows teachers the freedom to make time frame decisions to meet the instructional outcomes for ultimate student achievement. For example, core teachers (math, science, social studies and English) plan to teach an integrated unit on indigenous people of the area. In their planning, they may decide that on Monday and Wednesday for the next month they will time to allow students project time to investigate sources or plan with peers. Please refer to the proposed schedule following the proposed unit below.

### **Levels of Integration**

Association of Middle Level Education (AMLE)<sup>23</sup> has described various levels of integration that can be used as an organizational structure for curriculum development and delivery of instruction. (Hanover Research, 2012).

**Basic Level:** Involves a few teachers or team who collaborate to select content to complement that be taught by other teachers, encouraging students to see connections and apply learning in one subject matter to another.

**More Sophisticated:**

At this level AMLE describes this as teacher teams actively plan to teach simultaneous classes focused on an interdisciplinary concept. In their example, a team of teachers could plan lessons around the American Civil war. In this model language arts classes can investigate that era of our history through explorations of its own literature, through subsequent literature about the time period, and through its popular culture. Art and music classes can research the arts of that time, while social studies classes can examine the economics and politics of the era, as well as its famous people and battles. At the same time, science classes can focus on scientific exploration and discoveries of that period, along with its technological achievements and their impact. These are still separate classes, connected by a common concept.

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<sup>23</sup> Hanover Research (2012). *District Administration Practice*

#### Higher Level of Integration:

AMLE argues that this level features teachers in a partnered team that “could team-teach a common, unified course. Teacher teams examine a shared interdisciplinary topic in a single space and a larger block of time, thus freeing them of needing to change classes periodically.

#### Most Intensive level:

They argue that it is the same concept of what was noted above, with the addition of working with students collaboratively to plan the curriculum. They state that the focus would likely shift to a larger theme with real-world implications; a theme determined through a questioning process...that relates students' concerns about themselves to those about their world within a democratic environment, emphasizing consensus building. This allows for four types of relationships that impact how middle school students learn:

- Relationship between learner and content
- Relationship between learner and teacher
- Relationships among learners
- Relationships within the content.

AMLE strongly argues that the more the curriculum is integrated, “the greater the benefits” and that a fully integrated program results in the greatest degree of success.

At the elementary level, we have developed teacher teams that have worked at the More Sophisticated to Most Intensive level of integration. This type of interdisciplinary curriculum is core to the LFCSA organization’s educational model. The example unit below demonstrates the types and depths of integration to be offered to LFCMSA students.

#### Teacher Assignments

Our instructional program is founded upon teachers teaching interdisciplinary core subjects. Our model allows for multiple subject credential teaching assignments for the general education classroom, in a core setting, in order to best utilize flexible scheduling to ensure that we are able to implement our interdisciplinary curriculum. There may be a need to also have teachers with single subject authorizations. With respect to teacher assignments we will follow Commission on Teacher Credentialing guidelines.

#### Example Interdisciplinary Unit for one Trimester

##### Overarching Theme, Guiding Question, Universal Topic

School Theme	Human Impact
Guiding Question	How do humans impact their environment and each other?
Grade Level	6 <sup>th</sup> grade
Universal Concept	Change
Humanities	Ancient Civilizations
Science	Earth & Life Science, Engineering
Math	Ratios, number systems, geometry
Arts	Visual Arts, Theater Arts
Social Justice	Justice and Action
Taking Action	Play or Film for public advocacy

## **6th Grade Ancient Civilizations Unit**

<b>Schoolwide Theme:</b>	Human Impact
<b>Topic:</b>	Early Humans to Ancient Civilizations (10,000 BCE - 300 CE)
<b>Universal Concept:</b>	Change
<b>Essential Questions:</b>	What innovations or events influenced humans to change from hunter gathers into civilizations? How did humans impact the environment and each other in early civilization times and vice versa? How are those changes still reflected in our world today?
<b>Integrated subjects:</b>	Humanities, Science, Math, Visual Arts, Theater Arts
<b>Research sources:</b>	Internet, Library of Congress, primary sources, literature, videos

### **Immersive Experience:**

In this year long unit, students will learn content through an immersive experience. Students take the perspective of the early humans about foraging as a way of life, the development of tools, agriculture, etc., and how those changes caused the emergence of civilizations. They also learn about the impact of geography, environmental issues, political systems, and power structures on civilizations.

In the first trimester, Phase I, students will know what it feels like to live in pre-civilization times, by creating their own village in a particular geographic area. They will study the area itself to understand its resources, and then begin inhabiting the area as early humans (e.g. pre-wheel, pre-pottery, pre-farming, etc.) As they “live” day to day, the teacher introduces “incidents” which causes their community to develop and evolve. This is not simulating a particular group or area that existed in history, rather this is simulating a “new” village. They explore how humans utilized their resources in order to live in their environment, and how their “communities” changed as events occurred or innovations were discovered.

In Phase II, their community has developed into a civilization, and they have more complex tools and processes available to them (e.g. social hierarchies, politics, laws, religion, trade, etc.) In this phase, the immersive experience becomes more about the evolution of a society and how humans impact each other and their environment. Incidents will be introduced to cause shifts in power, information, resources, etc., and the learning will be how the inhabitants respond to those incidents.

Phase III occurs in the last trimester, where students will apply their experiences, of evolving from early human existence to an early civilization, to the history and development of actual civilizations (e.g. Mesopotamia, Mesoamerica, Egypt, Greece, India, China), as well as analyzing how fundamental ideas about citizenship, freedom, morality and law continue to exist in today’s modern world. They culminate the year with a dramatic synthesis of learning about the development of civilizations, the parallels in today’s modern world, and recommendations they would make for the challenges that we continue to face.

### **Phase I: Early Human Life Simulation 10,000 BCE - 4,000 BCE**

Students are told that they are being taken back in time to understand how our world has evolved. Each class will be assigned a different region so that students can eventually see how the different groups changed over time. Each class will begin by studying the geography and ecosystems of their particular region, and from their research, they will re-create the environment via a physical model/frieze. They will then become inhabitants of these regions and simulate daily patterns of living. Through “incidents”, which are teacher introduced concepts or artifacts, the students will then experience how inventions or events begin to change their way of living (e.g. stone tools, discovery of pottery, meeting other villages, natural disasters, the development of a communication system, and so much more). At the end of this phase, each class will become “anthropologists” and study the other class’ early human community and how it evolved.

### **Phase II: Early Civilization Simulation 4,000 BCE - 300 BCE**

The simulation will then shift where each class’ community will have developed into their own civilization (e.g. introduction of the wheel, writing, farming, domesticated animals). Through purposeful “incidents” the students will begin to see how changes began to create certain concepts or structures in their civilizations. (e.g. the development of politics, religion, merchants, taxes). The majority of this simulation will be focused on experiencing conflicts and how the inhabitants decide to respond to the conflict (e.g. an incident could be introduced where one group obtains more resources and thus is able to purchase individuals to do their labor). This phase ends with the civilization having created a system of food production, communication, social class, laws, monetary units, transportation, etc.

### **Phase III: Actual Civilizations**

At this point the simulation has ended, and student would have been journaling their experiences though time. This next step is the introduction of actual civilizations in history. Groups of students will research the historical civilizations, and collaboratively create presentations and timelines to instruct each other about them (e.g. Mesopotamia, Mesoamerica, Egypt, Greece, India, China). Students will then compare and contrast the historical ancient civilizations to understand fundamental characteristics that are similar, as well as the differences that evolved.

From these understandings, students will draw conclusions about parallels to our modern day civilization, the challenges of these models in present day (e.g. what is negatively impacting humans and the environment), and what might be some things they would advocate to change or innovate in order to address these challenges.

These new ideas will be synthesized into a final dramatic piece (e.g. play, video) that will serve as an advocacy piece for the changes they wish to see.

### Example Phase I Unit Community Builder – Evolving Early Human Life Experience

Phase I	Key Questions	Activities	Standards	Goals / Assessment
Establishing & building the setting	<p>Time travel back to earliest times when humans lived with few tools.</p> <p>What are all the things you might see in the &lt;insert name of&gt; region at this time in history?</p>	<p>Each class investigates the physical geography of a specific region and replicates it as a 3D model or frieze (the biome, tundra, ecosystem)</p> <p>Model/Sketch plants and landforms and determine placement of geographical features (plants and landforms)</p>	<p>NGSS: Life Science 1.B: Growth and Development of Organisms; Earth and Space Science 2.C: The Roles of Water in Earth's Surface Processes; ESS2.D: Weather and Climate; ESS3.C: Human Impacts on Earth Systems</p> <p>Math 6G: Solve real-world and mathematical problems involving area, surface area, and volume; 6NS: Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>CCSS.ELA: Literacy Key Ideas &amp; Details; Integration of Ideas, Writing,</p>	<p>Create hardscape that meets criteria:</p> <p>Replication of an area that includes the type of biome, water source, weather information, list of animals and their traits, list of plant life and traits.</p> <p>Blueprint essay describing the process for determining the plotting out of the hardscape. Including mathematical dimension plotted to scale.</p> <p>Teams will be evaluated for level of depth in their investigation as represented by their reports and representations</p>
Establishing the characters: Early human inhabitants	<p>What would living in this region be like (e.g. language, clothing, skills, living situation)?</p>	<p>Create a record of thoughts about their days/ autobiography.</p> <p>Create their early human character (sketch portrait).</p> <p>Create tools, clothing and other artifacts from available resources of their region. (e.g. weaving, sewing, art symbols)</p> <p>Research Cooking methods (Cooking in ancient civilizations / Cathy K. Kaufman.)</p>	<p>CCSS.ELA: Literacy Key Ideas &amp; Details; Integration of Ideas, Writing, Listening and Speaking</p> <p>VAPA - Visual Arts: Skills, Processes, Materials, and Tools 2.1 Use various observational drawing skills to depict a variety of subject matter; 2.2 Apply the rules of two-point perspective in creating a thematic work of art</p> <p>VAPA - Visual Arts: Analyze Art Elements and Principles of Design 1.4 Describe how balance is effectively used in a work of art</p>	<p>Writing rubrics.</p> <p>National Core Arts: Visual Arts::Creating, Performing &amp; Responding Rubric</p> <p>Presentation outlining the process of construction and design and how they utilized</p>

Phase I	Key Questions	Activities	Standards	Goals / Assessment
			(e.g., symmetrical, asymmetrical, radial).  NGSS: Constructing Explanations and Designing Solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.	
Establishing rhythms and patterns of living during this time	Knowing the resources available to them, what would the daily life of humans in this region feel like?  What would the daily routines be for the different characters?	Groups create vignettes to simulate "A day in the life of." (e.g. living by daylight, finding food, weather adaptations, etc.) Costume and artifacts from above will be incorporated into the vignettes.	VAPA Development of Theatrical Skills 2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context. Creation/Invention in Theatre 2.2: Use effective vocal expression, gesture, facial expression, and timing to create character; 2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.  CCSS CCSA Writing, Listening, Speaking.	National Core Arts: Theater: Creating, Performing & Responding Rubric
Incident:  An innovation is introduced in each region and its impact on how the community lives.	<i>Incident creates need to know:</i>  How does this innovation change how our community and/or how we live?	The activities will be dependent upon the type of innovation that is introduced. (e.g. wheel, pottery, boats, tools, writing, farming)  Continue with a record of thoughts about their experiences.	CCSS ELA writing  Dependent on the innovation.  Mathematics problems integrated into problems represented in daily living.	Writing rubrics  Complex problem with evidence of use of mathematical practices to in solving. (Rubric).
Incident:  A natural disaster occurs in each region.	<i>Incident creates need to know:</i>  What adaptation did our community go	The activities will be dependent upon the type of innovation that is introduced.	Dependent on the innovation.  NGSS ESS2.C: The Roles of Water in Earth's	Scientific presentation/demonstration describing the science behind the impact water on their lands. (Rubric)

Phase I	Key Questions	Activities	Standards	Goals / Assessment
	through to respond to the natural disaster?	(e.g. flooding, monsoons)  Continue with a record of thoughts about their experiences.	Surface Processes. The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (MS-ESS2-5)  CCSS ELA Literacy Integrating Ideas, Writing, Listening, Speaking	
Incident:  A form of communication has been invented in each region.	<i>Incident creates need to know:</i>  How does having a way to communicate across time change our community?	The activities will be dependent upon the type of innovation that is introduced.  (e.g. pictographs, symbols)  Continue with a record of thoughts about their experiences.	CCSS ELA writing  Write necessary communications using new language. This is a shared language that the inhabitants learn.	Task integrating student responses using "language."
Incident to cause a major shift in power	<i>Incident creates need to know:</i>  How do communities evolve when new members are introduced?	The communities from each class encounter each other. A power/class structure emerges.  Continue with a record of thoughts about their experiences.	Justice Standard: JU.6-8.15 I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.  Action Standard: AC.6-8.16 I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.	Script: From two perspectives – both first person and third person point of view, indicating beliefs and ideas that are shaping both view points. – (Rubric)

Phase I	Key Questions	Activities	Standards	Goals / Assessment
Reflection before Phase II	What have we learned about a life as an early human?	Reflection on entire record of thoughts  Researcher lens: Timeline the impact of a change	CCSA Writing, Listening, Speaking.	Summative project report including summation of journal reflections, timeline, impact of humans on their environment.
Application and Synthesis in preparation for Phase II	How did our different communities evolve? How are they the same? What things generated differences?	Students will research the other class' simulation to learn about their innovations and how those impacted their lives. Whole grade level compare and contrast.	Watching vignettes, Interviewing inhabitants.	Essay on overarching guiding question: How do humans impact their environment and each other? (Rubric)

### Structure of Courses

The structure of the courses takes place in a core setting. These courses are taught by multiple subject credential teachers, and may require single subject authorization.

### Proposed Student Schedule

Regular Day Schedule (Sixth Grade Teacher Team)				
		Teacher A – Math Content Lead	Teacher B – Science Content Lead	Teacher C – Humanities Content Lead
8:30 AM	15 min	Advisory (Group A)	Advisory (Group B)	Advisory (Group C)
8:45 AM	90 min	Humanities w/ ELD (Group A)	Humanities w/ ELD (Group B)	Humanities w/ ELD (Group C)
10:15AM		Nutrition/Recess	Nutrition/Recess	Nutrition/Recess
10:30 AM	75 min	Math6/Science6 (Group A)	Math/Science (Group B)	Math/Science (Group C)
11:45 AM	45 min	Physical Education (prep/planning for Teachers)	Physical Education (prep/planning for Teachers)	Physical Education (prep/planning for Teachers)
12:30 PM		Lunch	Lunch	Lunch
1:00 PM	40 min	Math 6 (Group B Focus)	Science 6 (Group C)	Interventions/ Extensions or Elective (Group A)
1:40 PM	40 min	Math 6 (Group C Focus)	Science 6 (Group A)	Interventions/ Extensions or Elective (Group B)
2:20 PM	40 min	Math 6 (Group A Focus)	Science 6 (Group B)	Interventions/ Extensions or Elective (Group C)
3:00 PM	15 min	Closing/Self-Reflections (Group A)	Closing/Self-Reflections (Group B)	Closing/Self-Reflections (Group C)
3:15 PM		End of Day	End of Day	End of Day
Instructional Minutes:	360			

Note: Using Teacher A as an example...

This is a 2 core model with 2 hanging periods.

The teacher is teaching ELA with History/Social Studies (Humanities) in one core, and Math and science as another core.

There are two hanging periods, where teacher A is teaching math two other groups.

#### Core Setting

Some middle grade assignments may be in a core setting, which is an option that blends the self-contained and departmentalized settings. EC §44258.1 defines a ‘core’ setting as one in which a teacher is assigned on the basis of a credential that authorizes service in a self-contained classroom (Multiple Subject or Standard Elementary Teaching Credentials) and:

- . Teaches two or more subjects to the same group of students in the same day, and;
- . The student population for the class(es) remains substantially the same.

Core assignments also allow for educators to be assigned a “hanging” fifth period. The “hanging” fifth period allows an educator to teach another period of one of the subjects already being taught in their core assignment. To ensure correct core assignment with a “hanging” fifth period, the extra period(s) must:

- Be in one of the exact same subjects already being taught in one of the core assignment;
- Be at the same grade level as the core assignment, and;
- Cannot constitute more than half of the teacher's total assignment.

It is important to note that EC §44258.1 does not specify which subjects may be taught in a core setting or whether the subjects can be academic or elective. Therefore, any two or more subjects may be “cored.” In addition, classes in a core assignment do not have to be consecutive periods of the day, but the students in the core assignment must remain the same.

Regular Day Schedule (Sixth Grade student)		
8:30 AM	15 min	Advisory
8:45 AM	90 min	Humanities6 w/ ELD
10:15AM	15 min	Nutrition/Recess
10:30 AM	75 min	Math6/Science6
11:45 AM	45 min	Physical Education
12:30 PM	30 min	Lunch
1:00 PM	40 min	Math 6 Focus
1:40 PM	40 min	Science 6 Focus
2:20 PM	40 min	Intervention/Extension or Elective
3:00 PM	15 min	Closing/Self-Reflections
3:15 PM		End of Day
Instructional Minutes	360	

Regular Day Schedule (Seventh Grade student)		
8:30 AM	15 min	Advisory
8:45 AM	90 min	Humanities 7 w/ ELD
10:15AM	15 min	Nutrition/Recess
10:30 AM	75 min	Math 7 /Science 7
11:45 AM	45 min	Physical Education
12:30 PM	30 min	Lunch
1:00 PM	40 min	Math 7 Focus
1:40 PM	40 min	Science 7 Focus
2:20 PM	40 min	Intervention/Extension or Elective

3:00 PM	15 min	Closing/Self-Reflections
3:15 PM		End of Day
Instructional Minutes	360	

Regular Day Schedule (Eighth Grade student)		
8:45 AM	15 min	Advisory
9:00 AM	90 min	Humanities 8 w/ ELD
10:30AM	15 min	Nutrition/Recess
10:45 AM	75 min	Math 8/Science 8
12:00 PM	40 min	Math 8 Focus
12:40 PM	30 min	Lunch
1:10 PM	40 min	Physical Education
1:55 PM	40 min	Science 8 Focus
2:35 PM	40 min	Intervention/Extension or Elective
3:15 PM	15 min	Closing/Self-Reflections
3:30 PM		End of Day
Instructional Minutes	360	

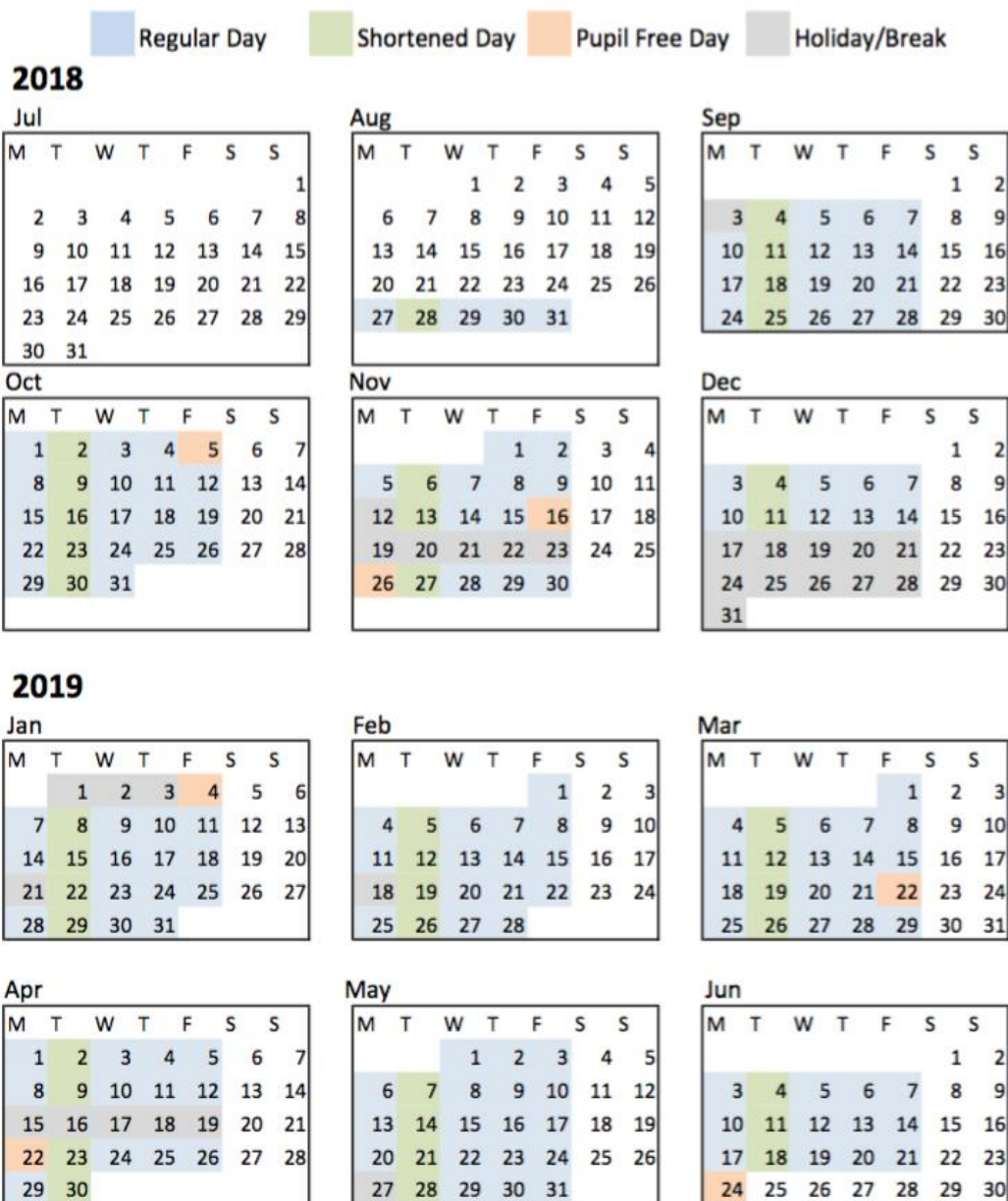
Shortened Day Schedule (Sixth Grade Student)		
8:30 AM	15 min	Advisory
8:45 AM	75 min	Humanities6 w/ ELD
10:00 AM	15 min	Nutrition/Recess
10:15 AM	60 min	Math6/Science6
11:00 PM	45 min	Physical Education
11:45 PM	30 min	Lunch
12:15 PM	30 min	Math 6 Focus
12:45 PM	30 min	Science 6 Focus
1:15 PM	30 min	Intervention/Extension or Elective
1:45 PM	15 min	Closing/Self-Reflections
2:00 PM		End of Day
Instructional Minutes	300	

### **Middle School Proposed Course List**

Subject	Course	Grade(s) offered
Humanities	English & Ancient Civilizations	6
	English & Medieval and Early Modern Times	7
	English & United States History and Geography	8
Math/Science	Math/Science Integrated Model 6	6
	Math/Science Integrated Model 7	7
	Math/Science Integrated Model 8	8
Arts	Visual Arts	6
	Theater Arts	6
	Media Arts	7
	Music	8
	Dance	8
Language	Spanish	7
Physical Education	Physical Education 6	6
	Physical Education 7	7
	Physical Education 8	8
	Topics integrated w/ Core <ul style="list-style-type: none"> <li>• Social Emotional Learning</li> <li>• Social Justice Standards</li> <li>• Civic Engagement</li> <li>• Technology</li> </ul>	6,7,8

## Academic Calendar and Schedules

LFCSA follows a traditional single-track calendar, with 180 instructional days. Once a week we dismiss an hour early for teacher professional development. In addition, we have 7 Pupil Free days that are used for both Parent Conferences and professional development. We follow a staggered bell schedule to facilitate smooth drop-off and pick-up operation. In addition, each Tuesday is an early dismissal day to allow teachers time for professional development and/or planning. See calendar below.



**Academic Calendar**

School Name	LOS FELIZ CHARTER MIDDLE SCHOOL FOR THE ARTS
Location Code	4985
First Day of Instruction	AUGUST 27, 2018
Last Day of Instruction	JUNE 21, 2019
Thanksgiving Break	11/9/2018 – 11/23/2018
Winter Break	12/17/2018 – 1/3/2019
Spring Break	4/15/2019 – 4/19/2019
Holidays	9/5/2018 11/12/2018, 1/21/2019, 2/18/2019, 5/27/2019
Other Days Not in Session	PUPIL FREE DAYS: 10/5/18, 11/16/18, 11/26/2018, 1/4/19, 4/22/2019, 6/24/19
Shortened Days	Tuesdays (38)
Total Number of Instructional Days	180

**Bell Schedule**

Due to the fact that the facility is located in a light industrial business complex, we employ a staggered schedule to be able to operate smoothly with respect to traffic. We utilize shortened days in order to give grade level teams and arts specialists the ability to collaboratively plan arts integrated, project-based lessons and units. From year to year, this staggering in the schedule may fluctuate slightly to help ensure efficient operations.

	Start	Recess start	Recess end	Lunch start	Lunch end	MWRF dismissal	Tue dismissal
6 <sup>th</sup>	8:45	11:15	11:35	12:20	12:50	3:15	2:15
7 <sup>th</sup>	8:45	11:15	11:35	12:40	1:10	3:15	2:15
8 <sup>th</sup>	9:00	11:35	11:30	1:00	1:30	3:30	2:30

### Instructional Days and Minutes Calculator

Each fiscal year, LFCMSA will offer, at a minimum, grades 4-8, inclusive, 54,000 minutes. LFCMSA exceeds the State requirement of 54,000 minutes by 8520 minutes.

Grades	Grades Offered	Number Regular Days	Number Instr. Minutes Per Regular Day	Number Early Dismissal Days	Number Instr. Minutes Per Early Dismissal Day	Number Minimum Days	Number Instr. Minutes Per Minimum Day	Number [Other] Days	Number Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Instr. Minutes	Number Instr. Minutes Above/Below State Req't.
TK/K	No									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	Yes	142	360	38	300					180	54000	62520	8520
7	Yes	142	360	38	300					180	54000	62520	8520
8	Yes	142	360	38	300					180	54000	62520	8520
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

### Professional Development

#### How Professional Development Topics are Determined

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

#### Recruitment

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

conversation, and discussion of a curricular performance task. The final selection is conducted by committee consensus.

### ***Induction***

In order support “New to LFCMSA” staff in delivering our rich curricula, LFCMSA employs a pre-service professional development. The focus of this pre-service is to provide training in the curricular methods that focus on our core values, and unique methods. Any new team member, regardless of years of teaching, is provided this training. Induction will take place 3 weeks before the start of the academic year. The induction spans 3 days.

### ***Summer Institute***

Each year, the week prior to the start of the year, teachers, aides, intervention/special education staff, after school instructors, etc., attend the “Summer Institute” training. During the Institute, provide differentiated training to the various teams, and schoolwide we review our progress, discuss new goals, and collaboratively troubleshoot schoolwide issues. The Summer Institute serves as both a training and team building opportunity. For LFCMSA, it is important that our staff see their contributions to the school overall.

Specifically for teachers, they will have a total of two weeks of professional development, prior to the start of school, in order to focus upon building and refining the major interdisciplinary units, so that they are ready to implement the first day of school. These two additional weeks will be employed during the first three years of the school’s operation, so that teaching teams have adequate time to build the standards-based units.

### ***Ongoing Professional Development Models***

During the year, grade level teams and peer-to-peer support is naturally embedded in our planning time. In addition, LFCMSA will create a differentiated professional development plan (see LCAP) that addresses both teacher professional development as well as student academic needs. At the individual level, cognitive coaching is used to help individuals identify areas of growth, plan for growth, and reflect on change. In order to deliver a constructivist, arts-integrated, project-based curricula, we have structured two hours of professional development/planning time weekly. In addition, our Pupil Free days also serve as professional development time to address schoolwide needs.

### ***Professional Learning Communities (PLC)***

This type of professional development is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve<sup>24</sup>. LFCMSA uses this model to implement a school wide effort focused on improving student outcomes. Grade level teams meet on at the beginning of the year to review data, determine an area of focus, and create a SMART goal<sup>25</sup> (Sustainable, Measurable, Attainable, Results-Oriented, and Time Bound) action plan. Within this action plan, teachers determine instructional practices, materials, and lessons that are to be investigated to help address the identified area of need. The process is cyclical and iterative. Teachers meet to review progress in their action plan at least twice during the year, and at the

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<sup>24</sup> <http://www.allthingsplc.info/about>

<sup>25</sup> Schmoker, M. (1998). *Results: The key to continuous school improvement* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

end of the year, they meet to reflect on the successes and challenges that deepened their individual and collective learning.

### ***Lesson Studies***

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

While working on a study lesson, teachers jointly draw up a detailed plan for the lesson, which one of the teachers uses to teach the lesson in a real classroom (as other group members observe the lesson). The group then comes together to discuss their observations of the lesson. Often, the group revises the lesson, and another teacher implements it in a second classroom, while group members again look on. The group will come together again to discuss the observed instruction. Finally, the teachers produce a report of what their study lessons have taught them, particularly with respect to their research question.

Questions teachers use to guide their selection<sup>26</sup>:

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

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

LFCMSA harnesses the power of the lesson studies by asking teacher teams to select topics of study based on identified schoolwide areas of need.

### ***Peer Observations***

This is also a job embedded model of professional development. Teacher-driven observation empowers teachers to refine their instruction. Through teacher-driven observation, teachers engage peers in gathering and analyzing classroom data—data that speak to the unique context of their own classrooms. This approach has demonstrated potential to meaningfully improve instruction and student achievement. LFCMSA encourages teachers to self-select when they want to share, and for those who want to observe. We believe that by providing support to conduct observations, without administrators, empowers

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<sup>26</sup> <http://www.tc.columbia.edu/lessonstudy/lessonstudy.html>. Teachers College, NY.

teachers to reflect on practice without the added component of evaluation. Within the teacher evaluation process, there is also a peer support component, however it is more formalized, and serves to inform a teacher's evaluation.

### ***Cognitive Coaching***

Cognitive Coaching is a model that supports individuals and organizations in becoming self-directed, and in turn, become self-managing, self-monitoring and self-modifying. The results are stronger individuals within a team and better organizational teams overall<sup>27</sup>. This model resonates with LFCMSA's core values that "Learners never stop learning."

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

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

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

### ***Individual Teacher Professional Development Conferences***

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

### ***External Experts***

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

## **Meeting the Needs of All Students**

### **English Learners (ELs) and LFCMSA's English Learner Master Plan**

The Los Feliz Charter Middle School for the Arts' English Learner Master plan describes how the school will support the needs of English Learners. English Learners face the challenging task of concurrently learning the academic curriculum and a new language. In addition, they need to learn English quickly enough and fluently enough to participate in and learn grade level mathematics, reading/language arts, social studies, and science standards. Described below is our plan on how to identify, assess, instruct, monitor, and reclassify English Learners within our educational program.

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<sup>27</sup> Costa, A.L., Garmston, R. J. (2002). Cognitive Coaching: A Foundation for Renaissance Schools.

## ***Process For Identifying English Learners***

### ***Initial Assessment***

Upon enrollment, the staff will identify any Home Language Survey that indicates a language spoken at home other than English. LFCMSA administers the English Language Proficiency for California (ELPAC) to all students whose home language is not English within 30 calendar days after the pupil's date of initial California enrollment, or, if administered prior to the pupil's initial date of California enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the pupil's initial enrollment. The ELPAC will be given once each year to ELs until they are reclassified as Fluent English Proficient (RFEP).

The LEA shall notify the parent or guardian, in writing, of the results within ten calendar days of the completion of its scoring of the initial assessment, including whether or not the pupil met the ELPAC initial assessment criterion for proficiency. The notice shall include contact information for use if the pupil's parent or guardian has questions or concerns regarding the pupil's classification.

- If the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as an EL.
- If the pupil meets the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as Initial Fluent English Proficient (IFEP).
- A pupil shall be administered the initial assessment only once over the course of the pupil's enrollment in the California public school system, as verified by the LEA through a review of the California Longitudinal Pupil Achievement Data System (CALPADS) data prior to administering the initial assessment to a pupil. NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313, 60810 and 60900, Education Code; and 20 U.S.C. Sections 6311, 6312, 6821, 6823, 6825 and 6826; Public Law No. 114-95, Section 8002.

### ***Summative Assessment.***

LFCMSA shall administer the ELPAC summative assessment to all English Learners during the annual summative assessment window, between February and May, until they are reclassified as English Proficient. The school shall notify each pupil's parent or guardian of the pupil's test contractor-scored summative assessment results within 30 calendar days following receipt of the test results from the test contractor. Parent(s) or guardian(s) will, in writing, be informed of their rights, and they will be encouraged to participate in the reclassification process.

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

In the classrooms, teachers use sheltering strategies such as connecting to student's prior knowledge, providing pictorial input, building academic language through the content areas, and by providing ample opportunities for students to express themselves orally in order to practice language objectives. Students' progress is monitored by teachers via an ELD monitoring folder, which allows teachers to track students' progress in the three proficiency levels of emerging, expanding, and bridging. This progress is review by teachers and an administrative staff member, at a minimum, per trimester, to determine whether adequate progress is being made.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

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 that are appropriate to their age and grade level.

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

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

The English Language Development (ELD) program at Los Feliz Charter School for the Arts is designed to enhance self-confidence and promote language proficiency for personal, social, and academic purposes. ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. LFCMSA approaches ELD through the integrated and designated ELD settings,

Integrated ELD is provided to ELs throughout the school day, and across all subjects by all teachers of ELs. The California ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

Designated ELD time occurs within the English Language Arts block where teachers help ELs in meeting the ELD standards. English Learners will receive designated ELD instruction on a daily basis, at their specific proficiency level (emerging, expanding, bridging). The activities during this time will be connected to the Readers and Writers workshop curriculum. The workshop models allows for targeted lessons and instruction. The amount of designated time is determined by the level of need. LTLs or ELs who are behind by several grade levels, will have longer designated periods, ranging from 30 – 50 minutes per day. These would take place during intervention/enrichment periods, and other times that are determined by the teacher to be appropriate. Students are given extra support through our intervention program, where instructional aides are given specific training to support English Language Development. Due to the fact that there is a stronger likelihood of having Long Term English learners at the middle school level, and the need to support students who may be far behind in their proficiency level, the school will provide additional support in the form of a published program such as *CA Pearson iLit ELL* or *California Read 180 Universal System*. The determination of the exact program will be determined by the teachers and administration prior to the start of the school year.

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

LFCMSA uses the *Units of Study for Teaching Reading* created by Teacher's College Reading and Writing Project, published by Heinemann, as its core reading curriculum. This curriculum utilizes leveled reading books to LFCSA students from grade level libraries, which includes approximately 3000 titles.

LFCMSA uses the *Units of Study for Writing* also created by Teacher's College for its core writing curriculum. The Units of Study for both Readers and Writers workshop are aligned, at each grade level, with the California Common Core Language Arts standards for English Language Arts as well as California ELD Standards.

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

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

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

Speaking and Listening strategies:

- Planning
- Gaining a sense of audience
- Questioning
- Debating
- Critiquing

- Interviewing
- Projecting
- Discussing
- Evaluating
- Communicating with voice, body, actions, images
- Creating
- Collaborating
- Taking turns
- Compromising
- Making group decisions

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

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

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

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

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

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

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

Teachers collect student work samples like these, and evaluate students' progress in meeting the English Language Development (ELD) standards. All teachers providing ELD services track students' ELD level progression span throughout the year. To effectively track students' progress we utilize LFCMSA's English

Language Development Monitoring Folder. These monitor progress made based on school-based assessments at least three times a year, which coincides with LFCMSA reporting periods.

### ***Reclassification***

The goal of the English Learner Program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. Los Feliz Charter School for the Arts uses multiple assessment tools to determine a student's English Language proficiency level. Once students are determined to be English language proficient, they are eligible to exit the English Language Learner program.

The reclassification of students is a four-step process that begins with the review of annual ELPAC results for English Language Proficiency. For this criterion, students need to meet the ELPAC definition of proficiency. The ELPAC has four performance level descriptors: 4 – well developed; 3 – moderately developed; 2 – somewhat developed; 1 – minimally developed. Students need to demonstrate a level 4 or 3, which is correlated with the English Language Development Standards upper range of “Expanding” through “Bridging.” Students must also be at Met or Exceeds Standard on the state standardized testing in English Language Arts and Mathematics. Prior to reclassifying, the teacher is asked to report on student's academic progress in reading and writing and whether or not student is ready to reclassify. Once teacher recommends reclassification, the parent is consulted and asked to approve or decline the reclassification from English Learner to Redesignated Fluent English Proficient.

<b>Reclassification Criteria Grades 6-8</b>
<b>Annual ELPAC scores:</b> Student achieves a level 3 or 4 overall; with each domain requiring a level 3 or higher.
<b>Performance in Basic Grade Level Skills:</b> Met or Exceeded Standard level on State Standardized tests (I.e. CAASPP)
<b>Progress Report:</b> Received marks of 3 or 4 in English Language Arts.
<b>Teacher Evaluation/ELD folder:</b> Score reflects “bridging” the standards, as indicated on the ELD monitoring card.
<b>Parent Notification and Approval</b>

### ***Ongoing Monitoring of Reclassified Students and Long Term English Learners (LTELs)***

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

### ***Annual Evaluation of the EL Master Plan***

LFCMSA will utilize the following benchmarks to determine areas of strength and need within our EL program. The percentages of students:

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

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

### **Gifted and Talented Students and Students Achieving Above Grade Level**

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

The Charter School will work to refer students for various Gifted And Talented Education (GATE) considerations through parent referrals, teacher referrals, and by school referrals for students who have attained advanced benchmarks in the State standardized tests. Referral applications are reviewed by the school's G.A.T.E. Committee for approval for referral for testing. The Charter School will formally identify students through a fee-for-service to have a LAUSD school psychologist conduct the assessment. Students in our GATE program are monitored by their classroom teachers, and are not part of a separate program. Teachers are responsible for differentiating and extending the assignments for gifted students.

### **Students Achieving Below Grade Level**

LFCMSA will implement a Response to Intervention (RTI) program that is focused on intervening early on, and is divided into a three-tiered model. In Tier 1 (Core), interventions occur within the classroom and are implemented through the classroom teacher's core instruction and lesson planning. These interventions are considered normal interventions (i.e. differentiation of instruction via mini-lessons, small group work, individual conferencing) that are utilized within our general curriculum. For students who need more support, Tier 2 (Strategic) interventions occur for students whom are struggling to reach grade level benchmarks and are not demonstrating enough progress at the classroom level. Typically, students in Tier 2 receive intervention as a supplement to core instruction. Through school wide assessments, students are identified and referred to different intervention support systems, one of which is support

from our Response to Intervention Specialists Team, which is currently comprised of the intervention specialists, our special education coordinator, and administrator. Another example of a Tier 2 support may be convene a Student Support and Progress Team (SSPT), which is generally comprised of parents, classroom teachers, administrators, and any other concerned parties. This team meets to share strengths and challenges in the classroom, pertinent health/home information, and collaborates on developing an action plan to support the student's next step(s). The plan may include supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school (e.g. additional personalized assignments, chunking or scaffolding of assignments, preferential seating, behavior contracts, pro-social skills, etc.). The plan is monitored by the SSPT team and revisited by the team to evaluate progress and determine next steps. Generally, within the first six to eight weeks of school, using existing, if available, and new assessment data, teachers begin to identify students in need of Tier 2 supports. Parents are notified of interventions in writing, or via meetings like the SSPT (which is formalized through an SSPT plan).

Tier 3 (Intensive) supports are for a smaller percentage of the population, where students whom show little or no progress from the Tier 1 and Tier 2 interventions may be supported through a 504 plan, behavior support plan, specialized instructional materials, establishing communication norms for progress, additional support from different instructors or referred for evaluation for Special Education Services.

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

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

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

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

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

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

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

### **Students with Disabilities**

LFCMSA will begin as an Option 2 school. We anticipate applying to join LAUSD's Option 3.

### **Students in Other Subgroups**

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

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

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

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

### **“A Typical Day”**

The following describes what a visitor should expect to see and hear on a typical day when the school's vision is being fully implemented. The day is seen through the lens of a 6th grade student.

## **Alex's Background:**

*Alex is a 6<sup>th</sup> grade student who lives within a half-mile of the school. He is biracial, and has one younger sibling in Kindergarten. The language spoken at home is mostly English, with some Spanish. The community surrounding his single-family home is part residential and part industrial. The neighborhood is fairly clean, and has little foot traffic during the day, with the exception of students walking to and from a high school nearby. The residents in this community mostly have Hispanic backgrounds, and the home values are slightly less than the city's median home value.*

### **6:00 a.m. Building Opens**

The school opens and custodial and office staff begin preparations for the day.

### **7:30 a.m. School Opens**

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

### **8:45 a.m. Class Begins**

Students begin to arrive to school, and the staggered schedule for starting class begins for the younger grades at 8:00 a.m., and the window goes until 8:45 a.m. They begin the day by socializing with friends on the playground. There are students of multiages chatting in small groups, and others are engaging a variety of activities offered on the playground before the school day "officially" begins (e.g. books, physical games).

Alex's class begins at 8:45 a.m. As Alex enters Ms. H's classroom, he settles in by greeting the teacher and his classmates. His day starts with Advisory, and this week, instead of consulting with Mr. Z, his advisor, his group is discussing Teaching Tolerance's Social Justice Standards, focusing on one the Diversity Anchor standards, by exploring the topic: What are the benefits and challenges of living in a diverse society? He is given time to do a quick write in his journal, and the Mr. Z calls together a community circle for discussion.

### **9:00 a.m. Humanities /Interdisciplinary Unit**

There are no school bells at LFCMSA; instead, students are signaled by chimes. Alex will have two large interdisciplinary blocks of time, lasting 120 minutes and 100 minutes. In this first block Alex and 4 others are looking at how to build, to scale, a shelter on the land that they inhabit. In the prior weeks, they had researched weather patterns, geography, and the ecosystem of the desert region, and now will be creating shelters. The team spends the first hour researching how early humans developed shelters in various regions, and how the natural resources influenced what they could build. The teacher has brought in materials similar to the region so that the students can begin construction of a shelter. At this point, his team's challenge is trying to survive, and they have to remember that they don't have any tools. They take the entire period prototyping how to bind pieces together in order to make their shelter.

### **11:00 a.m. Nutrition/Recess**

The students are able to have a nutrition break and socialize with friends within their grade level as well as other grades.

**11:15 a.m. Integrated Block**

In the Math/Science block, Alex has been studying how the type of biome his team is inhabiting is influenced by the water source nearby. They are creating a stop-action short video, using ipods and iMovie, on the impact of erosion and rain on their geography. They are not able to complete the video in one session, rather they will continue to work on it during the next Integrated Block day.

**12:55 p.m. Lunch**

Students either bring their own lunches or receive a well-balanced, healthy meal. There are different entrées and fresh fruits and vegetables to choose from. They sit with a small group of friends and hold relaxed conversations. Yard supervisors are present, and they are engaging students in conversations, connecting learning to current events, and demonstrating respect and care. Some teachers bring their lunches out today to eat with the children and they begin a “family table” discussion about things that are happening in their lives. As students finish eating they can play a sport, go to a board game area, or continue socializing with friends. As students finish eating, everyone takes responsibility to ensure that there is no paper or trash on or underneath the tables before they leave the area to go play.

**1:25 p.m. Physical Education**

Alex goes out to P.E. The teacher begins them with a warm-up, rock-wall, and aerobic activity. The students set up several nets, and various versions of volleyball games are played.

**2:05 p.m. Closing/Reflections**

Today is a shortened day. Alec spends the last 15 minutes on two tasks, reviewing his notes, and jotting down thoughts he wants to bring back to his team, and answering the teacher’s Exit Ticket. Yesterday’s Closing time was a community circle on with one of his peers wanting to discuss a social problem in class.

**2:15 p.m. After School Program begins**

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

**2:30 p.m. Teacher Team Time**

Teachers are able to debrief the day, discuss strengths of the integrations and any changes to the curriculum. They also use this time to review student work together and create further differentiation of plans as they see the results of their formative assessments.

**3:45 p.m. Committee Meetings**

There are several committees at the LFCSA. Committees meet at various intervals to make decisions and implement work towards the school mission and vision. As Alex prepares to leave school, he sees as he walks by a classroom a group of teachers, the principal discussing the schools annual goals. Parents receive information on upcoming agendas and minutes for meetings

through emails, on the school website, phone calls, and handouts students bring home on a weekly basis. They are also invited to attend the meetings or can observe the meetings on the school website.

**6:00 p.m. Board of Directors Meeting**

Trustees of the school meet monthly to take in information, feedback and data to make decisions that will further the successful efforts in reaching the vision of the school. Parents often attend and speak at meetings to offer information, suggestions, and concerns.

**6:30 p.m. The school office closes**

The after school program supervisors and teaching staff as well as custodians still have access to the office facility for emergencies.

**9:00 p.m. School closes**

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

## **ELEMENT 2 – MEASURABLE PUPIL OUTCOMES 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.

#### **Measurable Goals of the Educational Program**

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

#### **Measurable Pupil Outcomes: Summative Assessment Performance Targets**

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

#### **Other Performance Targets**

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

## Assessments

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

The following list describes the types of assessments we utilize:

<b>State Standardized Assessments</b>			
	<b>Grade Level(s)</b>	<b>Type</b>	<b>Frequency</b>
CAASPP: English Language Arts & Math	6 <sup>th</sup> -8 <sup>th</sup>	Summative	Annual
English Language Proficiency Assessments for California (ELPAC)	All	Summative	Annual
California Science Test (CAST)	8 <sup>th</sup>		
California Alternative Assessments (CAA)	6 <sup>th</sup> -8 <sup>th</sup>	Summative	Annual
Physical Fitness Test (PFT)	7 <sup>th</sup>	Summative	Annual
<b>Los Feliz Charter School for the Arts Assessments</b>			
<i>English Language Arts</i>			
Teachers College Reading and Writing Project (TCRWP)	6 <sup>th</sup> -8 <sup>th</sup>	Formative & Summative	Ongoing Weekly
Fountas & Pinnell Benchmark Reading Assessments	6 <sup>th</sup> -8 <sup>th</sup>	Formative & Summative	Min: 3x per year
SBAC Interim Assessment Blocks	6 <sup>th</sup> -8 <sup>th</sup>	Formative	Min: Mid Year
SBAC Interim Comprehensive Assessments	6 <sup>th</sup> -8 <sup>th</sup>	Summative	Min: Mid Year
Teacher Created Assessments and Rubrics	6 <sup>th</sup> -8 <sup>th</sup>	Formative	Ongoing Weekly
<i>Mathematics</i>			
Cognitively Guided Instruction	6 <sup>th</sup> -8 <sup>th</sup>	Formative & Summative	Ongoing Weekly
SBAC Interim Assessment Blocks	6 <sup>th</sup> -8 <sup>th</sup>	Formative	Min: Mid Year
SBAC Interim Comprehensive Assessments	6 <sup>th</sup> -8 <sup>th</sup>	Summative	Min: Mid Year
Teacher Created Assessments and Rubrics	6 <sup>th</sup> -8 <sup>th</sup>	Formative	Ongoing Weekly
<i>Science</i>			
Teacher Created Assessments and Rubrics	6 <sup>th</sup> -8 <sup>th</sup>	Formative	Ongoing by Unit
<i>Social Science</i>			
Different Ways of Knowing	6 <sup>th</sup> -8 <sup>th</sup>	Formative & Summative	Ongoing by Unit
Teacher Created Assessments and Rubrics	6 <sup>th</sup> -8 <sup>th</sup>	Formative	Ongoing by Unit
<i>Arts</i>			
Teacher Created Assessments and Rubrics	6 <sup>th</sup> -8 <sup>th</sup>	Formative & Summative	Ongoing by Unit

### **Method for Measuring Pupil Progress Towards Outcomes: Formative Assessment**

Teachers utilize many forms of formative assessments to monitor and measure student progress. They are employed regularly through our published curricular programs, and at specific, relevant points in our project-based units. Following are descriptions of the types of assessments teachers utilize to inform their instruction. Many of these are measured by rubrics, and we work to employ student self-assessment and peer assessment within many of our rubrics. Formative assessments inform teachers on students' progress towards mastery of state standards, and can also help the student understand where they are in that trajectory. Formative assessment information can come from questioning and discussion with students, from their work (quizzes, assignments, homework), or from direct observation of students doing their work. When students and teachers are able to share data about the quality of student work relative to the learning targets, learning improves.

### ***Authentic Assessment***

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

**Traditional ----- Authentic**

Selecting a Response ----- Performing a Task

Contrived ----- Real-life

Recall/Recognition ----- Construction/Application

Teacher-structured ----- Student-structured

Indirect Evidence ----- Direct Evidence

### ***Product***

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

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

Self and group evaluation  
Reflections

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

### ***Performance***

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

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

### ***SBAC Interim Assessments***

As we investigate the new SBAC Interim assessments, both the Interim Comprehensive Assessments and the Interim Assessment Blocks, LFCMSA will determine which interim assessments to employ, and the frequency by which they will be administered. We will train teachers on understanding the differences between the two types of interim assessments, and how to conduct local hand scoring of constructed responses and essays. Teachers will then be able to utilize the interims as formative or summative assessments to determine student mastery of CCSS.

## Data Analysis and Reporting

### ***Cycle of Inquiry***

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

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

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

Progress towards S.M.A.R.T. goals is monitored at various times in the year, with a culminating reporting of results towards the end of the year. The time spans between monitoring points are determined by the action plan, where some actions may have a quick action and can be revisited within a few weeks, to a longer span that may require monitoring by trimester. To track student achievement data, teachers, administrators, and related service providers, will be using the *Illuminate's Data and Assessment* system to enter, disaggregate, analyze, and report student performance. This will occur, at various intervals, usually at the end of units, and at a minimum, by trimester. Administrators are able to monitor schoolwide progress along with significant subgroups, minimally by trimester through a data software system. In addition, with this program teachers also have the capacity to create both formative and summative assessments aligned to CCSS from their item test bank.

Results from data analysis are used to inform instruction, create intervention groups, and to report on student progress three times a year.

Teacher teams are expected to formally monitor their S.M.A.R.T. goal progress during the pupil free days scheduled during the year. Pupil Free days are often a combination of professional development, planning, progress monitoring, and reflection on team and schoolwide goals. Each team's progress on its plans is monitored by the grade level chair and administration by trimester.

## **Grading, Progress Reporting, and Promotion/Retention**

### ***Grading Policy***

Teachers utilize a variety of assessments to inform grades. Grade level teams determine the assessments to be used to inform progress reporting and final grades, so that we can ensure standardization. We utilize a 4-point scoring system for both academic grades and learner habit grades. Below is a breakdown of what each rubric score represents.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Progress Reporting</b>	Making No Progress	Making Some Progress	Making Adequate Progress	Standard Exceeded
<b>Final Grades</b>	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

### ***Student Progress Reports***

Individual student's progress will be evaluated at the end of each grading period. There are formal grading periods by trimester, and students and families will be given feedback throughout the trimester with respect to progress on unit assessments. Grades are given in the form of a rubric score and narrative comments. Parent-Teacher conferences will be scheduled twice a year to coincide with these assessments. A final report card is sent home at the end of the school year.

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

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

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

### ***Schoolwide Progress Monitoring***

Each year the school leadership publically reports its student progress via the School Accountability Report Card (SARC), its annual review and update of the Local Control Accountability Plan (LCAP), and via Back to School Night presentations. The Site Council and Board of Directors, supported by school leadership, review disaggregated student subgroup information to determine whether adequate progress has been made, and to monitor the effectiveness of action plans. The work of analysis first begins with our School Site Council, which meets monthly to review data, determine needs, create or amend action plans, and proposes the next year's LCAP and other significant plans, to our Board of Directors. Our Board of Directors considers the recommendations and can make adjustments prior to final approval.

***Promotion/Retention***

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

Students under consideration for Retention will undergo the following process:

- Teacher/Parent request for retention is submitted to the administrator prior to the last 6 weeks of school, as this would have allowed for enough yearlong data to be collected on student performance.
- The administrator will review the student's progress reports and student work. If the student is demonstrating significant lack of progress in core subjects, the Charter School will utilize Light's Retention Scale as a tool to determine whether the student is a good candidate for retention.
- A meeting is then held with the parents, teacher and administrator to discuss whether retention is appropriate.
- The Principal makes the final decision on whether or not to retain the student.
- Parents can appeal the Principal's decision by submitting a written appeal within five (5) business days after receiving the Principal's decision. The appeal will be reviewed by the Executive Director who will make the final decision on the appeal within five (5) business days after receiving the written request for appeal from the parent.

## **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.<sup>1</sup>*

<sup>1</sup>The 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 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.*

*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.*

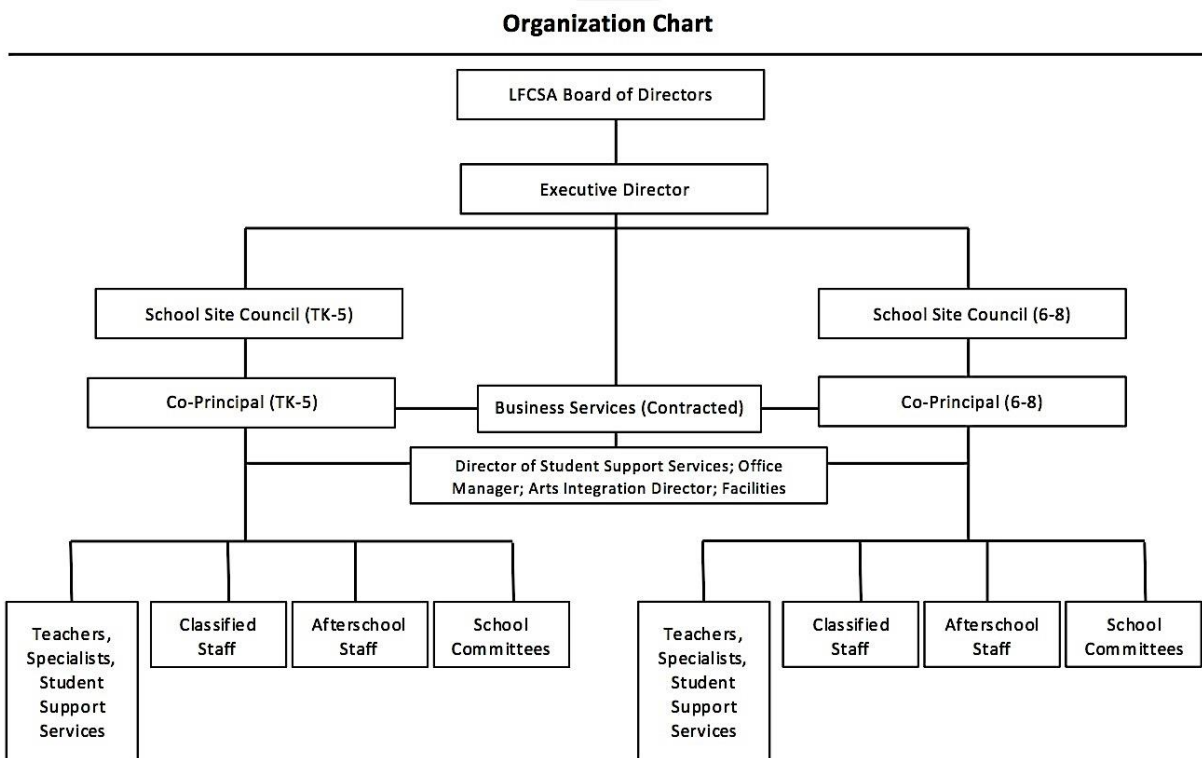
#### Parent Engagement

*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.*

## Governance Structure



## Governance Structure

Los Feliz Charter Middle School for the Arts is governed by the Los Feliz Charter School for the Arts' Board of Directors. The Executive Director will oversee both the elementary and middle school, and she/he is evaluated directly by the Board of Directors. Shared staff, such as the Co-Principals, Director of Student Support Services, Office Manager, Arts Integration Director, and Facilities Manager will be supervised by the Executive Director.

School committees often operate on discrete issues, and should there be a major item that requires substantial funding or programmatic change, the committee shares that need with the School Site Council, and, depending upon the issue, it could be shared with the Board of Directors. The School Site Council (SSC) may have advisory input related to the development of the LCAP and the use of LCFF funding. LCAP strategies should be consistent with those in Single Plan Student Achievement (SPSA). SSC has decision-making authority over the use of funding allocated to school sites through the Consolidated Application process, and development of the SPSA.

## **Los Feliz Charter School for the Arts Board of Directors**

Los Feliz Charter School for the Arts is a nonprofit public benefit corporation, and operates in accordance with the Articles of Incorporation and bylaws established by the Los Feliz Charter School for the Arts Board of Directors. The Board of Directors has the fiduciary responsibility to effectively direct and provide oversight for the charter school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education.

The work assignments and cost of salaries and benefits for the following shared employees will be divided among the two schools on an ADA percentage basis. For example, if Los Feliz Charter Middle School for the Arts accounts for 40% of the apportionment revenue of the corporation, then it will contribute 40% of the costs of salaries and benefits for the shared employees. Anticipated shared employees include, but are not limited to:

- Executive Director
- Facilities Manager
- Co-Principal(s)
- Office Manager
- Director of Student Support Services
- Arts Integration Director
- Specialists

## **Board of Directors Composition and Member Selection**

### **Board Composition**

Per the Bylaws of Los Feliz Charter School for the Arts, the number of directors shall be no less than seven (7) and no more than fifteen (15) unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors. The Board shall strive for the following composition:

- (a) One (1) or two (2) parent representatives (parent/legal guardians of currently-enrolled students in the LFCSA organization;
- (b) At least two (2) educators with expertise in K-12 education;
- (c) Representatives of school partnerships and the local community;
- (d) At least one (1) Director with expertise in School Business Management;
- (e) In accordance with Education Code section 47604(b), LAUSD may appoint a representative to the Board;
- (f) At least one (1) Director be Spanish speaking;
- (g) At least one (1) Director be an arts practitioner;
- (h) There can never be 50% or more of board members with children currently enrolled in LFCSA.

In addition to these specific roles, the Board will strive for members that have the requisite skills, relationships, knowledge, etc. in the areas of need as determined by the school's strategic goals (e.g. real estate, law, development, etc.)

The LFCSA Board of Directors is responsible for the academic, financial, and operational soundness of the Charter School. Its responsibilities include, but are not limited to:

- Setting the direction for the schools mission and vision
- Strategic planning
- Board governance (e.g. bylaws, officers, membership)
- Budget approval and monitoring
- Fiscal management monitoring
- Policy approval and monitoring
- Fund Development
- Approve contracts over \$7500
- Hires, monitors, and evaluates the Executive Director

### ***Selection of Directors***

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

Educators/representatives of school partnerships/Community members: Representatives from the Board, along with the Executive Director, will give potential candidates a school tour and interview them for their ability and desire to support the school's mission and vision work. Upon a successful interview, the candidate will then be introduced to the entire board, and the board would vote on the candidate's membership. Solicitations for Board members are given with an attempt to achieve the desired mix of skills and expertise necessary to effectively govern the school.

### ***Term of Office***

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

### **School Site Council**

The School Site Council is comprised of representatives of our learning community, parents, teachers, principal, and other non-credentialed staff members. The School Site Council is responsible for annual reviewing and updating its plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities. Other committees make recommendations to the Site Council. The School Site Council follows the Greene Act and Robert's Rules. Agendas are posted at least 72 hours before the meeting, and meetings are open to the public.

The School Site Council is comprised of 10 members (5 employees, 5 community members), selected by their peers. The 5 employees are comprised of 3 certificated classroom teachers, 1 non-certificated staff member, and the school principal who is an ex officio voting member. The remaining 5 members are comprised of parents or community members.

The School Site Council is responsible for the development of the Local Control Accountability Plan and Single School District Plan. The SSC has decision making capacity for the Consolidated Application, whereas it makes recommendations to our Board of Directors regarding the LCAP.

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

### **School Level Committees**

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

### ***Parent Teacher Association (PTA)***

The LFCSA elementary school has a well-established PTA that brings together its parents, teachers and staff to enhance the students' school experience. We would work with the current LFCSA PTA to create a similarly robust LFCMSA PTA. The LFCMSA PTA would sponsor activities and programming that brings our organization's community together and improves the relationship between school and home. To identify which projects and programs are right to fund with the proceeds, the LFCMSA PTA Executive Board will work closely with the administration. Ultimately, it is the responsibility of the LFCMSA PTA membership to vote and approve the use of funding. The LFCMSA PTA will be part of a statewide network of PTAs that advocate for students across California.

***Build Committee***

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

***Technology Committee***

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

***Executive Director***

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

- Work towards the mission, vision, and strategic plan
- Guide and mentor the Administrative staff
- Oversee Academic Program, Operations, Human Resources, Administration, and Financial/Business Services.
- Enforce the agency's policies and procedures

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

***Contracted Business and Operations Management Services***

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

**Governance Procedures and Operations*****Charter School Business***

Board of Directors meetings will include business matters for both charter schools that it operates, Los Feliz Charter School for the Arts and Los Feliz Charter Middle School for the Arts. The Board will review, consider, and take action on such items much in the same way a school district board of education operates multiple traditional public schools. Funds between the two charter schools shall not be commingled. The fiduciary duty that Directors owe to the corporation will ensure that they always operate in the best interest of the charter schools.

***Meeting Frequency***

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

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

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

Regular meetings of the Board of Directors shall be held in the months of September, November, January, March, May and June. Special meetings will be scheduled at the discretion of the Board of Directors.

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

An Annual Board retreat will be held once a year. The purpose of the retreat is for team building, strategic planning, and the integration of new Board members into the culture of the organization. In addition, the Board ensures initial and ongoing governance training to ensure that all members are able to effectively serve (e.g. Brown Act, Conflict of Interest Policy, compliance monitoring, policy review, etc.)

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

The process and timeline for setting the annual calendar is decided upon by the board at our Annual Board retreat. Initial Committee meetings are scheduled at the retreat by the committee members, and there is an expectation that the chair of each committee schedules subsequent meetings. The Finance and Executive Committees meet in the alternating months when the Full Board is not meeting.

### ***Teleconference Meetings***

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

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

### ***Quorum***

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

### **Stakeholder Involvement**

In order to consult with parents and teachers, the Charter School conducts an Annual Survey to better assess the needs and priorities of our community. Questions in the survey address topics such as our core values, curriculum, safety, individual student support, etc. We will use the data from this survey to help understand what our community feels we have done well, and what areas we need to continue to develop and improve. The feedback is shared with the community, and informs both the School Site Council and Board of Directors. In addition to the survey, the school will hold monthly meetings for parents, to engage on topics related to the annual goals, obtain feedback regarding actions, address concerns, etc. Furthermore, annually, parents and staff are asked to evaluate the Executive Director's performance.

In addition, stakeholders (i.e. parents and staff) are involved in governance at many levels of the organization, from helping to address issues at the classroom, committee, Site Council, and Board of Directors levels. Many of the school's committees (e.g. School Site Council, Curriculum, Technology, Safety, etc.), including our Board of Directors are expected to have parents and staff as members. The committees operate to support the schools mission and vision work. Committees may make recommendations to either the School Site Council or the Board of Directors in the form of funding requests or submission of action plans, such as the LCAP.

***LCAP Feedback and Meetings for all Stakeholders***

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

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

***Stakeholder Involvement***

As noted in several sections above, there are many opportunities for stakeholder involvement at LFCMSA. The parents and staff are involved in committees, the School Site Council, and parents have representatives as board members. The school continually gathers feedback from stakeholders and committees, as well as through an annual survey. This feedback is used by various groups to determine improvement needs. Recommendations are made from committees to the Site Council, and the Site Council, which is responsible for the Single Plan for Student Achievement, make recommendations to the LCAP to the board. The school uses its website to communicate its progress on the LCAP, its SARC, SSC agendas and minutes, and Board agendas and minutes.

## 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.

## Employee Positions and Qualifications

**Title: Executive Director**

**Reports to: Board of Directors**

The Los Feliz Charter School for the Arts (LFCSA) is a non-profit that manages one or more public charter schools that have an emphasis in project-based learning in and through the arts. Recognizing the need for quality TK-8 education extends well beyond the student population we serve, LFCSA endeavors to develop a model school and training facility for best practices in arts-integrated education and professional development.

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

**Purpose Statement**

The Executive Director will guide and mentor the Administrative staff and oversee Academic Program, Operations, Human Resources, Administration, and Financial/Business Services. The Executive Director will ensure the delivery of high quality educational programming while managing growth. The Executive Director will enforce the agency's policies and procedures and comply with all applicable State of California and Federal laws for the LFCSA and LFCMSA workforce and students, operations and facilities. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others.

**Leadership**

- Uphold the values and mission of the LFCSA organization while making significant professional contributions
- Support, develop and engage the Board of Directors charged with providing guidance, actively supporting fundraising goals, and increasing networks for the LFCSA organization throughout Los Angeles.
- Lead strategic Board development, training and recruitment efforts.
- Manage fundraising activities including developing foundations relationships, corporate sponsorships and individual donor solicitation strategies
- Provide inspirational leadership and direction to the Leadership Team and staff of its schools to ensure the continued development of a professional, collaborative and efficient school culture.
- Assure alignment of LFCSA's mission, vision and values to the established goals and objectives at its school sites.
- Continually look for creative and innovative ways to meet the needs of the community and implement sustainable business models to ensure consistency in the operations of its school sites.
- Work collaboratively with the Board in leading and aligning the budgets, staff and priorities with the LFCSA organization's strategic plan.
- Work with community volunteers to promote greater community involvement; lead community engagement efforts engaging parent community, PTA, Board and external stakeholders and partners.
- Oversee the fiscal activities of its schools in partnership with its back office provider, including budgeting, reporting and audits to ensure financial accountability and guide the Board on all fiscal decisions.
- Cultivate a strong and transparent working relationship with the Board and ensure open communication about the financial, fund development and programmatic performance of the LFCSA organization.
- In partnership with the Board, help build a diverse and inclusive Board representative of the community that is highly engaged with the goals of the LFCSA organization.
- Perform personnel functions (e.g. interviewing, evaluating, supervising, mentoring, determine release of employees etc.) to maintain adequate staffing, enhancing productivity of personnel and achieving objectives within budget

- Guide and support the Principals, Director of Student Support Services, Facility Manager, and the Office Manager in all personnel matters, with overall responsibility for compliance with California and federal employment laws and regulations (e.g. benefits, retirement, medical leaves, etc.).
- Assist LAUSD Charter Division in reviewing programs for compliance with the rules and standards of the California Educational Code and other CA and Federal laws and regulations.

#### **Instructional Leadership:**

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

#### **Infrastructure and Operations**

- Oversee Operations ensuring local, state and federal laws and city ordinances for each facility are enforced including, safety planning, suspension/expulsion, technology, valid permits, licenses and privileges granted by the school districts and the towns served.
- Facilitate collaboration and strengthen internal communication with staff, Board and families.
- Create and promote a positive, culture and work environment that supports consistency throughout the LFCSA's strategy, operational methods and data collection needs.
- Oversee the financial status of the Agency including developing long and short-range financial plans, monitoring the budget and ensuring that financial controls are in place.
- Set financial priorities accurately to ensure LFCSA is operating in a manner that supports the needs of the programs and services being offered.
- Work with the Leadership Team and the Board in setting the annual budget and meeting financial goals.
- Ensure appropriate resources are available to support operations, staff, special projects and facilities.

#### **Marketing, Fund Development and Communication**

- Provide leadership and guidance in the development of communication, marketing and branding strategies.
- Participate in the development and promotion of community events that inform the public of opportunities to enter the LFCSA organization, with the goal of ensuring that the organization maintains the diversity in population set forth in its charter and by LAUSD Charter Division targets.
- Interact with parents, school officials and community members in addressing issues and complaints or seeking new methods for improvement.

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

**Required Skills, Experience and Attributes:**

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

**Communication Skills**

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

- Outstanding presentation skills and proclivity to be an outgoing spokesperson and relationship builder
- Possess the ability to write speeches and articles for publication that conform to prescribed style and format

#### **Clearances**

- Criminal Justice Fingerprint / Background Clearance; TB clearance

#### **Title: Co-Principal**

#### **Reports to: Executive Director**

The Los Feliz Charter School for the Arts (LFCSA) organization is a non-profit that manages one or more public charter schools that have an emphasis in project-based learning in and through the arts. Recognizing the need for quality TK-8 education extends well beyond the student population we serve, the organization endeavors to develop a model school and training facility for best practices in arts-integrated education and professional development.

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

The Co-Principal supports the Executive Director in implementing Los Feliz Charter School's vision and mission; building the capacity of the faculty and staff in supporting students' needs.

#### **Purpose Statement**

The job of Co-Principal was established for the purposes of implementing and refining the educational program established in the charter. This person serves as the instructional, fiscal, and operational leader for the school, in particular s/he is responsible for the direction of the instructional program, staff performance, and the operation of the school plant and related facilities; establishes and maintains a positive school climate for the learning, behavior, safety, health, and welfare of students and personnel.

#### **Essential Function**

- Uphold the values and mission of LFCSA organization while making significant professional contributions
- Provides supervision, guidance, evaluation, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of all student subgroups, including, Socioeconomically Disadvantaged, English Learners, students with disabilities, and Gifted and Talented students.

- Provides leadership and facilitates collaboration with all stakeholders on setting key objectives for learning; assesses progress toward meeting the objectives of the school's charter petition and LCAP.
- Evaluates the performance of certificated and classified personnel.
- Facilitate the development of leadership teams such as: School Site Council, Curriculum Committee, Human Resources, etc.
- Create an annual professional development plan in collaboration with the Curriculum Committee
- Facilitate collaboration and strengthen internal communication with staff, Board and families
- Facilitates team effectiveness for all levels of teams at the middle school site
- Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal and state guidelines
- Ensure compliance with federal, state, and District guidelines
- Collaboratively creates and implements a plan for supports (e.g. PBIS, RTI, Growth Mindset) that encourages students to set goals and monitor their own behavior.
- Ensures use of data to inform instruction or plans, whether with teachers or other school teams
- Ensures review and improvements of the "Safe School Plan" and complies with mandated child abuse reporting procedures.
- Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
- Ensures efficiency in school operations (e.g. lunch service, emergency drills, carpool, afterschool programming, assemblies, etc.)
- Organizes and is responsible for student extra-curricular activities and fundraising events.
- Maintains positive public relations and outreach contacts with parents and community groups.
- Serves as a resource for and liaison to the stakeholders of the school community.
- Assess parent and staff concerns for the purpose of engaging them on program content, their responsibilities, and to negotiate solutions
- Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school
- Establish parent informational forums that address various topics that improve a partnership between parents and the school
- Support and provide leadership development opportunities for the Parent- Teacher Association (PTA)

### **Skills**

Specific skills required to satisfactorily perform the functions of the job include: learning a variety of pertinent software applications, ability in planning and managing projects, preparing and maintaining accurate records, analyzing data, creating reports on the Charter School's progress in established data benchmarks and actionable items.

**Knowledge**

Specific knowledge required to satisfactorily perform the functions of the job include: instructional practices, conflict resolution, principals of student support programs, budget preparation, pertinent federal, state, and local regulations, personnel processes, standard business practices, program planning and development, concepts of due process, and stages of child development.

**Ability**

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

**Education and Experience**

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

**Clearances**

- Criminal Justice Fingerprint / Background Clearance; TB clearance

**Title: Director of Student Support Services****Reports to: Principal and/or Executive Director**

The Los Feliz Charter School for the Arts (LFCSA) organization is a non-profit that manages one or more public charter schools that have an emphasis in project-based learning in and through the arts. Recognizing the need for quality TK-8 education extends well beyond the student population we serve, the organization endeavors to develop a model school and training facility for best practices in arts-integrated education and professional development.

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

The Director of Student Support Services supports the Principal and Executive Director in implementing Los Feliz Charter School's vision and mission; building the capacity of the faculty and staff in supporting students' needs.

### **Purpose Statement**

The job of the Director of Student Support Services was established for the purposes of implementing and maintaining necessary student support service programs (e.g., SSPT, RTI<sup>2</sup>, 504, PBIS, GATE, counseling, and special education) in conformance with District and State guidelines; providing information and serving as a resource to others; ensuring that the defined objectives are achieved in compliance with established policies and within budget; and providing administrative assistance as assigned by the Charter School's Executive Director/Principal.

### **Essential Functions**

- Uphold the values and mission of LFCSA while making significant professional contributions
- Administers and coordinates SSPTs, RTI, 504, Social Emotional Learning, PBIS/Safe School, GATE and Special Education services
- Manages a wide variety of program components: student support services, counseling and guidance, prevention and early intervention programs, professional development training, and related parent education programs) for the purpose of delivering services that conform to established guidelines and regulations within related timeframes
- Supervises internal and external personnel for the purpose of implementing and maintaining services and programs in both general education and special education
- Develops long and short-range plans aligned to annual budget for the purpose of ensuring that the District's resources are effectively utilized
- Compiles data from a wide variety of sources for the purpose of analyzing issues and developing as well as evaluating programs in compliance with financial, legal and administrative requirements
- Organizes, facilitates, and/or actively participates in meetings, workshops, and seminars for the purpose of supporting staff, conveying and/or gathering information required to perform functions and representing the school and programs as appropriate
- Assists with personnel functions (e.g., interviewing, evaluating, supervising, training) for the purpose of maintaining adequate staffing, enhancing productivity of personnel, and achieving objectives within guidelines
- Prepares a wide variety of often complex materials (e.g., plans, funding requests, proposed budgets, reports, data analysis, recommendations, procedures) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, and providing support materials for requested actions
- Researches a variety of topics required to manage programs and services (e.g., relevant policies, new regulations, current best practices) for the purpose of developing master plans and programs, ensuring compliance, securing general information, and responding to requests
- Composes a wide variety of documents in both written and electronic formats (e.g., reports, memos, letters, policies) for the purpose of documenting activities, providing written reference, and conveying information
- Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in negative impact or liability if not

appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issues

- Provides general supervision to students
- Serves as administrative head of the school in the absence of the principal.
- Maintains positive relationship with parents and community
- Assists in other administrative duties to support the school's infrastructure as assigned

### **Skills**

Specific skills required to satisfactorily perform the functions of the job include: learning a variety of pertinent software applications, ability in planning and managing projects, preparing and maintaining accurate records, analyzing data, creating reports on the Charter School's progress in established data benchmarks and actionable items.

### **Knowledge**

Specific knowledge required to satisfactorily perform the functions of the job include: instructional practices, conflict resolution, principals of student support programs, budget preparation, pertinent federal, state, and local regulations, personnel processes, standard business practices, program planning and development, concepts of due process, and stages of child development.

### **Ability**

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

### **Education and Experience**

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

### **Clearances**

- Criminal Justice Fingerprint / Background Clearance; TB clearance

**Title: Classroom Teacher**  
**Reports to: Principal**

The Los Feliz Charter School for the Arts (LFCSA) organization is a non-profit that manages one or more public charter schools that have an emphasis in project-based learning in and through the arts. Recognizing the need for quality TK-8 education extends well beyond the student population we serve, the organization endeavors to develop a model school and training facility for best practices in arts-integrated education and professional development.

**Purpose Statement**

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

**Essential Functions**

- Uphold the values and mission of LFCMSA while making significant professional contributions
- Desire to create and teach a project-based, constructivist, arts integrated curriculum
- Natural demeanor and interaction with students
- Ability to adapt to and embrace an interdisciplinary curriculum
- Willingness to devote personal time toward planning and professional development
- Ability to exercise initiative and sound judgment
- Educational vision and ability to motivate others towards educational success
- Ability to foster effective relationships with a diverse community of students and their families
- Ability to stimulate and organize parent involvement in the classroom
- Creates an inclusive and positive environment within the classroom and community
- Ability to collaborate within and across grade levels
- Strong organizational and time management skills
- Developed oral and written communication skills
- Critical thinking and problem-solving skills
- Classroom management and disciplinarian skills
- Bilingualism (preferred but not required)

**Education and Experience**

- Valid Multiple Subject Teaching Credential
- Experience teaching in at the middle school level Valid Teaching Credential
- Masters of Education (preferred)

**Clearances**

- Criminal Justice Fingerprint / Background Clearance; TB clearance

**Title: Resource Specialist Teacher****Reports to: Director of Student Support Services**

The Los Feliz Charter School for the Arts (LFCSA) organization is a non-profit that manages one or more public charter schools that have an emphasis in project-based learning in and through the arts. Recognizing the need for quality TK-8 education extends well beyond the student population we serve, the organization endeavors to develop a model school and training facility for best practices in arts-integrated education and professional development.

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

**Purpose Statement**

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

**Primary Responsibilities and Associated Tasks**

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

- Develop, implement and conduct in-service training sessions for parents and staff as requested.
- Serving on school committees for the improvement of the educational process
- Apply for, administer, and coordinate programs for grants
- Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties

**Required Skills and Experience:**

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

**Communication Skills**

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

**Clearances**

- Criminal Justice Fingerprint / Background Clearance; TB clearance

**Title: School Psychologist****Reports to: Director of Student Support Services**

The Los Feliz Charter School for the Arts (LFCSA) organization is a non-profit that manages one or more public charter schools that have an emphasis in project-based learning in and through the arts. Recognizing the need for quality TK-8 education extends well beyond the student population we serve, the organization endeavors to develop a model school and training facility for best practices in arts-integrated education and professional development.

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

**Purpose Statement**

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

**Primary Responsibilities and Associated Tasks**

- Uphold the values and mission of LFCSA while making significant professional contributions
- Complete assessment plans, initial evaluations, additional assessments and three year reevaluations within district, state and federal guidelines
- Observe and interview students and conduct psychological assessments and evaluations; administer and interpret results of psychological assessment tests; write detailed and individualized reports concerning psychological observations, assessments and evaluations; provide input in the formulation of educational, developmental and remediation plans and strategies for various disabilities, disorders and other student issues
- Perform a variety of professional activities involved in the observation, assessment and treatment of mental health issues and problems among the student population at assigned school sites
- Assist in the development of behavior support plans for both regular education and special education students; conduct FAA's and develop behavior intervention plans as appropriate
- Attend and participate in IEP, Student Study Team and other assigned meetings and conferences concerning students with special needs; collaborate with staff and administrators in the formulation, development and implementation of IEP's, behavior plans and related services, and goals and objectives

- Consult and work collaboratively with all other school district personnel, parents and other agencies
- Attend and participate in various site based meetings, in-services, committees and workshops as directed
- Supervise school psychologist interns as assigned
- Develop, implement and conduct in-service training sessions for parents and staff as requested
- Assist in resolving behavioral difficulties exacerbated by social emotional needs
- Provide DIS counseling services for students with IEPs requiring the service
- Facilitate change in negative or self-destructive attitudes or behavior
- Counsel students who demonstrate difficulties with classwork due to carelessness, boredom, or lack of self-confidence
- Consult with parents, teachers and administrators regarding behavior, academic, social and emotional development
- Inform director and district regarding students with severe student behavioral problems.
- Refer parents to appropriate community agencies and follow up as required

**Knowledge:**

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

**Skills:**

- Minimum 2 years' experience as a school psychologist in an elementary or middle school setting
- Maturity and ability to establish and maintain effective relationships with Special Education students
- Able to read/write English at a level necessary for successful job performance
- Ability to understand and manage with varying emotional difficulties, sensory-related issues, and difficult behaviors
- Natural demeanor and interaction with students with learning disabilities
- Ability to set and enforce limits and boundaries
- Advanced oral and written communication skills used effectively with students, parents, teachers, and the case supervisor when issues arise

- Ability to foster effective relationships with a diverse community of students and their families
- Open towards feedback
- Ability to collaborate
- Strong organizational and time management skills
- Critical thinking and problem-solving skills
- Self-starter, able to take initiative in ensuring the student needs are met
- Bilingualism (preferred but not required)

#### **Communication Skills**

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Possesses the ability to interpret and translate data and information.

#### **Education and Experience**

- Masters Degree in Education
- Experience working as administrative designee or lead teacher is desirable.
- Possession of a valid California Pupil Personnel Services Credential

#### **Clearances**

- Criminal Justice Fingerprint / Background Clearance; TB clearance

#### **Title: School Counselor**

#### **Reports to: Director of Student Support Services**

The Los Feliz Charter School for the Arts (LFCSA) organization is a non-profit that manages one or more public charter schools that have an emphasis in project-based learning in and through the arts. Recognizing the need for quality TK-8 education extends well beyond the student population we serve, the organization endeavors to develop a model school and training facility for best practices in arts-integrated education and professional development.

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

#### **Purpose Statement**

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

**Primary Responsibilities and Associated Tasks**

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

**Required Skills and Experience:**

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

**Communication Skills**

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders

- Possesses the ability to interpret and translate data and information

#### **Education and Experience**

- Masters Degree in Education
- Experience working as administrative designee or lead teacher is desirable.
- Possession of a valid California Pupil Personnel Services Credential

#### **Clearances**

- Criminal Justice Fingerprint / Background Clearance; TB clearance

**Title: Arts Integration Director**

**Reports to: Executive Director and/or Principal**

The Los Feliz Charter School for the Arts (LFCSA) organization is a non-profit that manages one or more public charter schools that have an emphasis in project-based learning in and through the arts. Recognizing the need for quality TK-8 education extends well beyond the student population we serve, the organization endeavors to develop a model school and training facility for best practices in arts-integrated education and professional development.

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

#### **Purpose Statement**

The Arts Integration Coordinator supports the Executive Director and Co-Principals in implementing Charter School's vision and mission; building the capacity of the faculty and staff in teaching an arts-integrated, project-based, interdisciplinary curriculum. This person assists in the developing, implementing, evaluating and refining of LFCMSA's instructional program; the fostering of community partnerships; and moving the school towards becoming a model arts-integrated school.

#### **Primary Responsibilities and Associated Tasks**

- Uphold the values and mission of LFCMSA while making significant professional contribution

#### Visual Arts Specialist - .4 FTE

- Designs and implements the scope and sequence of the visual arts curriculum for grades TK-8

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

#### Arts Integration Coordinator (Internal) - .4 FTE

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

#### Arts Integration Coordinator (External) - .2 FTE

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

- Assists with activities relating to community engagement, outreach and fund development

#### **Required Skills and Experience**

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

#### **Communication Skills**

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

#### **Education and Experience**

- Experience working as administrative designee or lead teacher is desirable.
- Valid Teaching Credential
- Masters Degree preferred

#### **Clearances**

- Criminal Justice Fingerprint / Background Clearance; TB clearance

**Title: Specialist (Visual Arts, Dance, Music, Physical Education)**  
**Reports to: Art Integration Director and/or Principal**

The Los Feliz Charter School for the Arts (LFCSA) organization is a non-profit that manages one or more public charter schools that have an emphasis in project-based learning in and through the arts. Recognizing the need for quality TK-8 education extends well beyond the student population we serve, the organization endeavors to develop a model school and training facility for best practices in arts-integrated education and professional development.

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

**Purpose Statement**

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

**Primary Responsibilities and Associated Tasks**

- Upholds the values and mission of LFCSA while making significant professional contribution
- Designs and implements the scope and sequence of the specialist subject curriculum for grades TK-8
- Maintains interest in current theory, research, and developments in the area of specialization and applies this knowledge in the development of high quality, differentiated, constructivist, and process-based curriculum
- Employs a variety of instructional strategies and media, while guiding planning and instruction using VAPA standards, National Arts Core Standards, California Common Core State Standards, and LFCSA's curricula
- Attends and participates in all staff meetings, team meetings, and professional development sessions
- Assesses student progress, and grades students at the end of each trimester

**Required Skills and Experience**

- Commitment to the mission, vision and values of LFCSA
- Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
- Excellent communication and community-building skills
- Experience in working with multiple teams
- Experience teaching in elementary and middle school levels

- Extensive knowledge of curriculum development
- A record of success in professional development of teachers
- Any equivalent combination of education and experience that meets the minimum requirements
- Bilingual (preferred)

#### **Communication Skills**

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

#### **Education and Experience**

- Experience working as administrative designee or lead teacher is desirable.
- Valid Teaching Credential for specialization is preferred
- Masters Degree preferred

#### **Clearances**

- Criminal Justice Fingerprint / Background Clearance; TB clearance

#### **Title: Office Manager**

#### **Reports to: Executive Director and/or Principal**

The Los Feliz Charter School for the Arts (LFCSA) organization is a non-profit that manages one or more public charter schools that have an emphasis in project-based learning in and through the arts. Recognizing the need for quality TK-8 education extends well beyond the student population we serve, the organization endeavors to develop a model school and training facility for best practices in arts-integrated education and professional development.

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

#### **Purpose Statement**

The Office Manager supports the Executive Director and Co-Principals in implementing Los Feliz Charter School's vision and mission. The Office Manager is responsible for organizing, coordinating and scheduling school office activities; performing difficult and specialized

secretarial duties for the principal; training and assigning work to school office personnel; and performing other related duties as assigned. This person assists in the developing, implementing, evaluating and refining of LFCMSA's operational infrastructure; the fostering of community partnerships; and moving the school towards becoming a model arts-integrated school.

#### **Primary Responsibilities and Associated Tasks**

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

#### **Required Skills and Experience**

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

- Any equivalent combination of education and experience that meets the minimum requirements
- Bilingual (preferred)

#### **Communication Skills**

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

#### **Education and Experience**

- Experience managing an office
- Bachelor's Degree
- Masters Degree preferred

#### **Clearances**

- Criminal Justice Fingerprint / Background Clearance; TB clearance

#### **Title: Facilities/TA Supervisor**

#### **Reports to: Executive Director and/or Principal**

The Los Feliz Charter School for the Arts (LFCSA) organization is a non-profit that manages one or more public charter schools that have an emphasis in project-based learning in and through the arts. Recognizing the need for quality TK-8 education extends well beyond the student population we serve, the organization endeavors to develop a model school and training facility for best practices in arts-integrated education and professional development.

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

The Facilities/TA Supervisor supports the Executive Director and Co-Principals in implementing Los Feliz Charter School's vision and mission, and building the capacity of the CAP Program staff in supporting students' needs.

## **Purpose Statement**

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

## **Essential Functions**

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

## **Qualifications**

- Bachelor degree
- Excellent organizational skills (written and verbal)
- Strong troubleshooting skills
- Ability to supervise and work in a team environment
- Must have knowledge of computers and software applications
- Ability to work with varied populations, such as administrators, teachers, parents, and students
- Completion of other required trainings (i.e., worker's compensation, training against harassment, etc.) when assigned

## **Clearances**

- Criminal Justice Fingerprint / Background Clearance; TB clearance

**Title: Coyote Arts Program (C.A.P.) After School Program Coordinator**  
**Reports to: Executive Director and/or Co-Principal**

The Los Feliz Charter School for the Arts (LFCSA) organization is a non-profit that manages one or more public charter schools that have an emphasis in project-based learning in and through the arts. Recognizing the need for quality TK-8 education extends well beyond the student population we serve, the organization endeavors to develop a model school and training facility for best practices in arts-integrated education and professional development.

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

**Purpose Statement**

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

**Essential Functions**

- Manage day-to-day operations of the after school program
- Organize schedule of academic, recreation, and enrichment activities
- Supervise staff of approximately 10 afterschool instructors and/or enrichment instructors
- Train and supervise staff in the after school program
- Establish and maintain communication with regular day and after school staff, school administrators, students and families regarding all aspects of student involvement in the program
- Follow school procedures and policies for safe operation of after school program
- Assist in conducting surveys for periodic program evaluations, including surveys of students, staff and parents
- Collect, review, approve and submit timesheets by the deadline
- Submit all required documentation on a timely basis, including attendance, emergency cards, permission forms, and surveys
- Represent the mission of LFCSA to provide quality educational and enrichment experiences for students.
- Attend staff meeting, school meetings, off-site meetings, trainings and events, as scheduled
- Maintain accurate records. (i.e. attendance, student registration forms, staff sign-in sheets, etc.)

- Maintain documentation relating to staff performance issues; provide guidance to staff as needed
- Pick-up and issue pay checks on pay day
- Adhere to workplace safety guidelines
- Evaluate work site for safety concerns to minimize workplace injuries
- Report workplace injuries via appropriate forms
- Implement LFCSA policies and procedures
- Performs other duties as assigned

### **Qualifications**

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

### **Clearances**

- Criminal Justice Fingerprint / Background Clearance; TB clearance

## **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 blood borne 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 school site 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.

### **Custodian(s) of Records**

In accordance with California Department of Justice requirements, the Office Manager will serve as the Los Feliz Charter Middle School for the Arts' Custodian of Records.

## **Health and Wellness of Students**

### **Wellness Policy**

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

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

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

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

### **Emergency Preparedness**

#### **Drills**

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

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

Earthquake drills. At the beginning of each year, students are trained to prepare for earthquakes. They are instructed on how to safely Drop, Cover, and Hold. In addition, LFCMSA will participate in the Great CA Shakeout, a full simulation earthquake drills that is conducted on an annual basis. The school has

enough supplies to shelter in place for three days. If a disaster occurs, students will remain on campus (if circumstances allow) until parents and/or their designees sign them out. Students will not be released to anyone who is not listed on the Emergency Card. All adults must be prepared to show photo identification.

## ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND 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.

### **Outreach and Recruitment**

Since LFCSA organization opened its elementary school doors in 2010 in the Media Center Dr. facility, representatives have been implementing an outreach plan to recruit students from all income, racial and ethnic backgrounds in the surrounding neighborhoods

The breakdown of LFCSA’s elementary students is 41% Free and Reduced Lunch, 9% Special Education, 10% English Language Learners, and 39% Hispanic. This is growth compared to when we first occupied our current location: 32% increase in FRL; 4% increase in Special Education; 9% increase in English Learners; 11% increase in Hispanic.

LFCMSA will work to create partnerships with local leaders in the region to help publicize the school and what we offer to the community. Our intent is to continue to reach out to families in the area and be sure that we are meeting the needs of the community, and to the educational community to share and collaborate on curriculum and art-integration.

### **Recruitment Framework:**

- Recruitment efforts will focus on our local community
- All enrollment outreach activities will have Spanish and English language access

- All information being distributed including flyers, brochures and forms will be in both Spanish and English.
- The plan will be evaluated, and revised if necessary, annually by the Outreach Task Force of the Board.
- We have set the following metrics as goals for our plan:
  - Increase FRL by 5% each year until we reflect the demographics of the local community
  - Increase ethnic and other subgroups (e.g. Latino, ELL, FRL, Special Education) by a minimum of 5% each year until we reflect the demographics of the local community.

### ***Outreach by LFCSA***

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

#### ***Outreach Task Force meetings***

This is an ad hoc committee of the LFCSA Board of Directors. The committee meets to create, monitor and evaluate the LFCSA Outreach plan for LFCMSA and LFCSA.

#### ***Connect with Sotomayor for potential partnerships/student community service***

Establish a stronger relationship with the Sotomayor complex to work in partnership with their Title 1 and Resource coordinators so LFCMSA can have a presence at the complex and work with their high school students to earn service credit hours.

#### ***Connect with Councilmember Office and Glassell Park Neighborhood Council for calendar of events***

Connect with both organizations regarding their community events and how LFCMSA can participate in or collaborate with event needs.

#### ***School Tours***

We will open our school to prospective parents and community members. These occur throughout the year, with a minimum of 10 per year.

#### ***Halloween Town***

The LFCSA organization's community festival with activity booths, Hauntitorium, games, invention convention, food trucks, etc. It is open to the public, and advertised through the Glassell Park Neighborhood Council newsletter.

#### ***Día de Los Muertos Community Event***

A community celebration of the dead where people create offerings, share stories of loved ones, and celebrate through traditional music. Open to the public.

***1:1 Glassell Park Families Intake***

Hold intake meetings with Glassell Park families to strengthen relationships and gather information on why they chose our school, hear how their children like attending our school, and inquire as to what suggestions or needs they might have that the school can try to address.

***LFCSA Choir – Community Performance***

Our choir actively seeks opportunities to share the joy of song within the local community.

***Catalyst Educator Day***

Although this is not directly tied to enrollment, outreach to educators is also important as a method to increase awareness of our art-integration model. Educators are invited to tour the school, observe lessons, and debrief with teachers.

***Participate in GPNC MLK Clean Up Day***

LFCMSA students and families will actively participate in the community improvement efforts.

***Direct mailings***

We will target direct mailing to residences within the community that are within the lower income brackets to increase our socio-economic diversity.

***Catalyst Conference***

Although this is not directly tied to enrollment, this event is open to the community. The focus is a give-get on art and education.

***Establish a partnership with Occidental College***

Explore building an internship program in which students of color from Occidental College can serve as ambassadors for LFCMSA within their communities and at the college.

***City Hall: Design Based Thinking***

In the past, LFCSA students present proposals to city officials on city initiatives. These were conducted in partnership with Activate LA and LA Public Works Commission. LFCMSA will pursue partnerships with these organizations for future collaboration.

***Lummis Day Festival***

LFCMSA will join the elementary school students for their 5th year participating in the festival. Students will bring their studies on the history of Los Angeles to life on stage, with a blend of theater arts, poetry, and visual art sharing.

**Reflective Racial and Ethnic Balance**

As shown in the demographic information table located in Element I, the racial and ethnic ratio in the schools surrounding LFCSA is predominately Latino. Our current Hispanic population is approaching 40%. We will work towards achieving the LAUSD Racial and Ethnic Balance Ratio of 60:40, which represents the percentage of Predominantly Hispanic, Black, Asian, Other (PHBAO) students compared to Other White (OW) students.

## **ELEMENT 8 – ADMISSION REQUIREMENTS**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the 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.

### **Admission Requirements**

Admission to the school is open to any resident of California that is of legal age to attend public school (e.g. old enough to be admitted to TK or kindergarten). LFCMSA admits all pupils who wish to attend as set forth in Education Code § 47605(d)(2)(A).

## **Student Recruitment**

### **Lottery Preferences and Procedures**

#### ***Recruitment***

*The LFCSA Board of Directors has an Outreach Plan for recruitment and engagement with the community. It has recently conducted a mapping of the major communities from which the LFCSA elementary students come from. We anticipate adding to the outreach plan by implementing a strong public relations push to help make local communities aware of the school and the program it offers via direct mailings, presence at community events, word of mouth, etc. Recruitment materials will be bilingual, and clearly indicate that LFCMSA welcomes students who are socio-economically disadvantaged or students with special needs.*

#### ***Application and Enrollment Process***

The Charter School uses a Public Random Drawing (PRD) Application form that collects basic contact information. The Charter School holds at least three parent information meetings from November to February so parents can learn more about the school before they apply. Applications for enrollment will be accepted during a publicly advertised open enrollment period, from the beginning of November to the end of February. An explanation of the enrollment process and the rules to be followed during the lottery will be available at all times on our web site in English (and additional languages if needed). The process is also verbally explained to any families who contact the school, is made available as a bilingual handout, and is explained in further detail on the school website.

#### ***Fair Execution of Lottery Procedures***

If the number of applications for admission to a grade exceeds the number of available slots in that grade, the spaces for that grade are to be filled by a PRD. Numbers, each representing an application submitted to the school, are drawn at random with the attendance of 3 employees (one to draw, one to record, and one to record as back-up). Drawings are held on a grade-by-grade basis to fill the available slots. The PRD is held in a classroom at the middle school. The public is welcome to attend the drawing and is given notice of this event on the application, on the website, and via information sheets sent by email.

#### ***Timeline for Admission Process***

PRD Applications for admission are made available starting in November of the previous year and must be received by the Charter School or postmarked by the last day in February of the year of enrollment. Each application receives a number in the order it was received. The numbers are used only for the purpose of protecting student confidentiality in the PRD.

#### ***Public Random Drawing Date and Time***

The PRD process is designed to be transparent, public, and fair. The PRD will be held at 5:00 p.m. on the first Tuesday in March in a space large enough to accommodate the public. The drawing will be conducted by an uninterested party. The parents are welcome, but not required, to attend the drawing and is given notice of this event on the application, on the website, and via information sheets sent by email. LFCMSA will post to its website the rules to be followed during the lottery process for all interested parties to view. If families do not have Internet access, they will be supported by the Charter School's office staff to provide the necessary information.

### ***Admission Preferences<sup>28</sup>***

All students who are currently enrolled in the Charter School from the previous school year will be exempt from the lottery.

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

- i. Siblings of students admitted to or attending the school;
- ii. Children of school teachers, staff, and Los Feliz Charter School for the Arts Board of Directors who reside or work in the territorial jurisdiction of LAUSD; (up to 10% of enrollment capacity);
- iii. Students eligible for the National Free & Reduced Lunch Program;
- iv. Students residing within the District;
- v. Students residing in California, but not residing within the territorial jurisdiction of LAUSD.

These preferences are included to help ensure that the school serves the Glassell Park community and increases its diversity. If the number of applications does not exceed the number of spaces in the school, there will be no PRD and all students who submitted applications will be enrolled, in accordance with Education Code Section 47605(d)(2)(A). During the 2018-2019 school year, Los Feliz Charter Middle School for the Arts will return to the District to submit a material revision to consider a matriculation preference into the middle school, for the 5<sup>th</sup> grade students at Los Feliz Charter School for the Arts, the organization's elementary school. Currently enrolled students do not participate in the random drawing, as they are reserved a space for the following year upon providing to the school an Intent to Re-enroll.

### ***Waiting List***

Once the PRD has met the max enrollment for each grade level, a waitlist is then created by continuing to draw numbers in the PRD based on the preferences identified above for those who did not get accepted through the lottery to be enrolled. Families who are not sent an enrollment packet receive a letter from the school within two weeks of the PRD, with the waitlist number assigned to them based on the order the applicant was pulled during the lottery process. Families are informed by mail and the waitlist is available on the Charter School website for families to track their waitlist status. Waitlists do not carry over year to year.

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

During the application process, the school asks for several phone numbers and methods of communicating with each family, and all are utilized to connect with each applicant when their number comes up. A call is made, by the office staff, to offer enrollment to a family when their number is chosen. The family needs to contact office staff within a day, either in person or by phone, or email, whether they accept the opening. If they accept, they come to the school to pick up an enrollment packet, or the packet can be emailed to them. The parent must return, in person, with the completed packet with necessary documentation of immunization records and proof of age within 72 hours to the office staff. This process is continued in the order applicants were pulled during the lottery until full enrollment is again met. Once

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<sup>28</sup> During any period of discretionary grant funding from the U.S. Department of Education, LFCMSA will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, the school will modify its lottery procedures to ensure compliance and eligibility for federal funding.

we have exhausted our enrollment list, and should additional seats still be available, we then move to our waitlist to contact the next eligible student. The process for waitlisted students then becomes the same as our regular enrollment list process.

### ***Enrollment Process***

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

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

### ***Records***

The school keeps all applications and paperwork corresponding to the PRD for two years.

## ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

### Annual Audit Procedures

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

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

Auditors selected will conduct independent financial audits that will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards,

issued by the Controller General of the United States. The LFCSA Board of Directors will select auditors from the State Controller's Office Directory of certified public accountants or public accountants deemed by the State Controller's Office as qualified to conduct audits of charter schools.

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

The Executive Director shall ensure that all deadlines related to the Board's review of the Audit and the submission of the Audit to all relevant agencies are met. The Executive Director will work with the Chair of the Audit Committee to advise and update the Board.

## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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.

## **School Climate and Positive behavior support system**

### ***General Assurances:***

- This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.
- Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations, including a description on how it will be updated and maintained.
- Corporal punishment shall not be used as a disciplinary measure against any 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.

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

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

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

LFCMSA is committed to a caring community for learning in a safe environment. Therefore, we will adhere to the following guidelines:

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

- Academic Progress
- Age
- Appearance/body image/mannerisms
- Athletic ability
- Belief systems
- Cultural, ethnic and/or racial background
- Family background and family composition
- Friendships
- Languages
- Learning Styles
- Physical challenges
- Sexual harassment of any type, including gender stereotypes and homophobic taunts

1. We will use school-appropriate language
2. We will not tolerate physical abuse, taunts or threats

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

Through Safe School conversations we help our students:

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

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

- Age and maturity of students involved
- Prior incidents (including the nature of prior misconduct, the number of prior instances of misconduct, and the disciplinary/intervention measures applied)
- Nature, severity and scope of the behavior

- Circumstances/context in which the conduct occurred
- Frequency, duration and intensity of the behavior
- Number of persons involved in the behavior
- Student's IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable

To support our staff in implementing the school's positive behavior system, LFCMSA will provide various professional development opportunities through the school year, including but not limited to training in and evaluation of our PBIS systems, as well as case studies of how to respond appropriately and strategically to a variety of student behaviors.

### ***Tiers of Supports***

Tier I Supports	<p>Teach and model school-wide positive behavior expectations and procedures</p> <ul style="list-style-type: none"> <li>• Positive reinforcement, recognition and rewards for all students</li> <li>• Consistent consequences for problem behaviors</li> <li>• Effective procedures and supervision in non-classroom areas</li> <li>• Effective instruction and classroom management</li> <li>• Collaboration with families</li> <li>• Active supervision and monitoring</li> </ul>
Tier II Supports	<p>Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier I</p> <ul style="list-style-type: none"> <li>• Target social skills instruction</li> <li>• Behavior plans</li> <li>• Alternatives to suspension</li> <li>• Increased academic support</li> <li>• School-based mentors</li> <li>• Classroom management support</li> </ul>
Tier III Supports	<p>Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier I and Tier II</p> <ul style="list-style-type: none"> <li>• Alternatives to suspension (This does not apply to Non-Discretionary offenses)</li> <li>• Intensive academic support based on the student's level of need</li> <li>• Intensive social skills counseling</li> <li>• Individual behavioral student contract</li> <li>• Develop intensive COST/SSPT goals to address the continued misconduct</li> <li>• Multi-agency collaboration</li> <li>• Community and service learning</li> </ul>

As described above, staff will be supported in their implementation of the discipline plan through professional development that includes workshops on behavior modification, social skills instruction, classroom management, verbal de-escalation, and intervention strategies such as those listed in the table above.

### **Alternatives to Suspension**

LFCMSA will utilize a variety of interventions, in lieu of suspension, to address Tier 2 and Tier 3 behaviors. The purpose of these interventions is to correct unwanted behavior by providing systems of support that help that students to build skills that they may be lacking, or to address factors in students' life that may be impacting their ability to interact positively with others. Examples of these alternatives to suspension include referral for intensive counseling, developing individual behavior contracts, convening Student Support and Progress Team (SSPT) meetings, or referral for a comprehensive psycho-educational evaluation to determine if special education supports are needed.

### **In School Suspension**

During an in-school suspension, the student is sent to another classroom or room within the school for one or more class periods where he/she is supervised by a certificated staff member and required to complete his/her class work. Parents are notified via telephone of an in-school suspension. For all students, a single in-school suspension will not be issued for more than five consecutive school days, and will not exceed a maximum of 20 days for students in general education, including those served by Section 504, or 10 days for students who receive special education services.

### **Grounds for Out-of-School Suspension and Expulsion**

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

A pupil shall not be suspended from school or recommended for expulsion, unless the Executive Director or the principal of the 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. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except in self-defense.
- c. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- d. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any 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.
- e. Unlawfully offered, arranged, or negotiated to sell any 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 then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- f. Committed or attempted to commit robbery or extortion.
- g. Caused or attempted to cause damage to school property or private property.
- h. Stole or attempted to steal school property or private property.

- i. Possessed or used tobacco, or any 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.
- j. Committed an obscene act or engaged in habitual profanity or vulgarity.
- k. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm.
- n. Committed or attempted to commit a sexual assault or committed a sexual battery.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a 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 as defined in Section 32050.
- r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- s. Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

The recommendation for expulsion shall be based on one or both of the following:

- 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2. 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 [see Section 48915 (b)].

† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in *Penal Code* 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.

### ***Non-discretionary Suspension and Expulsion***

Students must be immediately suspended and recommended for expulsion for any of the following acts:

- 1. Firearm
  - a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee who is concurred with by the principal or designee.
  - b. Selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.
- 4. Committing or attempting to commit a sexual assault or committing sexual battery as defined in subdivision (n) of *EC* 48900.
- 5. Possession of an explosive.

### ***Discretionary Suspension / Expulsion***

*In accordance with EC Section 48915 (a), the principal or Executive Director shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.*

1. Causing serious physical injury to another person, except in self-defense. *EC Section 48915 (a)(1). A serious physical injury includes, but is not limited to: "loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, wound requiring extensive suturing, and serious disfigurement."* (California Penal Code Section 243)
  2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. *EC Section 48915 (a)(2).*
  3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Health and Safety Code*, except for either of the following:
    - a) The first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
    - b) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
  4. Robbery or extortion. *EC Section 48915 (a)(4).*
  5. Assault or battery, or threat of, on a school employee.
- The recommendation for expulsion shall be based on one or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  2. 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 [see Section 48915 (b)].

### ***Discretionary Suspension***

*In accordance with EC 48915 (b) and (e), the Principal or Executive Director may recommend suspension when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school, during the lunch period, whether on or off the campus, or during or while going to or coming from a school sponsored activity.*

- a. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused" the injury is serious.)
- b. First offense of possession of marijuana of not more than one ounce, or alcohol.
- c. Sold, furnished, or offered a substitute substance represented as a controlled substance.
- d. Caused or attempted to cause damage to school or private property.
- e. Stole or attempted to steal school or private property.
- f. Possessed or used tobacco.
- g. Committed an obscene act or engaged in habitual profanity or vulgarity.
- h. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
- i. Knowingly received stolen school or private property.
- j. Possessed an imitation firearm.
- k. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.
- l. Engaged in sexual harassment.
- m. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- n. Made terrorist threats against school officials or school property or both.

- o. Willfully used force or violence upon the person of another, except in self-defense.
- p. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary action.
- q. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- r. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- s. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- t. Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

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

### ***Suspension Procedures***

#### **Informal Conference**

The Executive Director and the Principal have the authority to suspend. Suspension shall be preceded by an informal conference conducted by the Executive Director and/or Principal, with the student and the student's parents or guardian. For students with disabilities, the conference should also include the Director of Student Support Services. The conference is a meaningful opportunity for the student and family to be heard. The conference may be omitted if the Executive Director and/or Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents/guardians will be notified of the suspension and a conference will be conducted with the Executive Director and/or Principal, as soon as practicable.

For suspensions of fewer than 10 days, the charter school must provide oral or written notice of the charges against the student. If the student denies the charges, the school must provide explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story.

*For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the school must provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. A hearing will be provided, adjudicated by a neutral officer, within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate*

#### **Notice to Parents**

Parents/guardians and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, the Executive Director/Principal, or the Director of Student Support Services, shall make a reasonable effort to contact the parents/guardians by telephone or in person, and translated, if needed. Initial contact will be followed by a written notice. This notice will state the specific offense(s)

committed by the student. In addition, the notice will also state the date and time the student may return to the charter school.

#### Determining Length of Suspension

The length of the suspension will be determined by the Executive Director or Principal, based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the 10th day of suspension.

The total number of days for which a pupil, including any student served under Section 504, may be suspended from school shall not exceed 20 school days in any school year. The total number of days in a school year that a student who receives special education services can be suspended shall not exceed 10 days. In the case of a student with disabilities, if the number of days of suspension approaches 10 days, an IEP meeting to conduct a manifestation determination analysis will be convened to discuss whether the student's misconduct or behavior was a result of the student's disability.

The suspended student will be provided with classroom material and current assignments to be completed at home during the length of the suspension. The classroom teacher of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student's parents via email and mail, and all needed materials will be left in the front office to be picked up by a parent or guardian. The suspended student will be permitted to make up homework, class assignments, and missed tests upon return to the classroom setting and within one week of the suspension.

#### Suspension Appeal

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

## ***Expulsion Procedures***

### **Pre-Expulsion Conference**

If the Executive Director or Principal recommends expulsion, the student and the student's parents will be invited to a pre-expulsion conference, which will be held in accordance with the following procedures:

- Inform the student and the parent of the reason(s) for the recommended expulsion.
- Provide the student and the parent with the opportunity to discuss the allegation(s).
- Ask the student to respond, verbally and in writing, to the allegations, and provide them with the opportunity to admit, deny, or present any explanations relevant to the alleged misconduct.
- Record all pertinent comments made during the conference.
- Explain the expulsion procedure and determine if the suspension for the student should be extended pending an expulsion hearing. The conference is a meaningful opportunity for the student and the family to be heard. The recommendation to extend suspension pending the expulsion hearing will be made by the Executive Director/Principal upon either of the following findings, for both discretionary and mandatory offenses:
  - The student's presence will likely be disruptive to the educational process.
  - The student poses a threat or danger to others.

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing. Students will be recommended for expulsion if the Executive Director or Principal finds that one of the reasons for expulsion has occurred and (for discretionary offenses) at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

### **Authority to Expel**

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

### **Expulsion Hearing**

Students recommended for expulsion will be entitled to a hearing, if requested, to determine whether or not the student should be expelled. The hearing will be held within 30 days, from the date of the recommendation for expulsion, after the Principal determines that the pupil has committed an expellable offense. The hearing shall be held in closed session unless the student makes a written request for a public hearing three days prior to the hearing.

The hearing will be presided over by the Expulsion Review Panel, assigned by the Board of Directors, consisting of three or more impartial certificated persons, none of whom have been members of the board or the teacher of the pupil.

The Expulsion Review Panel conducts the hearing and makes the decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

- The date and place of the hearing
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The reinstatement eligibility review date
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures
- Notice of reasonable accommodations
- Availability of language support
- Special rules and procedures for incidents involving sexual assault and/or battery.
  - The right to inspect and obtain copies of documents to be used at the hearing
  - Present evidence and cross examination of witnesses

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

#### Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:

- Protection and non-disclosure of the witnesses and the use of sworn declarations in the hearing
- The complaining witness will be provided 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 adult support persons, (c) elect to have the hearing closed while testifying, have a room separate from the hearing room for the complaining witness' use and breaks during the hearing, provide testimony during school hours.

- If the support person is also a witness, support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded
- Nothing shall preclude the Expulsion Review Panel from exercising discretion to remove a person from the hearing whom is believed to be prompting, swaying, or influencing the witness
- If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.)

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

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

The following are guidelines for 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 determination by the Expulsion Review Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

- A recommendation to expel must be supported by substantial evidence
- Hearsay evidence is admissible, no decision to expel shall be based solely on hearsay
- Sworn declarations may be admitted as testimony from a protected witness

After the Expulsion Review Panel conducts the hearing, the Panel makes the decision whether to expel the student based on the evidence provided, within 24 hours of the hearing. The decision shall be in the form of written findings of fact.

If the Expulsion Review Panel decides not to expel, the pupil shall immediately be returned to his/her educational program at the Charter School.

In addition, no student will be involuntarily disenrolled, dismissed, or transferred by the charter school for any reason, unless the parent or guardian has been provided written notice no less than five school days before the effective date of the removal. The written notice shall be in the native language of the pupil or the pupil's parents or guardian, or if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the

effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision.

#### Written Notice to Expel

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

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

The Executive Director or Principal 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 as required by any operative DRL. This notice shall include the following:

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

#### Expulsion Appeals

If the parent chooses to appeal the Expulsion Review Panel's decision to expel, the parent can submit their request for appeal to the LFCSA Board of Directors within ten (10) school days of receiving the written notice of the decision to expel. The Board shall designate the formation of an impartial Expulsion Appeal Panel, consisting of individuals not previously involved with actions related to the expulsion decision. The panel will consist of three individuals at least two certificated and one board member. The Expulsion Appeal Panel will hold an appeal hearing within twenty (20) school days following the filing of a formal request for appeal. During the appeal hearing, the student and the family will be afforded a meaningful opportunity to be heard. The school will provide reasonable accommodations and language support, as needed. The parent will be notified in writing, by mail and email, of the Expulsion Appeal Panel decision within five (5) days of the decision. The decision of the Expulsion Appeal Panel is final.

During the expulsion appeal process, the student will be considered suspended (out of school) until a hearing is convened to hear the appeal. The student will be provided with classroom material and current assignments to be completed at home during the length of the suspension. The classroom teacher of the suspended student will collect and

provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

#### Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District and County upon request.

## ELEMENT 11 EMPLOYEE RETIREMENT SYSTEM

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, 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.

### Certificated Staff Members

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

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

### Classified/ Other Staff Members

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

## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

***“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)***

Pupils 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.

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

We will notify parents and students, in writing, of their public school attendance alternatives and that enrollment at LFCMSA provides no right to enrollment at other schools within LAUSD

## 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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

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

- 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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

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

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification 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.

The Executive Director, Principal, and Board of Directors will serve as closure agents.

## 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 1<sup>st</sup> 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 30<sup>th</sup> 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.

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, 28<sup>th</sup> 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

Los Feliz Charter Middle School for the Arts (also referred to herein as “[LFCMSA]” 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.<sup>29</sup>

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.

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.

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<sup>29</sup> The 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.

## **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 blood borne 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 school site 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, 20<sup>th</sup> 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, 20<sup>th</sup> 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 1<sup>st</sup> 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 30<sup>th</sup> 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, 28<sup>th</sup> 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).)