

Arts in Action Community Middle School

Charter Petition

October 28, 2015

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

**Request for Five-Year Term
July 1, 2016 - June 30, 2021**

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PREFERENCE FOR THIS PETITION

Arts in Action Community Middle School (“Arts in Action”, “AIA”, or “Charter School”) submits this petition to the Los Angeles City Board of Education of the Los Angeles Unified School District (“LAUSD” or the “District”) as its sponsoring district and is requesting charter approval a period of five years from July 1, 2016 to June 30, 2021.

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

As set forth in this charter petition, Arts in Action Community Middle School (AIA) fulfills this criteria and is thereby entitled to preference in the review and approval process. AIA provides a standards-based educational program with rich arts experiences, explicit, sequential curricula in social emotional learning, and technology integration. Further, the school provides robust after school programming to students with a wide range of options.

INTRODUCTION

The first school of the Schools in Action nonprofit corporation, Arts in Action Community Charter School (“AIA Elementary”) is a K-5 independent charter elementary school founded in 2011 and currently serving 338 students. Historically, over 97 percent of the AIA Elementary’s students are eligible for federal free and reduced lunch and a large portion of students are identified as academically low-achieving.

Every year the school has operated, large numbers of parents have pushed hard for a middle school. Schools in Action has been unable to accommodate their continuously strong demand because statewide assessment data has been unavailable to establish a track record of success. Now that the first school has strong data, Schools in Action seeks approval from the LAUSD to meet parent demand and establish the middle school.

The Arts in Action schools are committed to serving primarily students of low socio-economic status who reside in the attendance area of underperforming non-charter public schools. They use progressive education methods to teach California content standards, with a focus on arts, social emotional learning, and taking action to create a more just, humane and sustainable world.

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

Learning Principles

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

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

ASSURANCES AND AFFIRMATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. (Ed. Code § 47605(d)(2)(B).)
- In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand. (Ed. Code § 47605(d)(2)(C).)
- 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200. (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).)

ELEMENT 1 – EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION	
• The contact person for Charter School is:	Elysa Vargas
• The contact address for Charter School is:	1241 S. Soto St., LA, CA 90023
• The contact phone number for Charter School is:	(323) 266-4371
• The proposed address or target community of Charter School is:	Area of 1241 S. Soto St., LA, CA 90023
• This location is in LAUSD Board District:	2
• This location is in LAUSD Local District:	East
• The grade configuration of Charter School is:	6-8
• The number of students in the first year will be:	100
• The grade level(s) of the students in the first year will be:	6-7
• Charter School’s scheduled first day of instruction in 2016-2017 is:	August 22, 2016
• 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.)	225
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional single track
• The bell schedule for Charter School will be:	8:00AM - 3:00PM

- The term of this Charter shall be from:

July 1, 2016 to June 30, 2021

Community Need for Charter School

Target Community. The target community is Boyle Heights, in proximity to the existing Arts in Action Community Charter School K-5 site. The Boyle Heights community is among the poorest in Los Angeles County, with a per capita income of less than \$13,000--\$30,000 less than the California average. In 2011, 33% of residents had incomes below the poverty level and 22.4% of residents had more severe poverty indicators with incomes below 50% of the poverty level. Parent education is also much lower compared to the state. Of the 24,451 residents 25 years and older, 50.1% have less than a 9th grade education, 22.5% have a 9th-12th grade education without a diploma, and only 14.5% have an earned high school diploma or equivalent. Boyle Heights is largely comprised of Latin American immigrants. Many families rent, rather than own their own homes, and there is a high degree of mobility. Conditions associated with low income areas affect student success in school.

Community Need. The most pressing community need is the demand of parents at the existing Arts in Action elementary campus. Each year, many parents push for a middle school, repeatedly asking administrators when there will be a place to send their kids next. They especially value the welcoming school environment and the arts programming. Parents do not want to send their students to the other options, except possibly for the Knowledge is Power Program (KIPP schools), which just a handful get into each year.

Since KIPP starts at Grade 5, the Arts in Action elementary campus has struggled with enrollment targets, because some students transfer to KIPP, and few parents want to transfer in their student to attend a new school or just one year. Having the middle school will not only address parent concerns but will also help stabilize the existing school's enrollment in Grade 5.

Arts in Action also seeks to address the following community needs:

- **Educational inequity:** Schools serving populations similar to Arts in Action's have traditionally struggled to meet the academic needs of the many of their students, as evidenced by low standardized test scores. Arts in Action seeks to provide students primarily from low-income families with **educational justice**, that is, with educational programming and supports sufficient to attain outcomes comparable to strong schools in middle class communities. Arts in Action graduates will have made comparable or better progress toward developing the "characteristics of an educated person in the 21st century."
- **Schools not preparing students as active citizens.** One of the founding purposes of education was to prepare citizens as active participants in a democracy. People in low-socioeconomic areas arguably have a higher need for civic efficacy, yet research shows that civic participation declines with income, just as the level of civic education falls with the socioeconomic level of the school. Arts in Action will build its curriculum around themes and activities that support action to create a more just, humane and sustainable world.
- **Lack of access to progressive education.** As in most lower-socioeconomic areas, in the Boyle Heights neighborhood, most students do not have the opportunity to attend schools

driven by progressive educational goals and values. Teachers in the non-charter public school system often face barriers – many insurmountable – to implementing these methods. Progressive education has typically flourished most in private school settings, but those schools are mostly out-of-reach to families who cannot afford their tuition. Arts in Action will provide increased access to families desiring this type of educational setting and programming for their children.

- **Lack of access to the arts.** Similarly, in the Boyle Heights neighborhood, access to quality arts programs for children is limited. Budget cuts have eliminated arts programs from many of the surrounding public schools even though a large body of research shows a correlation between participation in arts programming with higher academic performance. At Arts in Action, students will receive weekly classes in visual arts and, as the school increases to scale, in music or dance and will participate in an arts-enriched curriculum.
- **Lack of opportunities for teachers to develop as progressive educators.** There are few places where teachers or teachers-in-training can develop their skills using many of the most effective, research-based practices. Linking high stakes to multiple choice tests that cover long lists of standards has driven many schools away from progressive education methods that favor depth of conceptual understanding over breadth. Arts in Action will create an environment where teachers can develop as progressive educators.

Arts in Action Community Middle School will help accomplish the intent of the California Charter Schools Act as follows:

- (a) Improve pupil learning. A small school structure and curriculum that are responsive to student needs, research-based instructional methods, the hiring and ongoing of training of teachers enthusiastically committed to AIA's vision and increased student participation in the arts are some of the school's key characteristics that will improve pupil learning at the school.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. While any student can enroll in AIA to take advantage of its distinctive learning opportunities, the school targets a student population that has typically been primarily academically low achieving in non-charter public schools.
- (c) Encourage the use of different and innovative teaching methods. Few schools serving low socioeconomic (SES) status areas offer a progressive instructional approach, e.g., the use of Readers and Writers Workshop in the style of Teachers College, to develop a love of reading and authorship imbued with student purpose, inquiry-based instruction in science and social studies, thematic integration, embedding of California content standards in authentic, relevant contexts, an emphasis on content application and development of higher order thinking skills and strong social-emotional skill development.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. . There are few opportunities for teachers committed to serving typically academically low-achieving students in low SES areas with progressive educational methods. AIA will provide those new opportunities as well as increased participation in school governance through election of a staff representative to the school's Board of Directors and through a democratic approach to school administration in which teachers are actively involved in democratic decision-making at the school site.

- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system. As described above, AIA will provide parents with a choice that is currently not available to most.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems. This goal is achieved through charter school legislation and reflected in Elements 2 and 3 of this petition.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. This goal is also embedded in the structure of charter schools, by allowing alternatives like AIA to exist and exemplify effective practices that other public schools may wish to emulate.

The School will serve the District’s mission, vision, and strategic goals by providing a progressive, arts based curriculum to students from a long underserved community. A focus on social justice issues, as well as the integration of Social Emotional Learning, will help to achieve the districts goal of “fostering highly engaged and life-long learners. Offering an arts curriculum in a neighborhood with limited access to such programs supports the District’s “commitment to educate all students to their maximum potential.” The school will support the District’s implementation of Educator Growth and Development by creating new professional opportunities for teachers, offering opportunities for increased participation in school governance through a highly democratic approach to school administration.

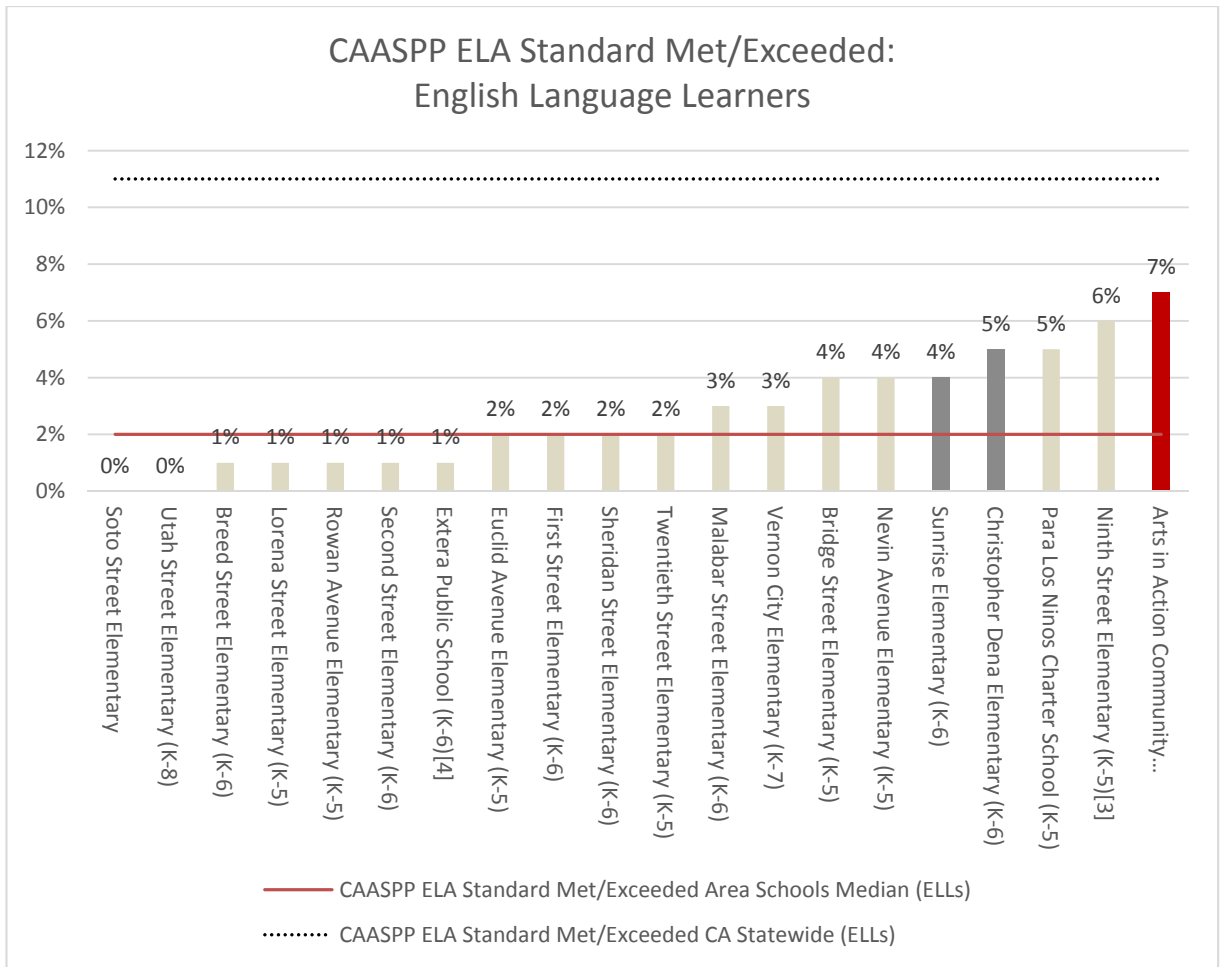
Track Record to Address Community Need

Despite extremely adverse start-up conditions, since 2011, student performance at the Arts in Action elementary has demonstrated (1) a strong upward trajectory; (2) superior performance in math, for English learner students, and for students with disabilities, and on-par performance in ELA, compared to performance among the 19 closest charter and non-charter schools; and (3) a tendency to close the performance gap of lower performing students, who are typically the students transferring in from other schools and those in the upper grade levels who started their career elsewhere.

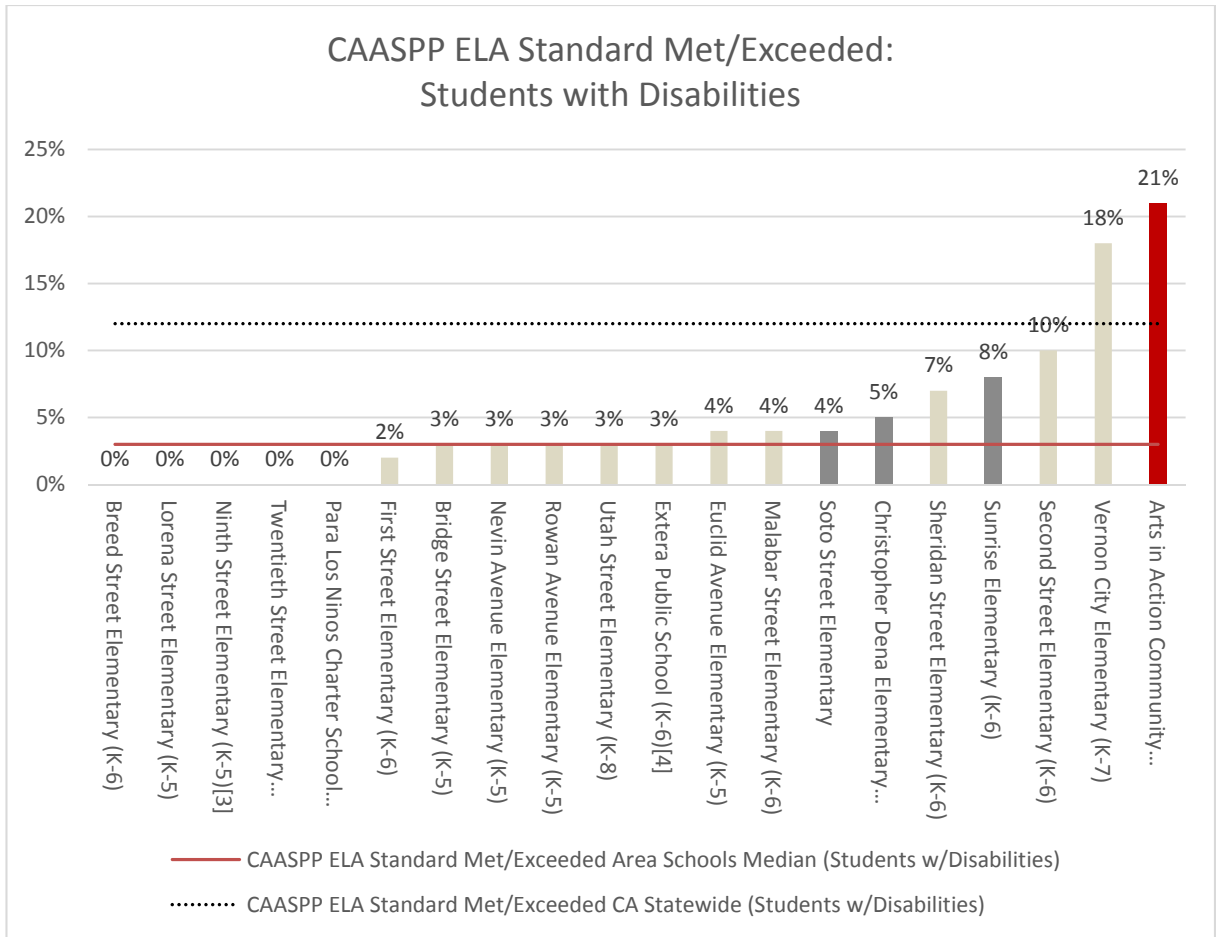
1. The Arts in Action elementary students outperformed peers on the 2015 CAASPP in Math, overall. A greater proportion of the Arts in Action elementary students scored “Standard Met” or higher than at all but four of the 17 schools. The Arts in Action elementary had a smaller proportion of students in the lowest performance band, “Standard Not Met,” with 47% of AIA students in this band, versus 52% in the lowest band among surrounding schools.

The Arts in Action elementary students performed nearly the same as peers on the 2015 CAASPP in English Language Arts, on average. The Arts in Action elementary students scored “Standard Met” at a rate just 1% below the median of the 19 schools. Grade 4 students actually outperformed their peers in ELA, with only six of the 19 schools showing a greater proportion of students scoring “Standard Met” or higher.

2. English Learners at the Arts in Action elementary outperformed peers on the 2015 CAASPP at all 19 schools in ELA and at 16 of the 19 schools in Math.



3. Students with Disabilities are outperformed peers on the 2015 CAASPP at all 19 schools in ELA and at 17 of the 19 schools in Math.



Student performance is also improving internally:

4. Student performance improved on internal benchmark assessments in ELA and Math in 2014-15 in each successive administration.
5. Even more notable, over 2014-15, performance increased over time relative to other schools improved that administered the same benchmark assessments. In other words, Arts in Action students gained on other schools. This was true in all Grade levels K-5 except in Grade 5 in ELA and except in Grade 3 in Math.

The Arts in Action elementary is closing performance gaps among students newer to the school, who are typically lower-achieving than their peers who have been at Arts in Action longer:

6. Students who attended the Arts in Action elementary for three or more years outperformed their peers who had fewer years in attendance, as demonstrated on all three internal benchmark assessments in ELA and Math in 2014-15.
7. Each internal assessment revealed the gap closing between “new” and “old” students’ performance in ELA and Math – the Arts in Action elementary is having a positive effect on the students who transfer in, students who are typically lower performing.

The data sets above also show that students who have been at the Arts in Action elementary for a greater proportion of their school career are performing higher relative to other students.

The KIPP schools in the neighborhood operate middle schools from grades 5-8. Each year, several parents transfer their students to KIPP after Grade 4 so that they would have a place ensured in a charter middle school.

History. The Arts in Action elementary's accomplishments are despite extraordinarily adverse start-up conditions. Arts in Action opened at possibly the worst time, fiscally. School funding was drastically cut, yet the school had to fund rehabilitation to modify a commercial facility for school use and pay commercial lease rates until a track record could be shown (at least, that has been our understanding of LAUSD policy on Prop 39 rank order). As a new start-up, the school had no reserves and therefore was hit hard by state revenue deferrals.

In addition, logistical challenges impacted the school. Because the facility did not become available in time for winter break of the first year, as anticipated, the school endured challenging conditions for the entire first year. This disrupted learning and detracted resources from the school as extra staffing was needed to monitor student moving through public commercial retail hallway spaces.

Finally, there was a shift in state standards and assessments, creating multiple targets and instability of available resources, which has caused extra work for teachers simultaneously as they had to learn the school's methods and plan for a new setting.

During the school's first year, the Arts in Action elementary students did not perform as well on CSTs compared to their peers in neighborhood schools. In the second year, Arts in Action students performed on par with their neighborhood peers in math, but they did not perform as well in ELA. There was no comparable data in the third year, but the fourth year shows Arts in Action students outperforming peers in math and mostly performing on a par in other grades. The inner-year benchmark data shows a strong upward trend, even more so in ELA than in math.

Success of the Innovative Features of the Educational Program

The Arts in Action middle school aims to continue and build on the successes of the innovative features of the K-5 educational program:

Constructivist Learning: Teachers actively seek to plan meaningful learning experiences in which students act as readers, writers, mathematicians, scientists and historians, rather just learning about those subjects. Many students have discovered a love of reading by choosing and working with books they select. Many students have a sense of their own voice and of writing as a tool. Students apply mathematical ideas to real world problems, perform scientific investigations, and act on their knowledge of the world.

Arts: The arts is possibly the most successful area of Arts in Action's innovations. The highly successful afterschool program expanded in response to heightened demand to include even more opportunities for dance, visual arts, and specialized music classes. For example, students will be

performing a Shakespeare play this fall. Students present high quality arts performances and presentations of art work at two showcases each year. Classes include:

- Violin
- Guitar
- Piano
- Percussion
- Drama
- Shakespeare
- Painting
- Visual art
- Crafts
- Sculpture
- Ballet
- Hip Hop
- Ballet
- Folklorico

All students have music and fine arts instruction during the school week. The school has provided professional development in arts integration.

Social and Emotional Learning (SEL): All students begin their day with morning meeting, where there is an opportunity to build culture and norms and to address any issues that students or the teacher are experiencing as challenges. All students also engage in the PATHS social-and emotional learning (SEL) curriculum, an explicit, sequential curriculum that develops the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. All staff receive training so that they can support students in their daily interactions with others to effectively apply these skills. The school has provided numerous parent trainings in SEL and parenting to capacitate parents as facilitators of positive child development.

Civic Engagement: Teachers plan curriculum with an eye for teachable moments, raising questions about social justice and what people can do to make the world more just and sustainable. During the 2014-2015 school year students engaged in a year-long study of the social justice theme of “Water is Essential.” Each grade level took a different focus and created an art piece that represented the knowledge learned. Grade level standards were woven into the theme. Teachers begin units by planting seeds of curiosity about topics. In addition, a schoolwide initiative developed around the drought here in California and the lack of clean water abroad. Students fundraised to help bring clean water to people in Africa. In conjunction with Water Well for Africa, students participated in a walk-a-thon that brought awareness to the community and raised funds. The Arts in Action community raised a donation of over \$1,500 toward building a well in the neediest areas of Africa.

Surrounding Schools Demographic and Performance Data

LAUSD Schools	# of Students(2014-15)	%Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)
Breed Street Elementary (K-6)	425	92%	9%	48%	99% Hispanic or Latino	0.4% White, not Hispanic	0.2% Filipino, Not	738	No	No	752 (Non-Weighted); 753	2	4	Service & Support
Christopher Dena Elementary (K-6)	449	100%	8%	49%	97% Hispanic or Latino	3% African American, Not	0.2% Filipino, Not	734	Yes	Yes for Hispanic or Latino	722 (Non-Weighted); 721	2	4	Watch
First Street Elementary (K-6)	705	94%	10%	43%	97% Hispanic or Latino	2% White, not Hispanic	0.4% Two or More Races, Not	745	No	No	750	2	3	Watch
Malabar Street Elementary (K-6)	691	92%	14%	42%	98% Hispanic or Latino	1% White, not Hispanic	1% African American, not	753	No	No	757	3	5	Service & Support
Second Street Elementary (K-6)	411	96%	14%	44%	95% Hispanic or Latino	3% African American, Not	1% White, not Hispanic	738	No	No	747 (Non-Weighted); 748	2	6	Watch
Sheridan Street Elementary (K-6)	1015	95%	10%	46%	96% Hispanic or Latino	3% White, not Hispanic	0.8% African American,	732	No	No	746	2	4	Watch
Soto Street Elementary (K-6)	225	95%	25%	43%	97% Hispanic or Latino	2% White, not Hispanic	1% Two or More Races, Not	763	No	No	760	3	7	Service & Support
Sunrise Elementary (K-6)	424	96%	12%	38%	99% Hispanic or Latino	0.2% American Indian or	0.2% White, not Hispanic;	709	No	No	720	1	2	Watch
Utah Street Elementary (K-8)	489	93%	11%	34%	95% Hispanic or Latino	2% Asian, Not Hispanic	1% White, not Hispanic	758	Yes	Yes	753	3	5	Service & Support
Vernon City Elementary (K-7)	262	97%	11%	43%	99% Hispanic or Latino	1% African American, not	NA	814	Yes	Yes for Hispanic or Latino	814	6	9	Service & Support
Robert Louis Stevenson Middle (6-8)	1,593	99%	11%	20%	99% Hispanic or Latino	0.3% African American,	0.3% Not Reported; 0.1%	696	Yes	Yes for Hispanic or Latino,	673 (Non-Weighted); 672	1	1	Watch
Hollenbeck Middle (6-8)	1,176	98%	14%	19%	98% Hispanic or Latino	0.5% African American,	0.4% Not Reported; 0.3%	685	Yes	Yes for Hispanic or Latino,	668 (Non-Weighted); 667	1	2	Watch
Ramona Opportunity High (7-12)	85	98%	9%	32%	98% Hispanic or Latino	2% White, not Hispanic	NA	459	No	No	507 (Non-Weighted); 508	NA	NA	NA
Central High School Tri-C (7-12)	566	63%	20%	22%	80% Hispanic or Latino	15% African American,	2% White, not Hispanic	400	No	No	421 (Non-Weighted); 422	NA	NA	NA
Dr. Julian Nava Learning Academies-School of Business and Technology (6-8)	507	97%	11%	23%	96% Hispanic or Latino	3% African American, Not	0.6% White, not Hispanic	703	Yes	Yes for Hispanic or Latino	NA*	2	5	Service & Support
Dr. Julian Nava Learning Academies-School of Arts and Culture (6-8)	517	96%	13%	21%	94% Hispanic or Latino	5% African American, Not	0.6% White, not Hispanic	690	Yes	Yes for Hispanic or Latino	NA*	1	4	Service & Support
Charter Schools	# of Students(2014-15)	%Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)
Extera Public School (K-6)	471	92%	10%	55%	97% Hispanic or Latino	2% White, not Hispanic	0.8% African American,	802	Yes	Yes	NA	5	8	Service & Support
KIPP Los Angeles College Preparatory School (5-8)	495	93%	6%	11%	99% Hispanic or Latino	0.6% Filipino, Not	0.4% African American,	918	Yes	Yes	920	10	10	Excelling
Para Los Ninos Middle (6-8)	294	96%	14%	17%	98% Hispanic or Latino	1% African American, Not	0.3% Asian, Not Hispanic;	803	Yes	Yes	810 (Non-Weighted); 811	5**	NA	NA
Synergy Kinetic Academy (6-8)	470	96%	9%	18%	97% Hispanic or Latino	3% African American, Not	NA	784	No	No	809 (Non-Weighted); 806	5	8	Service & Support
Animo Jefferson Charter Middle (6-8)	546	99%	11%	25%	99% Hispanic or Latino	0.7% African American,	0.2% White, not Hispanic	729	Yes	Yes	693 (Non-Weighted); 709	2	5	Service & Support

*A 3-Year Average API Report is not available for this school because they did not meet one of the criteria below:

1. The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years; and,
2. The school had 11 or more valid scores in each of the last three consecutive years (i.e., a valid score is when a student's assessment results are included in the calculation of the API).

** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

Student Population to Be Served

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

Students' challenges stem primarily from poverty and from linguistic diversity, as many students arrive to school with low English literacy skills. There is a high degree of student mobility. While high student mobility is a challenge for any school, Arts in Action's engaging curriculum and close, supportive relationships with families will give them greater incentives to keep their kids in the school.

When students are personally affected by crime, underemployment and poverty, focusing on learning often becomes much more difficult. Arts in Action will anticipate these issues and will design its curriculum, supplemental academic interventions and non-academic student supports to prevent and mitigate the effects of poverty. Supports include connecting students and families with resources such as counseling. By providing a highly engaging curriculum, students will be more likely to be "swept up" in learning, not fighting off mental distractions. Further, Arts in Action will be prepared to engage and challenge all students at their just-right levels and to provide supplemental academic interventions to help all students perform at grade level.

AIA's students are expected to reflect the community, like the students of the Arts in Action elementary, with over 95% Hispanic students from families that speak Spanish in their homes. Similar to surrounding middle schools, approximately 20% of students are expected to be English Learners themselves (more initially, due to serving mostly students in Grade 6, not an even split of students in Grades 6-8). About 96% are expected to qualify for the USDA free and reduced meals program. The children enrolled in AIA begin school already two or more years behind the educational achievements of their contemporaries— children from more affluent neighborhoods who benefit from preschool, English language proficiency, and enrichment opportunities such as travel, access to literature, and exposure to art. Arts in Action provides a rich arts program at levels comparable to that found in affluent neighborhoods. The program nurtures development of the whole child.

Five Year Enrollment Plan

The first year of operation, Arts in Action intends to serve 27 students per class in Grade 6 and 24 students per class in Grade 7. Based on preliminary outreach, demand is very high among students exiting elementary school. While demand is also high among incoming Grade students, this class size is kept smaller initially since students transitioning at non-entry grade levels tend to present more challenges than those entering at the entry grade level. Arts in Action intends to lower class size to 25 by the second year as the school achieves fiscal scale. Receipt of Public

Charter School Grant Program (PCSGP) funds may even allow the 25-student class size in the first year of operation.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grade 6	81	75	75	75	75
Grade 7	24	75	75	75	75
Grade 8		25	75	75	75
Total Students:	105	175	225	225	225

Goals and Philosophy

Mission Statement

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

Vision Statement

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

An Educated Person in the 21st Century

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

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

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

- **Fundamentals:** Competent skills in reading, writing, math, science, and social studies
- **Critical thinking and problem solving:** Analyzing information, applying new ideas to new situations, and developing new knowledge
- **Social-emotional skills:** Practicing habits needed to maintain satisfying relationships, to thrive in varied social groupings and to achieve personal goals
- **Technology skills:** Demonstrating basic skills in word processing, Internet safety and research, and a variety of computer applications, such as blogs, PowerPoint, and responsible use of social media
- **Citizenship:** Actively exercising strong civic ethics and taking strategic action to create a more just, humane and sustainable world
- **Physical health:** Practicing healthy exercise and nutrition
- **Emotional health:** Living with self-confidence, personal responsibility, respect for others and understanding across differences
- **Arts and literature:** Participating in and appreciating musical, visual and performing arts and a love of literature
- **College and career readiness:** Practicing perseverance and resourcefulness to accomplish college and career goals, with awareness of an array of options that are meaningful for the student

How Learning Best Occurs

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

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

- **Purposeful action:** Scholars are engaged in activities that hold interest and/or personal meaning for them. For students with social-emotional and academic challenges, authentic interest and intrinsic motivation may be especially important for our student population.
- **Just-right challenge:** Scholars work at a level of “gentle challenge,” sometimes as a result of differentiated instruction. Students’ work is not too hard or too easy; rather, students experience academic rigor in a way that helps them to learn more, not experience frustration. Many of our students arrive to school with gaps in English and in other areas, so skillful differentiation and personalization are essential to closing gaps, which may be quite large.
- **Student ownership of learning:** Scholars have many opportunities to make decisions in their academic work and in the management of their learning environment. For students

with social-emotional and academic challenges, feeling a sense of ownership may be especially important for our student population. Student voice is actively developed, and student autonomy is an important long-term outcome.

- **Supportive learning environment:** Scholars feel respected and understood by adults and peers; instruction is culturally relevant; all learners are expected to meet high standards; and learners receive supports needed to meet academic and behavioral expectations (including personal and family supports, as needed). For students with large learning gaps or for students who do not receive academic press at home, academic press at school – and the supports to enable students to meet those high expectations – is especially important.

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

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

- **GOAL:** To achieve **educational justice** for the students it serves
 - **Objective:** Help students achieve academic and non-academic outcomes comparable to strong middle class schools, especially those related to college and career readiness
 - **Objective:** Provide educational programming of exceptionally high quality, at a level adequate to this goal
 - **Objective:** Raise funds and establish parent and community partnerships to provide student and family supports students at a level adequate to this goal
 - **Objective:** Provide evidence of achievement of this goal using assessments that reflect skills students at elite progressive institutions would develop, such as higher order thinking skills and social-emotional skills
- **GOAL:** To prepare self-motivated **students as active citizens** who actively exercise a strong public ethic and take strategic action to create a more just, humane and sustainable world
 - **Objective:** Incorporate important social issues into the standards-based curriculum to the greatest extent possible without compromising other goals and objectives
 - **Objective:** Provide facilitated opportunities for students to take strategic action on issues they care about most
 - **Objective:** Implement curriculum to develop a strong sense of ethics and instill the value of active citizenship
- **GOAL:** To provide low-socioeconomic families with increased **access to a progressive education** for their children
 - **Objective:** Develop strong curriculum and instruction that uses, to the greatest extent possible without compromising other goals and objectives, “learning by doing,” student engagement, thematic curricular integration – including the arts, emphasis on problem solving and critical thinking, understanding and action as goals and uses collaborative learning projects
 - **Objective:** Focus on the whole child, through social-emotional skill development, student supports, education for democracy, emphasis on skills students need for the future

- **Objective:** Use authentic assessment, emphasizing development of students' metacognition, the ability to monitor one's own learning process
- **Objective:** Collaborate with parents and enable them as partners in progressive education methods
- **GOAL:** To provide low-socioeconomic families with increased **access to arts programming** for their children
 - **Objective:** Provide high-quality arts programming, with an emphasis on music and dance, to students who might otherwise not have access to these activities
- **GOAL:** To increase **opportunities for teachers** to develop as progressive educators.
 - **Objective:** Establish a high-functioning professional learning community to continually improve instruction, using progressive education methods, to continually raise student achievement
 - **Objective:** Articulate effective progressive education methods used so that both Arts in Action teachers and teachers from other schools can readily learn and further refine the school's approaches

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, and noting that charter schools may adjust the tables in Sections 2 of the template to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

LCFF STATE PRIORITIES

GOAL #1

Safe Facility & Productive Environment: All students will have access to a safe, productive environment, starting with a facility that is in good repair.

Related State Priorities:

- | | | |
|---------------------------------------|----------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :

Specific Annual Actions to Achieve Goal

- Maintain valid certificate of occupancy.
- Administer stakeholder surveys with questions on the facility and environment.
- Hold meetings with landlord as needed to address concerns.
- Contract professionals to maintain facilities.

Expected Annual Measurable Outcomes

Outcome #1: The certificate of occupancy is valid.

Metric/Method for Measuring: Certificate of Occupancy

APPLICABLE STUDENT GROUPS	Baseline	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
All Students (Schoolwide)	The certificate of occupancy is valid.					

GOAL #2

Appropriate Credentialed Teacher Assignments: All teachers are appropriately assigned. (*Although E.C. 44258.9 is not applicable to charter schools, AIA will ensure all teachers are well qualified for electives.)

Related State Priorities:

- | | | |
|---------------------------------------|----------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :

Specific Annual Actions to Achieve Goal

- Hire appropriately credentialed teachers.
- Monitor credential validity.
- Post and interview for teacher positions.

Expected Annual Measurable Outcomes

Outcome #1: 100% of teachers are appropriately credentialed and assigned.

Metric/Method for Measuring: Hire highly qualified candidates with appropriate certifications for all open positions.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Hire highly qualified candidates with appropriate certifications for all open positions.					

GOAL #3

Well-Designed Academic Program: All students will have schedules meeting more than the required total number of instructional minutes and appropriate numbers of minutes allocated to each core content area.

Related State Priorities:

- | | | |
|----------------------------|----------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :

Specific Annual Actions to Achieve Goal

- Implement master schedule.
- Ensure master schedule provides required instructional minutes and appropriate allocations for core content and elective requirements.

Expected Annual Measurable Outcomes

Outcome #1: Students are enrolled in appropriate classes.

Metric/Method for Measuring: Students schedules are aligned to grade level standards and required instructional minutes.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Students' schedules are aligned to grade level standards and required instructional minutes.					

GOAL #4

Quality Instructional Materials: All students will have access to standards-aligned materials and additional instructional materials.

Related State Priorities:

- | | | |
|---------------------------------------|----------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

-

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Specific Annual Actions to Achieve Goal

- All students will have access to standards-aligned, instructional materials including, but not limited to computers, laptops, tables, textbooks, online curriculum, article databases, novels, and manipulatives.

Expected Annual Measurable Outcomes

Outcome #1: Students have access to standards-aligned instructional materials.

Metric/Method for Measuring: Classroom observation and schoolwide inventory depicts sufficient supplies for each enrolled pupil.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	100% of students have access to standards-aligned instructional materials.					

GOAL #5

Meaningful Professional Development (PD): All teachers are engaged in ongoing, relevant professional development that implements academic content standards and supports AIA's core mission and a vision.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :

Specific Annual Actions to Achieve Goal

- Through classroom observations and teacher surveys, administration identifies school-wide needs.
- Leadership team creates a comprehensive professional development plan that includes workshops related to positive behavior management, cognitive engagement, special education, differentiation (high achievers, GATE students, ELD students, etc.), and school operations.

Expected Annual Measurable Outcomes

Outcome #1: Teachers agree that PD supports alignment to CCSS.

Metric/Method for Measuring: End of the year teacher survey for items related to teacher professional development. Target baseline is 75%.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide) – Teacher Survey	N/A	Baseline	PY+3%	PY+3%	PY+3%	PY+3%

Outcome #2: Teachers agree that PD supports implementation of the school’s mission and vision.

Metric/Method for Measuring: End of the year teacher survey for items related to teacher professional development. Target baseline is 75%.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide) – Teacher Survey	N/A	Baseline	PY+3%	PY+3%	PY+3%	PY+3%

GOAL #6

Challenging Content Instruction: All students will be taught with rigorous content instruction that promotes competent understanding of the material.

Related State Priorities:

- 1 4 7
- 2 5 8
- 3 6

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

- A core set of effective teachers will draft content area scope and sequences for grade levels taught.
- Students are administered rigorous ELA, math, and writing benchmarks three times a year designed by external sources to provide objective data regarding academic achievement.
- Teachers are required to submit weekly overviews detailing their objectives and specific agenda items for each lesson and are provided feedback regarding these plans.
- Arts in Action will incorporate ELD standards and instructional strategies across the curriculum utilizing such models as Guided Language Acquisition Design (GLAD).
- Students received timely information regarding students’ progress three times throughout the year via parent conferences and student progress reports.

Expected Annual Measurable Outcomes

Outcome #1: Instructional staff and parents consider the instruction to be appropriately challenging.

Metric/Method for Measuring: End of the year stakeholder survey for items related to quality of academic program. Target baseline is 75%.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide) – Stakeholder Survey	N/A	Baseline	PY+3%	PY+3%	PY+3%	PY+3%

Outcome #2: Teacher averages on the instructional rubric are at 3 or better.

Metric/Method for Measuring: Teacher Observation and Evaluation tool based off of the Danielson Framework. Target baseline is 75%.

All Students (Schoolwide) – Teacher Evaluations	N/A	Baseline	PY+3%	PY+3%	PY+3%	PY+3%
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GOAL #7a

Challenging Academic Engagement (Part A): All students will be provided appropriate core instruction, supplemental instruction, and other supports to accelerate progress toward content proficiency.	Related State Priorities:
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
Local Priorities:	
<input type="checkbox"/> : <input type="checkbox"/> :	

Specific Annual Actions to Achieve Goal

- Assessment data informs core and supplemental instructional planning school-wide, by grade level, for individual students, and, if different, by subgroup.
- Teachers and administration complete a data analysis cycle following each administration of the interim assessments.
- Teachers and instructional aides receive instructional support based on identified areas of need.

Expected Annual Measurable Outcomes

Outcome #1: Students who are not yet performing at a proficient level will make significant progress, as measured by progressing one or more performance levels either on the interim assessment or on the CAASSP assessment.

Metric/Method for Measuring: Track My Progress (a nationally normed test aligned to grade level expectations) or similar assessment and/or CAASSP assessments. Target baseline depends heavily on student population and is difficult to project.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	N/A	Intra-year Baseline	Year-to-Year Baseline	PY+3%	PY+3%	PY+3%

GOAL #7b

Challenging Academic Engagement (Part B): Students with disabilities will be provided appropriate core instruction, supplemental instruction, and other supports to accelerate progress toward content proficiency goals on each student’s Individualized Educational Program.	Related State Priorities:
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6

	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
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Specific Annual Actions to Achieve Goal
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- Director of Special Education supported teachers in assessment data analysis as related to students with disabilities.
- Progress towards IEP goals were monitored throughout the year and services adjusted as needed.
- Teacher PD included opportunities to augment instructional differentiation skills.
- Students were provided accommodations in the classroom and during schoolwide assessments.

Expected Annual Measurable Outcomes
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Outcome #1: As an average of all students with disabilities, individualized education plan goals will be met in the time stipulated on the IEP. Target baseline is 75%.

Metric/Method for Measuring: Analysis of IEPs to assess goal completion.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students with Disabilities	N/A	Baseline	PY+3%	PY+3%	PY+3%	PY+3%

GOAL 8

English Language Development (Part A): ELs will be provided with effective instruction for English Language Development (ELD), including ELD strategies embedded in core content areas and supplemental instruction to support English proficiency.	<table style="width: 100%;"> <tr> <td colspan="3" style="text-align: center;">Related State Priorities:</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 1</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 4</td> <td style="text-align: center;"><input type="checkbox"/> 7</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> 2</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 5</td> <td style="text-align: center;"><input type="checkbox"/> 8</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 3</td> <td style="text-align: center;"><input type="checkbox"/> 6</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">Local Priorities:</td> </tr> <tr> <td colspan="3"><input type="checkbox"/>:</td> </tr> <tr> <td colspan="3"><input type="checkbox"/>:</td> </tr> </table>	Related State Priorities:			<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6		Local Priorities:			<input type="checkbox"/> :			<input type="checkbox"/> :		
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Specific Annual Actions to Achieve Goal
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- Use assessment data to inform core and supplemental instructional planning to meet EL students' identified needs.
- Use internal benchmarks to monitor student progress.
- Provide teachers and instructional aides with ongoing professional development based on analysis of student formative data.
- Core group of teachers received training in Guided Language Acquisition Design and serve as exemplars on campus for teaching staff.

Expected Annual Measurable Outcomes
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Outcome #1: English learners will increase one level of proficiency on the CELDT. Target baseline is 64%.

Metric/Method for Measuring: California English Language Development Test results						
APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English Learners	N/A	Baseline	PY+1%	PY+1%	PY+1%	PY+1%

GOAL 9	
English Language Development (Part B): ELs will be provided with effective instruction for English Language Development (ELD), including ELD strategies embedded in core content areas and supplemental instruction to support English proficiency.	<p>Related State Priorities:</p> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	<p>Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
<ul style="list-style-type: none"> • Use assessment data to inform core and supplemental instructional planning to meet EL students' identified needs. • Use internal benchmarks to monitor student progress annually and quarterly. • Provide teachers and instructional aides with ongoing professional development based on analysis of student formative data. • Core group of teachers received training in Guided Language Acquisition Design and serve as exemplars on campus for teaching staff. • Review master EL plan and increase scaffolds and interventions for English Language Learners.

Expected Annual Measurable Outcomes						
Outcome #1: English learners will meet the terms for reclassification.						
Metric/Method for Measuring: Arts in Action metrics for reclassification including: 1) An overall score of 4 on the CELDT exam 2) Teacher Evaluation 3) Parental Consent. Target baseline is 10%.						
APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English Learners	N/A	Baseline	PY+1%	PY+1%	PY+1%	PY+1%

GOAL 10	
Student Enrichment: Students will be provided with opportunities that build schema through enrichment and extracurricular experiences.	<p>Related State Priorities:</p> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6

	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
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Specific Annual Actions to Achieve Goal
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- Provide high quality arts electives including art and music instruction.
- Develop a scope and sequence aligned to Visual and Performing Arts standards.
- Planned opportunities for students to attend professional arts performances.
- Implemented arts-based afterschool program.
- Hire experienced, credentialed arts elective teachers.
- Provide professional development related to integrating arts instruction for general education teachers.

Expected Annual Measurable Outcomes
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Outcome #1: Students will attain a 3 or better on portfolio and performance rubrics.

Metric/Method for Measuring: Analysis of art and music portfolios. Target baseline is 65%.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students	N/A	Baseline	PY+3%	PY+3%	PY+3%	PY+3%

GOAL 11

Positive Family Engagement: AIA staff, together with the Parents Advisory Council, will create clear communication to welcome parent involvement and create satisfaction with participation in AIA.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
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Specific Annual Actions to Achieve Goal
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- Expand the activity of the United Parent Council.
- Collaborate with parents to evaluate and make suggestions toward creating a more positive climate on campus.
- Administer stakeholder survey to identify areas of need of improvement for the school.
- Utilize Community Circle to listen to the need of Arts in Action families when difficult situations arise.

Expected Annual Measurable Outcomes
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Outcome #1: Families will agree that the school is welcoming of parent involvement and are satisfied with the opportunities for parent involvement. Target baseline is 75%.

Metric/Method for Measuring: Annual stakeholder survey.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students	N/A	Baseline	PY+3%	PY+3%	PY+3%	PY+3%

GOAL 12

Consistent Attendance: AIA will maintain a high rate of attendance.

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- :

Specific Annual Actions to Achieve Goal

- Develop schoolwide attendance review policy.
- Notify parents of Arts in Action’s chronic absence and tardy policy.
- Run weekly attendance reports to monitor student absences.
- Notify and offer families support once absences become chronic.

Expected Annual Measurable Outcomes

Outcome #1: Average daily attendance of 96% or higher. Rates of chronic absenteeism at or below 3% of the student population.

Metric/Method for Measuring: Analysis of Arts in Action attendance data. Baseline attendance target is 96%. Baseline target for chronic absenteeism target is 8%.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (ADA)	N/A	Baseline	PY+.5%	PY+.5%	97%	97%
All Students (Chronic Absenteeism)	N/A	Baseline	PY-.5%	PY-.5%	PY-.5%	PY-.5%

GOAL 13

Proactive Supports & Effective Discipline: AIA will provide social-emotional skill development, Community Circle and Help Circle, an engaging curriculum, Positive Discipline, and access to counseling as preventative

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

measures against suspension and expulsion.

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

- Create Arts in Action Positive Behavior support plan based on restorative justice practices and alternatives to suspension.
- Train teachers in Restorative Practice and in Positive Discipline classroom management strategies
- Utilize school’s student information system to track student misbehaviors and interventions.
- Utilize LiveSchool (an online behavior tracking system) to provide students feedback and consequences regarding appropriate and inappropriate behaviors.

Expected Annual Measurable Outcomes

Outcome #1: Suspension rates at less than or equal to 3% of the student population. Rates of expulsion based on discretionary grounds will be maintained at less than 1% of the student population.

Metric/Method for Measuring: Analysis of Arts in discipline data.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Suspension)	N/A	Baseline	PY-.25%	PY-.25%	PY-.5%	PY-.5%
All Students (Expulsion)	N/A	Baseline	0%	0%	0%	0%

INSTRUCTIONAL DESIGN

Overall Curricular and Instructional Design

Program Structure and Staffing

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

- 6a, 6b, 6c, 7a – (1) English/language arts/social studies + (2) math/science
- 7b, 7c – (1) English/language arts + (2) social studies + (3) math + (4) science
- 8a, 8b, 8c - (1) English/language arts + (2) social studies + (3) math + (4) science

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

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

Educational Theories and Research Base

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

Research Base for Purposeful Action. The principle of purposeful action aligns with the needs of the target student population and is supported by a solid body of evidence. According to an NCREL study of schools that have succeeded in raising minority students’ achievement, teachers make their subject interesting and their lessons pertinent and valuable¹. Research on “authentic instruction”—instruction that is highly engaging and interactive, and which connects to students’ real lives—showed that these methods increased student scores on high stakes standardized test scores. In two recent studies of Chicago public school students, the researchers found that when teachers offered less didactic and more interactive experiences, scores on the Iowa Test of Basic Skills rose significantly among a large cross section of students. (Newmann 2001; Smith, Lee, and Newmann 2001). Students who feel that academic work is meaningful are more likely to put greater effort into their work and are more likely to persist when challenged (Clark & Estes, 2002). In a study of more than 2,000 students in 23 restructured schools, most of them in urban areas, Newmann, Marks, and Gamoran (1995) found much higher levels of achievement on complex performance tasks for students who experienced what these researchers termed “authentic pedagogy”—instruction focused on active learning in real-world contexts calling for higher-order thinking, consideration of alternatives, extended writing, and an audience for student work. Further, the use of adaptive pedagogy - using multiple instructional strategies that support active learning and giving students different entry points to learning - allow them to use what Howard Gardner calls their multiple intelligences (1997).

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

¹ Retrieved from <http://www.ncrel.org/gap/ferg>. What Doesn’t Meet the Eye: Understanding and Addressing Racial Disparities in High-Achieving Suburban Schools”, Learning Point Associates and NCREL, November 2002.

what students can achieve with guidance or collaboration, otherwise known as scaffolding and what they can achieve alone. It is within this zone that cognitive change occurs.

Clear expectations, challenge and a feedback loop between instruction and assessment are also important for the target student population. In a study of Washington, D.C. high-poverty, high-minority districts where students were achieving at high levels, researchers identified several characteristics in the successful schools, including (1) providing clear and public standards for what all students should learn; (2) offering students challenging, standards-based curricula; (3) providing extra instruction to students who need extra support to succeed in rigorous courses; and (4) ensuring that teachers are well-prepared to teach their subjects. The regular use of assessment data to inform instruction is also important. Echoing similar results of other studies, a recent study of thirty-two K-8 schools by the Bay Area School Reform Collaborative found that the schools that were more successful in closing the racial achievement gap did many things differently, most notably, teachers diagnosed students' needs a few times each week and then changed how they worked with students based on what the data revealed.

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

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

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

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

Many studies have observed a strong relationship between the emotional and instructional classroom climate on student performance and growth. For example, the authors of an NICHD Early Child Care and Youth Development Research report concluded that, “opportunities to learn in small groups, to improve analytical skills, [and] to interact extensively with teachers... add depth to students’ understanding” (Pianta, Belsky, Houts, and Morrison, 2007). A recent research report on closing the achievement gap stated, ““For African American and Latino kids, having a positive, encouraging relationship with adults in the school is absolutely critical.” The report also described the importance of having a problem-solving attitude, confronting racial disparity issues with data and specific initiatives to solve problems (Sadowski, 2005).

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

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

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

discipline (based on rewards or consequences), competition, and other traditional practices.” (Kohn, 1999)

Knowing Each Student Well. Arts in Action will use several strategies to promote strong relationships between students and adults and an emotionally and physically safe school culture. First, the school will ensure that every student has an adult who knows him or her especially well by designating one of the core teachers as his or her advisor. Advisors will be responsible for monitoring each of their students’ progress and communicating with parents. Advisors will facilitate the PATHS curriculum during morning meeting time. Advisories will also be the place for students’ to engage in democratic participation (school-wide problem solving, event planning, student input in decision-making, etc.). Advisory will not be a separate class, rather, time will be allocated for advisory activities within the core content classroom.

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

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

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

Curriculum and Instruction

English Language Arts (Core Class)

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

In middle school, students transition from “learning to read” to “reading to learn” and take on increasingly complex language. To become proficient readers, writers, speakers and listeners. Students must become critical thinkers as they read and write. In the workshop model, students “learn by doing.” Students build individual identities as readers by reading books at their “just right” level. Students spend extensive time actually reading each day. As they become more adept readers they engage in deep analysis of texts collaborating with peers to make connections to their lives and the world beyond. Students will be immersed in multiple novel studies through year in literature circles. Students will also develop fluency through guided reading, individual

conferencing, and small group instruction. Similarly, students build identities as writers by writing on a daily basis. Students are guided in revising and adding to their writing pieces, with emphasis on publishing written products for varied audiences. Each of these pieces will be aligned to the goals of the Common Core standards and laid out in detailed Arts in Action scope and sequences.

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

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

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

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

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

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

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

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

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

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

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

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

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

Mathematics (Core Class)

Arts in Action aims to enable students to use mathematics to help them achieve academic, vocational, personal and civic goals. Thus, Arts in Action's math curriculum will develop

conceptual understanding and thinking skills students need to apply mathematical skills to varied real world contexts. The math curriculum will also help students develop logical thinking, problem-solving capabilities, the ability to monitor their thinking (meta-cognition), and a sense of intellectual confidence in the area of math. Instructional modes will include direct instruction, working with partners, heterogeneous and homogeneous groupings and independent work, all of which provide opportunities for differentiated lessons.

Math instruction in all grades will address the California Common Core Standards, which encompass the following strands: number sense, algebra and use of variables, measurement and geometry, statistics, data analysis and probability and mathematical reasoning. The series commonly known as Singapore Math is the primary math curriculum, with *Primary Mathematics* at Grade 6 and *Dimensions Math* at Grades 7 and 8. The series is aligned with the California Common Core Standards. One of Singapore Math's key strengths is that it is set up to help teachers enact learning at a higher level of cognitive demand. Research on comparative international mathematics instruction found that high-performing countries avoided reducing mathematics tasks to mere procedural exercises involving basic computational skills, as typically happens in the U.S. Instead, they placed greater cognitive demands on students by encouraging them to focus on concepts and connections among those concepts in their problem-solving (Grover and Henningsen, 1996).

Singapore Math has been praised for its use of a strong organizing framework with which standards, texts, tests and teacher preparation are aligned. With smaller, more targeted textbooks, Singapore Math has a clear, coherent mathematical focus at each grade level. Its textbooks include multiple representations and “think bubbles,” which clarify main concepts. Rich multi-step problems - much more common in Singapore Math than in traditional textbooks – emphasize development of mathematical thinking, not just rote computation. Bearing strong similarity to the five strands of mathematical proficiency presented in the National Research Council's *Adding It Up: Helping Children Learn Mathematics* (2001), Singapore Math's framework develops mathematical problem solving through the following components of its organizing framework (*Leinwand and Ginsburg, 2007*):

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

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

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

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

Although Singapore Math is relatively new to this country evidence of the program’s effectiveness is increasingly prevalent. Singapore Math gained international attention as Singapore students ranked #1 during the past three administrations, from 1995 to present, of the [TIMSS](#) (Trends in International Mathematics and Science Study), a respected assessment comparing international students’ achievement in math. Also, Singapore Math has been praised in top education journals recently. For example, articles in leading education journal *Educational Leadership* praised Singapore Math for its use of simple explanations, a logical sequence, many problems of increasing complexity, and use of a “bar-modeling” method for solving logic problems (as opposed to the “guess and check” approach in U.S. books). The authors explained how bar-modeling technique helps students tackle problems by drawing diagrams that reinforce the concept of equivalence across many types of math problems. The powerful method moves students’ thinking from the concrete to the pictorial to the abstract, providing a smooth transition to algebra. Symbolic representation of problems, the mainstay of algebra, is a logical extension of the bar-modeling technique (Leinwand and Ginsburg, 2007).

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

Teachers implement various types of writing throughout a unit and we follow the following types of math writing advocated by educational experts: 1) to keep ongoing records of what students are doing and learning, 2) in order to solve math problems, 3) to explain mathematical ideas, and 4) to describe the learning process (Urquhardt, 2011). Having a wide variety of writing opportunities

throughout a unit will support the various logic and reasoning skills students need in order to be successful. In order to track students' progress in math writing, teacher administer a math writing assessment each trimester. Students are given a math word problem and they are asked to solve the math word problem and explain how and why they received the answer to the problem. Students are asked to show their work, include an algorithm and use vocabulary they have been taught (language of the discipline). Teachers collect the writing samples and they grade them based on a school wide math writing rubric. Teachers are then asked to group their students for small group instruction based on areas of need identified in the writing assessments collected.

In Grade 6 mathematics, students are (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

In Grade 7 mathematics, students are (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

In Grade 8 mathematics, students are (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

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

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

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

History/Social Science (Core Class)

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

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

Arts in Action will teach History/Social Science primarily through inquiry-based projects and activities based on California Content Standards. Engaging, authentic learning projects and activities will infuse HSS content with the excitement it deserves, as students research, debate, reenact historical events through simulations and theater arts, use artistic media to recreate

artifacts, and use multimedia applications to access information, to visualize and to represent historical events, to interact with people around the world and more. These learning activities will be designed to promote the essential skills used by practitioners of social science disciplines, providing a strong foundation in how to research. Activities will be driven by thematic “big ideas” of each unit.

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

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

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

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

- Acquiring Information
 - reading skills
 - study skills
 - reference and information search skills
 - technical skills unique to electronic devices
- Organizing and Using Information
 - thinking skills
 1. classify information
 2. interpret information
 3. analyze information
 4. summarize information
 5. synthesize information
 6. evaluate information
 - decision-making
 - metacognition
- Interpersonal Relationships and Social Participation
 - personal skills

- group interaction skills
- social and political participation skills

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

Literacy integration in social studies also includes close reading of informational and primary texts, read-alouds of historical fiction and non-fiction, writing fictional first person narratives based on a particular time period being studied, writing informational summaries, and writing persuasive essays advocating for a particular point of view in a historical debate. Social studies instruction will reflect the school's schoolwide press on critical reading and analytical writing, with professional development in close reading and assessment-driven writing instruction.

Technology. The websites listed below, most of which were cited by leading educational journal Phi Delta Kappan, provide social studies teachers with a wealth of information. The sites are often interactive and have primary source documents, news from around the world, educational games on historical events and much more (Buchholtz and Matthew Helming, 2005). They will provide an excellent source of material for planning authentic (relevant) and challenging (rigorous) standards-based units, and they can be accessed by students to learn more about our world:

- <http://www.socialstudiesforkids.com> - This website is rich in content and has discussions of historical events, links to other websites for particular topics, glossaries, maps, coverage of current events, and Internet games.
- <http://www.eyewitnesstohistory.com/index.html> - This interactive site lets users examine history through the eyes of those who lived it and integrates primary source documents and multimedia components into classrooms.
- <http://www.authentichistory.com> - A collection of artifacts on American societal values from the antebellum period through 9/11 – photos, audio files, and written works.
- <http://www.historyforkids.org> - An online reference for elementary and middle levels with project and activity suggestions for teachers and parents on Europe, Asia, and Africa before 1500.
- <http://www.newseum.org> - Access to more than 400 newspapers from 44 countries, also interactive quizzes for all educational levels and interviews with photographers.
- <http://www.digitalhistory.uh.edu/default.htm> - An online museum for teachers and students featuring active learning projects, multimedia components, virtual exhibitions, and resource guides for the study of American history; it includes an online textbook.

- <http://americanhistory.si.edu> - Designed by the Smithsonian National Museum of American History, this site allows users to visit the museum's collections and study American history. It has an interactive timeline, games, classroom activities, and teacher guides.
- <http://search.eb.com/women> - A multimedia encyclopedia for the study of women in American history, including online study guides and classroom activities.
- <http://hlab.tielab.org/index.php>. The TIELab History Lab is a website that features a simple template for creating lessons and activities around primary sources. The site has links to collections of primary and secondary sources and ideas on how historians analyze documents.

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

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

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

Science (Core Class)

The science program at Arts in Action will provide an integrated, developmental, inquiry-based curriculum based on Next Generation Science Standards (Next Gen). The program will not only

effectively teach students Next Gen content but also develop their social and literacy skills as well. Science instruction will reflect the school's schoolwide press on critical reading and analytical writing, with professional development in close reading and assessment-driven writing instruction.

Major organizing principles of science instruction include the following:

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

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

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

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

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

- **Classifying:** arranging or distributing objects, events, or information representing objects or events in classes according to some method or system
- **Communicating:** giving oral and written explanations or graphic representations of observations
- **Comparing and contrasting:** identifying similarities and differences between or among objects, events, data, systems, etc.
- **Creating models:** displaying information, using multi-sensory representations
- **Gathering and organizing data:**– collecting information about objects and events that illustrate a specific situation
- **Generalizing:** drawing general conclusions from particulars
- **Identifying variables:** recognizing the characteristics of objects or factors in events that are constant or change under different conditions
- **Inferring:** drawing a conclusion based on prior experiences
- **Interpreting data:** analyzing data that have been obtained and organized by determining apparent patterns or relationships in the data

- **Making decisions:** identifying alternatives and choosing a course of action from among the alternatives after basing the judgment for the selection on justifiable reasons
- **Manipulating materials:** handling or treating materials and equipment safely, skillfully, and effectively

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

Technology. Science websites and interactive modules enhance science instruction by providing visual representations to access science concepts. Technology-based resources are increasingly rich and refined. Technology also expands the ways students can develop and represent their understanding through applications of learning.

- **Chem4Kids!** The text and graphics explain the basic concepts of chemistry, with segments on matter, states of matter, solids, liquids, and gases are available, along w/an online quiz for each section. <http://www.chem4kids.com/index.html>
- **Earthquakes for Kids:** From the US Geological Survey (USGS), students can find information on the latest quakes, see animations, view earthquake pictures, and much more. <http://earthquake.usgs.gov/learn/kids/>
- **Wild Weather Adventure!!** This educational game, found under the “Earth” tab, has students pilot a blimp around the world while answering a number of science questions, in easy/medium/hard levels. <http://spaceplace.nasa.gov/wild-weather-adventure/en/> Other topics include (from top menu): Space, Sun, Earth, Solar System, People & Technology, plus a link for Parents & Educators.

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

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

7 science develops experimental practice and curiosity in students to learn more about physical science in Grade 8.

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

Arts (Non-Core Class)

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

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

Arts in Action will incorporate California Visual & Performing Arts (VAPA) Standards, which defines the four arts components as visual arts, theatre, music and dance and will use the VAPA Framework to guide planning, delivering, and assessing a comprehensive arts education program for all students. The Framework provides connections between the arts and other core subjects to create an integrated curriculum. The School's arts curriculum will address all five strands outlined in the Framework:

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

Program Overview. The arts curriculum provides students with artistic avenues for creative self-expression and to channel emotions into creative forms, with the objective of instilling in students a lifelong interest in the arts as well as tolerance and respect for diversity. Activities further students' understanding of artistic elements and principles of visual design. By engaging in arts activities that are integrated with core academic subjects, such as language arts and social studies

students will enhance their content area knowledge, apply critical thinking skills and develop artistic skill and style. Based on the constraint of available funding and physical space, Arts in Action has implemented music and art instruction in the regular school day, taught by credentialed teachers who experts in their craft. However, it is Arts in Action goal in the future to provide substantial experiences in all of the artistic domains. Arts in Action realizes that a well-rounded arts program will take time to develop, and plans to scale up arts over the duration of the charter. Currently, students have music and visual art instruction on a regular basis, and we are well on our way in building a high caliber arts program that demonstrates to students how they can excel in performing or fine arts and how they can use arts as a tool to change their lives.

In addition to partnering with City Hearts and incorporating art into subject areas, Arts in Action will explore the following organizations to support the development of an inclusive arts program: Gateway to Educational Materials, sponsored by the National Endowment for the Arts; ArtsEdge from the John F. Kennedy Center for Performing Arts, and Curriki from Sun Micro Systems. The school also hopes to work with the California Arts Council to provide an artist in residence program.

Arts in Action anticipates using the five-period schedule to customize scheduling according to students' needs and interest. Some students will be much more advanced than others. For example, students who attended the Arts in Action elementary will typically have much more arts experience compared to their peers from other schools. The differences are relatively more impactful on instruction in music than in the visual arts, but customization is desirable across the board. One way to address this is through scheduling during the non-core fifth period, where students will have PE or one of the art forms. By having multiple teachers teach simultaneously, students can be scheduled according to their arts level as needed to continue effective arts instruction appropriate to each student's level. For example, students newer to music might have music on alternating days from more advanced students, with PE on the other days. This scheduling approach also has the advantage of providing a common prep period to teachers to facilitate common planning time.

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

Music development begins with simple tasks, and as knowledge grows, skills will be developed in a sequential manner. We start with the voice (a natural instrument everyone possesses) and then proceed with instrumental training. Piano, Orff instruments, and the recorder are among other instruments students learn. Skills learned are sight singing, ear training, dictation, and developing memory. These skills are developed using folk songs and games from the American culture. Students will be at very different places in their music education based on previous study. Music education will be structured to provide differentiated music instruction by scheduling groups of students of similar ability at the same time. Experienced students will have an opportunity to take part in an additional advanced music class that focuses more on the development of the musician as a performer. This special class focuses on additional instruments like guitar, violin, and piano.

This class is comprised of no more than 10 students, carefully selected for their enthusiasm and talent.

Visual Arts. The Arts in Action visual arts curriculum is designed to give students a well-rounded standard based arts education while encouraging each student's creativity and self-expression. AIA art lessons incorporate contemporary arts, art history, literacy, critique a work of art using art terms and hands on experience with a variety of art materials and techniques. We value process based-experience versus emphasizing products. We want to foster confidence for students to try new methods and develop their skills as artists in a non-threatening manner. Grades are based on participation, effort, creativity, craftsmanship, use and care of materials, understanding and application of art concepts and lesson objectives, growth and behavior.

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

Students who demonstrate particular talent in the visual arts are placed into the Art Intensive Program. This class is comprised of no more than 10 students, carefully selected for their enthusiasm and talent. The class meets Mondays, Wednesdays, and Fridays after school.

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

Dance instruction may occur primarily through the after school program. Students have options to take classes in ballet, jazz, hip-hop, and ballet folklorico. As the school grows to scale, Arts in Action anticipates continuing the elementary school's tradition of offering a spring musical where students can audition to dance, act and sing. At the elementary, the after school dance program is the most popular program among students. After school dance classes will be taught by highly trained dance teachers from City Hearts and by individuals who are interning to become dance teachers.

Drama and Theater. Arts in Action's drama and theater program will engage students' mind, body, senses, and emotions to create personal connections to the curriculum. Drama and theater may be integrated with English language arts using Reader's Theater and with social studies instruction to deepen students' understanding of historical events. Drama and theater may be taught primarily through the after school program. As the school grows to scale, students will have the option to take a class in Shakespeare or a more general drama class. Taught by talented Shakespearean actors from City Hearts, the class prepares students for two major events: (1) the yearly Shakespeare

Challenge where students from various inner city schools in Los Angeles come together at the Will Greer Theatre Botanicum in Topanga Canyon to compete against each other in various categories. Students perform monologues and group scenes from popular Shakespearean plays, and (2) an Arts in Action Fall production of a Shakespeare play. All students are able to audition for the various roles in the play. Arts in Action plans to integrate drama and theatre into the regular school curriculum in the next three years.

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

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

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

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

A report published by the Arts Education Partnership and the President's Committee on the Arts and Humanities provides empirical evidence of the primary and secondary academic benefits of the arts in schools (Fiske, 2002). Several studies within the report, whose purpose was to identify characteristics of effective arts learning programs, corroborate important findings: 1) Art reaches underrepresented students in multiple ways that are often missing from traditional academic settings; 2) Art acts as a conduit for changing classroom settings by breaking down figurative walls between classrooms and disciplines; 3) Art shifts the role of teachers to become facilitators of

learning; and 4) Art offers new challenges and allows students to apply learning to real world situations. According to Richard Riley, Secretary of the Department of Education, “these studies demonstrate how involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement.”

Advisory (Non-Core Class)

Consistent with its mission “to prepare students to lead healthy, fulfilling lives” and as part of its core strategies to “focus on the whole child” and to provide a “supportive learning environment,” Students will learn to recognize in themselves and others a wide range of emotions and responses to emotions. They will learn and practice ways to calm themselves and to choose productive responses. Students will also learn to have empathy, to communicate effectively with others and to effectively resolve or manage conflict. Arts in Action will develop social-emotional skills up to four days a week through advisory. Each core teacher will be trained to conduct advisory, ensuring that (1) all teachers share a common vocabulary and awareness of what skills students are developing at any given point in time and (2) each student has at least one adult who knows him or her well and monitors his or her progress.

The *Lions Quest Skills for Adolescence* curriculum is a highly effective research-based program. Evaluations of the program met the rigorous standards for research of the Center for the Advancement of Social and Emotional Learning (CASEL), including studies that, notably, demonstrated not only post-test effects but also effects 91 weeks after completion of the program (Eisen, Zellman, & Murray, 2003 and Malmin, 2007). Effects included reduced problem behaviors and increased social-emotional skills. The program consists of 108 lessons designed for Grades 6-8. The activities and step-by-step instructions provide coverage for self-awareness, social awareness, relationship skills, and responsible decision-making and establish a caring, participatory, and well-managed learning environment. The program materials include guidance for ways teachers can integrate the curriculum content into academic subjects and make the program culturally relevant to diverse students. The program has resources for Tier 2 and 3 settings with the Response to Intervention model. *Skills for Adolescence* comes with a book titled *Strengthening Family Relationships* with guidelines for involving families. Family involvement is also promoted through shared homework, workshops for parents, instructions for family involvement in program activities, a book for parents, *The Surprising Years*, and a guide for leading four parent meetings.

The school’s social emotional framework includes the following program components:

- The *Lions Quest Skills for Adolescence* social-emotional skills curriculum
- Advisory structure, drawing on the *Wildwood Advisory Toolkit*, where students experience social problem solving structures, such as Community Circles and Help Circles to develop empathy, perspective-taking, and student-led problem solving on social issues arising in the school
- Explicit connections between social-emotional curriculum and academic curriculum, to reinforce and deepen both areas of learning (e.g., as students analyze varied perspectives in fiction and in history, write with authentic voice)
- Parent education classes and counseling

Physical and Health Education (Non-Core Class)

The Arts in Action physical and health education curriculum promotes healthy lifestyles among students and their families through the development of positive physical and mental habits. Using the Physical Education Framework for California Public Schools, the physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and health and nutrition. The physical education program emphasizes individual motor skills, fitness and good sportsmanship.

Over the last decade a plethora of studies have found that physical activity promotes academic achievement. Physical activity activates important parts of the brain needed for learning, it promotes the growth of new brain cells, it lowers stress and improves mood, and it increases self-esteem (Institute of Medicine, 2013; Jensen, 2005). Increased physical activity has been shown to have a positive relationship with academic performance. A report from the Center for Disease Control (2010) reviewed 43 research studies on the topic and they found that 50.5% of the findings demonstrated a positive association across “measures of academic achievement, academic behavior, cognitive skills and attitudes.” Research also shows a strong benefit of physical activity immediately before academic learning. At Arts in Action students are taught the importance of physical activity on optimal brain function and academic achievement. Students will take “brain breaks” by standing up and stretching or doing a short burst of exercise.

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

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

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

Intervention Programs

In addition to the learning supports and supplements described elsewhere in the petition, Arts in Action intends to offer the following interventions during part of students' non-core fifth period or after school:

- Literacy Intervention/*Read 180* – Literacy interventions may be teacher-designed according to student need or more formalized through the *Read 180* program, which supplements students' core English course. The course rotates students through three personalized learning stations: small group instruction with the teacher, instructional technology, and modeled and independent reading. The program has a strong research base demonstrating effectiveness.
- Math Intervention/*Do The Math Now!* – Math interventions may be teacher-designed according to student need or more formalized through the intervention course co-created by Marilyn Burns, *Do The Math Now!*, which supplements students' core math courses and reinforces key foundational concepts that are critical for algebra. Developed to address target students' needs with the basics of numbers and operations, content is sequenced and paced to build understanding and skills.

Enrichment Programs

A particular strength of the AIA elementary are two high quality after-school programs that supplement the core educational program: the After School Education and Safety (ASES) Program, a grant-funded program that serves students daily at no cost to the student, and the Signature After School Enrichment (SASE) program, a low-cost program for parents that offers classes in diverse arts such as music, dance, painting, and crafts. Through these programs, AIA students have access to art classes that many would not be able to afford. Arts in Action Middle School intends to continue this highly successful model.

ASES. The goal of the ASES program is that every student admitted will learn and adopt the skills necessary to excel as a student and a future role model in the community. The ASES program exposes students to academic support, high quality arts enrichment classes provided by City Hearts, and leadership activities. The program, partially funded by the California Department of Education, serves well over the targeted number of students funded by the state—120, which is 36 students above the 84 required.

Homework Assistance: In order to individualize assistance for each student, program staff conduct monthly reviews of student records and collaborate with regular classroom teachers to determine needs to target during the daily hour of academic and homework assistance. The program targets below-basic and far below-basic students in English language arts (ELA) and mathematics.

ASES Enrichment: This component will be offered daily through a variety of educational experiences driven by participant interests, backgrounds, and cultures. Through a rotation of interdisciplinary project-based learning activities, participants will strengthen reading, writing, math, and science skills while improving social skills, health and safety practices, positive self-perception, and civic involvement. Proposed rotations will include the following:

- **STEM:** AIA will participate in the Clever Crazes for Kids™ program, which brings new and exciting ways to engage kids in learning about STEM (how Science, Technology,

Engineering and Mathematics are integrated into their everyday lives). All of this is part of the interconnected web of wellness—healthy planet, healthy relationships, and healthy individuals.

- **Service Learning:** While learning to collaborate and cooperate in a group setting, students apply the facilitative method to determine, plan, and execute a service-learning project that will positively impact their school and/or community.
- **Aspirations/Character Development:** Students participate in personal goal setting, and participate in lessons in personality theory, diversity, and teamwork. These help students to understand themselves and others better in an effort to develop positive character traits.
- **Technology:** Focusing on technology’s benefits, this experience includes ways to use technology tools to support academic achievement, improve communication skills, and encourage and develop civic engagement.
- **Physical Education:** Including both nutrition and fitness, this experience educates participants on the importance and process of making healthy eating choices, focusing on a collaborative learning process of the fundamentals of sports, and integrating cardiovascular physical activity.
- **Arts Instruction:** High quality arts instruction is the core of our after school programs. AIA will partner with a well-established and reputable art organization, City Hearts. The mission of City Hearts is to provide the highest quality Arts education and experiences, to the most-at-risk children in the economically distressed neighborhoods of Southern California. City Hearts has been named to the President’s Committee on the Arts & Humanities and been honored by the Sesame Street Parents Magazine and the Children’s Television Network. Now celebrating 28 years of successful programs, City Hearts has provided quality Arts education to over 33,000 children and is southern California’s preeminent Arts outreach organization. City Hearts provides AIA’s after-school students with four core classes:
 - Shakespeare drama—is intended to inspire students in the study of history, culture, vocabulary, literacy, and stagecraft, as well as to promote skills in creative movement and teamwork.
 - Musical theatre—music curriculum explores the rhythmic and metrical foundations of music and the development of listening skills while building interpersonal and group collaborative skills.
 - Dance—teaches students to use rhythm and movement in expressing themselves.
 - Photography—encourages AIA students to use their critical eye to evaluate and “through their eyes” help educate others about their community. Students use computer digital technology and visual communication tools to create works of art.

SASE. The goal of the Signature After School Enrichment (SASE) program is to provide our students with affordable quality arts instruction and exposure to multiple art forms.

Because the ASES program cannot accommodate all requests, parents will have an affordable alternative after school program that gives all students access to extended arts programming. This program will offer a variety of options of visual and performing arts classes such as ballet, hip hop, or ballet folklorico. Classes will be offered in two sessions per day, three or two days a week. It is not uncommon for some students to be taking multiple classes in one semester. Some classes are also rotated so that students are exposed to a wide variety of classes in a particular art form. For

example, one semester we might offer piano and violin, and in another semester, guitar and percussion.

Students in both after school programs will be provided with fieldtrips to attend art performances for most students, and the students are expected to perform at least twice per year in the Winter and Spring Galas. Some students also perform in our yearly Fall Shakespeare play, our Spring Musical, and/or in the Shakespeare challenge hosted by City Hearts. We believe that encouraging students to perform in front of a large audience boosts self-esteem, increases presentation skills, and encourages students to “come out of their shell.” It is common to see students become shy and withdrawn their first few times on the stage, but after a few years, students demonstrate great confidence and enthusiasm for performing. In the future, Arts in Action would like to incorporate more opportunities for students to perform, such as at competitions, and community events.

Curricular and Instructional Materials. The selection of curriculum, materials, and instructional activities will occur as a result of a collaboration that will take place between the principal and the teachers. Selections will ensure curricular alignment with the California CCSS and with the instructional philosophy, vision, and mission of the school. Rigor is a key consideration, including the ability to provide support for English learners and other students with academic needs. Selection of instructional materials will be based in part on results of grade level benchmark assessments, state mandated tests, alignment with common core standards, and disaggregated data from ongoing assessment tools.

- Language Arts – In our literature-based program, emphasis is on a well-stocked library of high quality chapter books and other fiction and non-fiction literature so that each student can continually read books of interest at his or her just-right reading level. The school’s instructional leadership team has an extensive set of curricular resources with which standards can be comprehensively addressed. Article of the Week is a core source for non-fiction close reading. Assessment-driven writing based on Write Source and ISAW rubrics are a core source for writing instruction. In addition, Engage NY is an important source for Common Core-aligned curriculum as well as extensive training resources.
- Math – To extend the successful math model of the Arts in Action elementary program, the Arts in Action middle school program will use the “Singapore Math” program *Primary Mathematics* Common Core edition for Grade 6, the “Singapore Math” program *Dimensions Math* Common Core math programs for Grades 7 and 8, and *Math Sprints* by Singapore Math, supplemented with application-oriented and interdisciplinary activities.
- History/Social Science – *History Alive!* by Teachers Curriculum Institute as a core resource, with units designed from the rich array of resources that are increasingly become more available to schools. Historical fiction and non-fiction text-based artifacts are also key instructional materials.
- Science – The *Science and Technology Concepts Program–Secondary* by Carolina Curriculum as a Next Generation Science Standards-aligned core resource, with units designed from the rich array of resources that are increasingly become more available to schools.
- English Language Development—Project GLAD instructional units that integrate ELD with science and social studies.

- Visual and Performing Arts – Teacher-selected materials, art history resources from Art People
- PE – SPARK P.E. Curriculum
- Advisory – *Lions Quest Skills for Adolescence* for self-awareness, social awareness, relationship skills, and responsible decision-making; the Wildwood Advisory Toolkit.

Course Offerings

Subject Area	Grade 6	Grade 7	Grade 8
English Language Arts	English 6	English 7	English 8
Math	Math 6	Math 7 (Pre-Algebra)	Math 8 (Algebra or Algebra Readiness)
History-Social Science	World History: Ancient Civilization and Literature	World History: Medieval Times	US History
Science	Earth Science	Life Science	Physical Science
PE/Arts/Intervention	PE course runs all year, 2-3 times per week Music and/or Art runs all year, 2-3 times per week Intervention based on need, 1-5 days per week		
Notes	Arts in Action intends to add Honors versions to English, History-Social Studies, and Science classes over the charter term. Technology will be increasingly integrated into core courses over the charter term.		

Instructional Methods and Strategies

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

Purposeful Action

- Instructional content, while grounded in California content standards, is presented in ways that often holds **interest** and/or personal meaning for learners, often growing out of learners’ interest and concerns.
- Instructional content is consistent with the school-wide goal of preparing students to take strategic action for a more **just, humane and sustainable world**.
- **Connections** between the classroom work, the surrounding communities, and the world beyond the community are clear.
- Students “**learn by doing**,” using hands-on activities, powerful projects and experiential learning and practicing the methods of each discipline as an adult expert would.
- Learners **actively** pose and solve problems, producing products and building understandings.
- Students often learn not just as students, but as people who take **action** to effect change in the world.

- Students perform **authentic** intellectual work, which involves original application of knowledge and skills, rather than just routine use of facts and procedures. It also entails disciplined inquiry into the details of a particular problem and results in a product or presentation that has meaning or value beyond success in school.
- Students’ work develops higher order thinking and skills and habits needed to thrive in the **modern** world.

Just-Right Challenge

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

Student Ownership of Learning

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

Supportive Learning Environment

- Learners feel **respected** and **understood** by adults and peers.
- **Kindness** is modeled and encouraged throughout the school.
- Learners have opportunities to make **decisions** in the democratic management of school life.
- The school culture, including, instruction is **culturally relevant**.
- All learners are expected to meet **high standards**.

- Learners receive **supports** needed to meet academic and behavioral expectations, including supplemental academic instruction and support, targeted social-emotional skill development, counseling, referrals to community partners and more.
- Learners learn to **collaborate** effectively, often in cooperative learning groups
- **Parents** are supported to become active partners in students’ learning.
- **Teachers** are supported to become expert practitioners of the school’s methods.
- The school taps **community resources** to round out needed student supports and create a comprehensive program.
- All community members, especially teachers to students, have a **problem-solving attitude**.

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

Content Literacy Instruction. To achieve a high literacy rates, Arts in Action will have a “laser-like focus” on literacy. Signature content literacy instructional strategies will include: building background knowledge through anticipatory activities; shared readings and read-alouds; close reading and text-dependent questions; vocabulary development such as SFA, word webs and concept maps, and vocabulary journals; daily writing to learn; graphic organizers; Cornell note-taking and note-making; and reciprocal teaching. By using these strategies in each classroom, students will develop habits for engaging with texts and learning with texts. They will also apply these reading, writing, and thinking strategies in their independent tasks. In sum, students will be taught how to read and write and will read and write on a daily basis. Further, individualized and personalized instruction will occur through a small school design with emphasis on small group instruction.

Gradual Release of Responsibility. Gradual Release of Responsibility is another hallmark strategy of Arts in Action’s instructional framework. Students are not expected to instantly perform but receive scaffolding to develop new skills incrementally. Teachers first model their thinking and strategies by example. Then they guide students’ thinking, often through a collective exercise. They provide students with opportunities to practice by collaborating with peers and with “experts” at the strategy. Finally, they use this information on their own, in

independent application. Consistent with the Zone of Proximal Development, this model, first described by P. David Pearson, stipulates that students assume increasing amounts of responsibility for content once it has been modeled and scaffolded by their teacher or knowledgeable others. The classroom structure will allow each student to assume increased cognitive and metacognitive responsibility for his or her learning.

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

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

Disciplinary Habits of Mind. Another primary path for ensuring high student achievement is by weaving content area process skills together with content. Students practice the process skills particular academic discipline as adult practitioners of the disciplinary world. This creates a more powerful mode of understanding content and develops higher order thinking skills. Students are not just students, but authors, historians, and scientists. In the science research literature, this is referred to as teaching the nature of science and includes developing an understanding of the scientific worldview, scientific methods of inquiry, and the nature of the scientific enterprise.

In addition students are also taught habits of mind necessary to success in any field of study or occupation. We strive to ensure that students develop these habits of mind as early as possible. At Arts in Action students are referred to as Scholars, and they are taught to Think and Act like a Scholar from the first day they enter our school. A poster with the Think and Act like a Scholar habits of mind are posted in every classroom and teachers refer to it often during instruction. In addition, students receive recognitions for acting like scholars on a monthly basis. We believe that this reinforces students’ self-concept as academic achievers and bolsters their achievement.

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

based classroom will demonstrate the following behaviors:

Students:

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

Teachers:

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

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

A meta-analysis of 18 experiments concluded that the predominant use of higher-level questions - those that require students to go beyond simple recall and engage in more sophisticated thinking - during instruction yielded positive gains on tests of factual recall and application of thinking skills (Redfield and Rousseau, 1981). In a separate study (Andre, 1979), researchers investigated the effects of having students respond to higher-order questions that were inserted every few paragraphs in a text; they concluded that such a procedure facilitates better textbook learning than do fact question inserts. Pressley and colleagues (1992) showed that asking students for explanatory responses to higher-level questions prior to instruction activates prior knowledge and focuses attention, resulting in better learning. Despite the demonstrated effectiveness of higher cognitive-level questioning, research has demonstrated that traditional classroom practice has rarely utilized it. In a review of the research on teacher questioning, Gall (1984) discovered that only about 20 percent of classroom questions required more than simple factual recall. Similarly, Goodlad (1984) reported that only about one percent of classroom discussion invited students to give their own opinions and reasoning. Arts in Action will make explicit teaching of higher order thinking skills a priority. This aligns with the shift to Common Core State Standards, which emphasize reasoning, application of skills in novel contexts, and other higher level thinking skills.

Literacy Across the Curriculum. Arts in Action will emphasize literacy across the curriculum. Children will be engaged in authentic literacy experiences with math, science and history by reading fiction and nonfiction, including content-rich informational reading. This aligns with the 50-50 balance between informational and literary reading called for in the Common Core State Standards, with reading selected to support students’ systematic development of knowledge about the world. Literacy across the curriculum at Arts in Action also calls for students to read with care

so that they grasp and use information, arguments, ideas and details in text. While students may write from experience and opinion for some genres and through some phases of their development as writers, Arts in Action will help students develop their use of evidence in argumentative and informative writing,

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

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

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

When students and teachers “loop” together for multiple years they do not have to spend all that time re-establishing relationships and developing norms and routines, and they can devote much more time to the business of learning. Almost effortlessly, the classroom culture gets passed on from one year to the next by the returning students. Teachers can come to know their students and families well, and can organize their teaching to take advantage of student strengths and experiences and to address student needs. A principal in Japan, where teachers work for at least two years with the same students, put it well: “The first year you can look and listen; then in the second year the real learning can begin” (Sato, 1994, p. 12). Those students who are identified as underperforming will be tutored and provided with additional assistance in order to ensure their progress towards mastery of the standards. Further, research shows that when teachers and students work together for longer periods of time, achievement levels go up (Gottfredson and Daiger, 1979).

State Standards

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

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

- Views on effective learning have shifted from a focus on the benefits of diligent drill and practice to a focus on students’ understanding and application of knowledge. This is reflected throughout the Common Core State Standards.
- Learning must be guided by generalized principles in order to be widely applicable. Knowledge learned at the level of rote memory rarely transfers; transfer most likely occurs when the learner knows and understands underlying concepts and principles that can be applied to problems in new contexts. Learning with understanding is more likely to promote transfer than simply memorizing information from a text or a lecture. This approach supports the rigor of Common Core State Standards, which require deep authentic command of content.
- Experts first seek to develop an understanding of problems, and this often involves thinking in terms of core concepts or big ideas. Novices’ knowledge is much less likely to be organized around big ideas; novices are more likely to approach problems by searching for correct formulas and pat answers that fit their everyday intuitions.
- Research on expertise suggests that superficial coverage of many topics in the domain may be a poor way to help students develop the competencies that will prepare them for future learning and work. Curricula that emphasize breadth of knowledge may prevent effective organization of knowledge because there is not enough time to learn anything in depth. Curricula that are “a mile wide and an inch deep” run the risk of developing disconnected rather than connected knowledge.
- Feedback is fundamental to learning, but feedback opportunities are often scarce in classrooms. Students may receive grades on tests and essays, but these are summative assessments that occur at the end of projects. What is needed are formative assessments, which provide students with opportunities to revise and improve the quality of their

thinking and understanding. Arts in Action will use formative assessment techniques such as self-assessment, thumbs up/down, whiteboards, choral response, exit slips, groupwork documentation, and read journal entries.

- Many assessments measure only propositional (factual) knowledge and never ask whether students know when, where, and why to use that knowledge...Given the goal of learning with understanding, assessments and feedback must focus on understanding, and not only on memory for procedures or facts.
- Expert teachers know the structure of their disciplines and this provides them with cognitive roadmaps that guide the assignments they give students, the assessments they use to gauge student progress, and the questions they ask in the give and take of classroom life. The misconception is that teaching consists only of a set of general methods, that a good teacher can teach any subject, and that content knowledge alone is sufficient. (Brown and Cocking, 2001)

In addition to backwards design, Arts in Action's instructional methodologies and curriculum, including instructional materials, support implementation and ensure student mastery of the CA Common Core State Standards (CCSS), the Next Generation Science Standards, the English Language Development standards, and other state content standards. Schoolwide, Arts in Action will focus on close reading and on academic vocabulary.

To implement instructional practice aligned with Common Core Standards in ELA, Arts in Action ELA teachers will focus on the following practices:

- Text-based answers
- Development of academic vocabulary
- Balancing informational and literary text

Readers and Writers Workshop is a strong vehicle for Common Core because teachers can create spaces for rich and rigorous evidence-based conversations about text, and students build knowledge through text rather than through the teacher or activities. In addition, the ELA curriculum will shift toward non-fiction. Writing will emphasize use of evidence to inform or develop arguments.

To implement instructional practice aligned with Common Core Standards in Math, Arts in Action Math teachers will focus on the following practices:

- Balance of conceptual understanding and procedural fluency
- High-level tasks that promote rigorous thinking and academic discourse
- Justification of mathematical thinking in writing and talk

The Common Core-aligned Singapore Math programs develop conceptual understanding and thinking skills students need to apply mathematical skills to real world contexts. The curricula develop logical thinking, problem-solving capabilities, foster students' ability to monitor their thinking, and increase the pupil's sense of intellectual confidence in math. One of Singapore Math's key strengths is that it is set up to help teachers enact learning at a higher level of cognitive demand. Singapore Math's framework develops mathematical problem solving through the

following phases--concrete, pictorial, abstract, and model-drawing. Much like the Common Core standards for mathematics attempts to do, Singapore Math textbooks cover fewer mathematical concepts each year, so that each concept is taught at greater depth than traditional math curriculums. This increases students' ability to obtain mastery of concepts taught.

To support the Common Core by embedding reading and writing in History/Social Science, Arts in Action will focus on the following practices:

- Shift from subject-matter history to disciplinary history
- Argument-based analytical writing using evidence from primary and secondary sources
- Evaluation and analysis of multiple sources in the classroom

To implement instructional practice aligned with Next Generation Science Standards, Arts in Action science teachers will focus on the following practices:

- Analyzing data
- Constructing arguments from evidence
- Writing high-quality explanations in science

Technology

Arts in Action's budget allows for ample acquisition of technology as the school grows to scale in the first three years. If the school receives the PCSGP grant, as expected, many more technology purposes will be able to be made in Year 1. Regardless, teachers will incrementally increase integration of technology to strengthen instruction and increase cognitive engagement through diverse technology applications.

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

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

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

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.

The school year will be 180 days long. Arts in Action will observe all federal holidays and will closely align winter break, spring break and other pupil-free days to the charter authorizing school district. Arts in Action’s tentative 2016-17 calendar is subject to revision.

2016-2017 School Event Calendar

July 2016							July							January 2017							January (16)						
Su	M	Tu	W	Th	F	Sa	4	Su	M	Tu	W	Th	F	Sa	1	Su	M	Tu	W	Th	F	Sa	1				
3	4	5	6	7	8	9		1	2	3	4	5	6	7	8	16	17	18	19	20	21	9					
10	11	12	13	14	15	16		8	9	10	11	12	13	14	15	22	23	24	25	26	27	28	16				
17	18	19	20	21	22	23		15	16	17	18	19	20	21	22	29	30	31									
24	25	26	27	28	29	30		19	20	21	22	23	24	25	26												
31								29	30	31					29												

August 2016							August (8)							February 2017							February (18)						
Su	M	Tu	W	Th	F	Sa	1-5	Su	M	Tu	W	Th	F	Sa	2												
7	8	9	10	11	12	13	1-5 New to AIA PD	5	6	7	8	9	10	11	12												
14	15	16	17	18	19	20	8-12 AIA PD	12	13	14	15	16	17	18	14												
21	22	23	24	25	26	27	15-18 Unit Planning/ New Student & Family Orientation	19	20	21	22	23	24	25	17												
28	29	30	31				19 All Staff PD	26	27	28					20												
							22 1st Day of Trimester 1																				

September 2016							September (21)							March 2017							March (17)						
Su	M	Tu	W	Th	F	Sa	5	Su	M	Tu	W	Th	F	Sa	13												
4	5	6	7	8	9	10	5 Labor Day	5	6	7	8	9	10	11	17												
11	12	13	14	15	16	17	6-16 CELDT Testing	12	13	14	15	16	17	18	13												
18	19	20	21	22	23	24	19-30 TMP & CAASPP IAB	19	20	21	22	23	24	25	17												
25	26	27	28	29	30			26	27	28	29	30	31	17													

October 2016							October (20)							April 2017							April (18)						
Su	M	Tu	W	Th	F	Sa	7	Su	M	Tu	W	Th	F	Sa	1												
2	3	4	5	6	7	8	7 AIA Data Day 1 (No School)	2	3	4	5	6	7	8	14												
9	10	11	12	13	14	15	31 Halloween	9	10	11	12	13	14	15	17												
16	17	18	19	20	21	22		16	17	18	19	20	21	22													
23	24	25	26	27	28	29		23	24	25	26	27	28	29													
30	31							30																			

November 2016							November (15)							May 2017							May (22)						
Su	M	Tu	W	Th	F	Sa	11	Su	M	Tu	W	Th	F	Sa	14												
6	7	8	9	10	11	12	11 Veterans Day	7	8	9	10	11	12	13	29												
13	14	15	16	17	18	19	24 Thanksgiving	14	15	16	17	18	19	20													
20	21	22	23	24	25	26	21-25 Fall Break	21	22	23	24	25	26	27													
27	28	29	30				28 AIA Data Day 2 (Pupil Free)	28	29	30	31																
							16 1st Day of Trimester 2																				

December 2016							December (13)							June 2017							June (12)						
Su	M	Tu	W	Th	F	Sa	2	Su	M	Tu	W	Th	F	Sa	16												
4	5	6	7	8	9	10	2 Parent Conferences (Pupil Free)	4	5	6	7	8	9	10													
11	12	13	14	15	16	17	21 AIA Data Day 3 (Pupil Free)	11	12	13	14	15	16	17													
18	19	20	21	22	23	24	24 Christmas Eve	18	19	20	21	22	23	24													
25	26	27	28	29	30	31	25 Christmas Day	25	26	27	28	29	30														
							31 New Year's Eve																				
							22-30 Winter Break																				

Sample Daily Schedules

MIDDLE SCHOOL SCHEDULE				
Monday	Tuesday	Wednesday	Thursday	Friday
8:15 -9:20 ELA 65 MIN	8:15 -9:20 ELA 65 MIN	9:30 – 10:25 ELA 55 MIN	8:15 -9:20 ELA 65 MIN	8:15 -9:20 ELA 65 MIN
9:20-9:25 Passing Period 5 MIN	9:20-9:25 Passing Period 5 MIN	10:25-10:30 Passing Period 5 MIN	9:20-9:25 Passing Period 5 MIN	9:20-9:25 Passing Period 5 MIN
9:25-10:30 Math 65 MIN	9:25-10:30 Math 65 MIN	10:30-11:25 Math 55 MIN	9:25-10:30 Math 65 MIN	9:25-10:30 Math 65 MIN
10:30-10:45 Break	10:30-10:45 Break	11:25-11:40 Break	10:30-10:45 Break	10:30-10:45 Break
10:45-11:50 Social Studies 65 MIN	10:45-11:50 Social Studies 65 MIN	11:40-12:35 Science 55 MIN	10:45-11:50 Social Studies 65 MIN	10:45-11:50 Social Studies 65 MIN
11:50-11:55 Passing Period 5 MIN	11:50-11:55 Passing Period 5 MIN	12:35-12:40 Passing Period 5 MIN	11:50-11:55 Passing Period 5 MIN	11:50-11:55 Passing Period 5 MIN
11:55-1:00 Science 65 MIN	11:55-1:00 Science 65 MIN	12:40-1:35 Social Studies 55 MIN	11:55-1:00 Science 65 MIN	11:55-1:00 Science 65 MIN
1:00-1:40 Lunch	1:00-1:40 Lunch	1:35-2:15 Lunch	1:00-1:40 Lunch	1:00-1:40 Lunch
1:40-2:00 Advisory 20 MIN	1:40-2:00 Advisory 20 MIN	2:15-3:10 PE/Arts/Intervention 55 MIN	1:40-2:00 Advisory 20 MIN	1:40-2:00 Advisory 20 MIN
2:00-2:05 Passing Period 5 MIN	2:00-2:05 Passing Period 5 MIN	Dismissal	2:00-2:05 Passing Period 5 MIN	2:00-2:05 Passing Period 5 MIN
2:05-3:10 PE/Arts/Intervention 65 MIN	2:05-3:10 PE/Arts/Intervention 65 MIN	After School Programming	2:05-3:10 PE/Arts/Intervention 65 MIN	2:05-3:10 PE/Arts/Intervention 65 MIN
Dismissal	Dismissal		Dismissal	Dismissal
After School Programming	After School Programming		After School Programming	After School Programming
345 MIN	345 MIN	275 MIN	345 MIN	345 MIN
1,655 MIN PER WEEK				

**MIDDLE
SCHOOL
MINIMUM
DAY
SCHEDULE**

8:15 -8:55 ELA 40 MIN
8:55-9:00 Passing Period 5 MIN
9:00-9:40 Math 40 MIN
9:40-9:45 Passing Period 5 MIN
9:45-10:25 Social Studies 40 MIN
10:25-10:40 Break
10:40-11:20 Science 40 MIN
11:20-11:25 Passing Period 5 MIN
11:25-12:05 PE/Arts/Intervention 40 MIN
Dismissal
200 MIN

Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
6	Select Y/N	141	345	37	275	2	200	0	0	180	54000	59220	5220
7	Select Y/N	141	345	37	275	2	200	0	0	180	54000	59220	5220
8	Select Y/N	141	345	37	275	2	200	0	0	180	54000	59220	5220

Professional Development

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

To identify the highest quality applicants, Arts in Action has candidates first apply online and respond to series of questions that demonstrate their educational philosophy. The recruiting team evaluates the responses based on a rubric and passes qualified candidates along to the administrative team. For teachers, a demonstration lesson and in-person interview are scheduled so that the team can assess the teacher's skill level as well as their fit with the program's goals. Next, teacher candidates are scored against a rubric aligned to the school's needs and values. Those scoring in the top tier are offered an agreement of employment. As a member of the team, the teacher's effectiveness is carefully monitored and supported through observations, coaching, and ongoing professional development.

Professional Development. To continually improve teacher practice and to keep our staff updated on evolving best practices in instruction, Arts in Action teachers will receive professional development and ongoing support from our staff and through workshops and conferences from outside providers. During the summer and at benchmark intervals, the leadership team analyzes achievement data, teacher observations, and stakeholder surveys to develop an annual professional development calendar and adjust it as needed, based on the instructional priorities.

Initially, all teachers will plan the program for at least two weeks prior to the start of school, or for longer if funding permits (the school will apply for a start-up grant – one month will be allocated in the grant budget). Professional development plans will be adjusted based on the team hired and their needs. A number of veteran teachers are interested in teaching at the middle school who will need less coverage in some of these topics relative to newer teachers:

- Arts in Action's overarching philosophy, instructional methods, and expectations of staff, including the evaluation and process
- Mandated trainings
- Decision-making structures, roles of staff members, school procedures
- Developing standards-based curriculum, instruction and assessments; "big ideas" backwards planning

- Instructional differentiation and lesson planning
- Using data to inform instruction
- Identifying and serving students with special needs (disabilities, English learners, low-achieving, high-achieving)
- Marzano’s High Yield Strategies
- Content literacy instructional strategies
- Advisory curricula
- Gradual release of responsibility
- Positive behavior management
- Preparing for and responding to high-challenge behaviors
- Setting school culture

Ongoing, the school year will begin with two weeks of development for teachers new to the program. The first week will orient new teachers to Arts in Action’s program, including the advisory curriculum and methods, the school’s overarching methods, and content area-specific methods, according to the needs of new teachers. When the entire team returns for the second week of beginning of the year professional development, the initial focus is on team-building and understanding each other’s strengths, leadership styles, and backgrounds. This creates a foundation for supportive collaboration.

Professional Learning Communities (PLCs) will be part of the Arts in Action weekly routine. Lesson study is a core activity of PLCs. PLC workshops are designed with a specific focus that allows for teachers to learn about a topic and work with their teams to discuss implementation in the classroom. To provide a balanced professional development plan the team incorporates a range of topics aligned to the following areas: cognitive engagement, positive behavior management, Special Education, differentiation, and school operations. The table below is an example of topics that would be covered over the course of the first semester of school. As for the second half of the year, the professional development calendar is created at the end of the first semester so that the leadership team can accurately survey the team and identify areas of growth for the program.

Beyond the weekly PLCs, full day professional development sessions are built into each trimester. While the primary focus of these days are dedicated to data analysis and re-teaching, the leadership team also strives to provide more in depth workshops related to effective instructional practices. Utilizing schoolwide benchmarks and other data, teachers engage in a structured reflection on how their teaching practices have impacted student achievement. As department or grade level teams they brainstorm different ways to engage their learners as they re-teach the content.

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

earned an average score of effective on the annual teacher observation and evaluation tool (see excerpt below). The following rubric has been adopted by the Arts in Action elementary and is continually evolving.

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

Standard	Indicator	Level 1	Level 2	Level 3	Level 4
		Developing	Basic	Proficient	Distinguished
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design and selection of learning experiences are not aligned to learning objective and not sequenced to ensure independent mastery of learning.	The design and selection of learning experiences are aligned to learning objective but are not sequenced / paced to maximize instructional time to enable students to demonstrate independent mastery of learning (e.g., sufficient modeling, varied practice).	The design and selection of learning experiences are sequenced / paced to enable students to demonstrate independent mastery of learning objectives including sufficient opportunities to practice under direct supervision of teacher and / or in collaboration	The design and selection of learning experiences are sequenced / paced to enable students to demonstrate independent mastery of learning objectives including differentiated resources / activities for re-teaching and additional practice to adjust instruction as needed.

				with other students.	
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide cognitively engaging learning experiences to support students in achieving mastery of the stated learning objectives.	Instructional plans include cognitively engaging learning experiences but the plans include insufficient time and supports for students to achieve mastery of stated learning objective.	Instructional plans provide students opportunities for sustained attention to a cognitively challenging learning experience. The plans include sufficient time and supports for students to achieve mastery of learning objective through cognitively engaging learning experiences.	Instructional plans provide cognitively engaging learning experiences that ensure students construct knowledge to achieve or exceed mastery of the stated learning objective.

Lead teachers have displayed a track record of success and therefore can use their level of expertise to grow the program. Lead teachers serve on a committee that will serve as the voice of the teaching staff on a variety of school related topics. As a group, participants choose an area of focus for each trimester and develop a targeted project to improve upon an existing element of the program. Lead teachers are given more autonomy in terms of how they manage their classrooms and have fewer informal observations each year.

A teacher who has made significant academic achievement gains, has a track record with the school over a minimum number of years, and maintains an effective score on the teacher observation and evaluation tool can be recommended for the third tier, *Distinguished*. It is from the pool of distinguished teachers that Arts in Action select mentor teachers to be paired with teachers within their first two years of teaching. This partnership is not tied to the mentees evaluation and the observation and feedback cycles serve only to improve their instructional skills.

Meeting the Needs of All Students

English Learners

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

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

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

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

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

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

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

Arts in Action is committed to the success of all students, including English Learners. Our vision is to ensure that our English Learners have meaningful access to rigorous instruction, materials, and academic choices. We strive to create equity for English learners while maintaining their cultural and linguistic identity and developing an understanding of the cultural diversity of our community. Currently, eighty-five percent of the student population enrolled at the Arts in Action elementary consists of students from homes where the primary language is not English. The educational program will ensure that students are supported throughout the school day to access a rigorous curriculum and to continue building their English proficiency.

The educational program will meet the needs of English Learners by providing opportunities for student integration through research-based language supports, ongoing professional development for staff, and parent involvement. Arts in Action Charter School provides English learners full access to the curriculum so that they understand content being taught. Research-based strategies (Rubenstein-Avila, 2006) to provide full access and to develop English proficiency include:

- Explicit instruction of key vocabulary, cognates, and language patterns
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled fiction and non-fiction reading
- Use of audio books and side-by-side translations to scaffold English learners
- Non-linguistic representation, including frequent use of graphic organizers, such as Mind Maps
- Explicit language experiences instruction through hands-on science learning (Carolina Curriculum)
- SDAIE (Specially Designed Academic Instruction in English)
- Accountable Talk framework—teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- High quality student-student talk- teachers train students in “partner talk” and provide frequent opportunities for structured language practice
- Primary language support as needed

The ability for the school to support students in acquiring academic English in a timely manner requires that all teachers at Arts in Action have the training and capacity to implement the design described above. To that end, teachers not yet skilled in Guided Language Acquisition Design (Project GLAD) or similar methods. Project GLAD has a strong reputation for effectively training teachers to incorporate SDAIE and ELD strategies into their general curriculum, as well as promoting high expectations for English Learners. They describe themselves as:

[Project Glad] provides an organizational structure for an integrated, balanced literacy approach. The integration, of listening, speaking, reading, and writing into all content areas and the interrelating of science, social studies, and literature with each other, underscores research that language is acquired most effectively when the emphasis is on meaning and the message. Language, any language, should be acquired while studying something of interest or real life use.

With this in mind, English Learners receive at least 45 minutes of English Language Development every day primarily but not exclusively through English language arts, social studies and science instruction. With a five-period day, extra time is built into each period to facilitate development of academic vocabulary, oral practice, collaborative learning, and personalization for each student, including ELD mini-lessons as needed. When feasible, English learners are clustered by ELD level and receive targeted instruction by the teacher.

Services to English learners begin with initial identification. When a child matriculates at Arts in Action, we have parents complete a home language survey to determine whether English is the student’s native language. All students whose parents designate a home language other than English (as indicated on their home language survey), and who have not been previously tested are given the California English Language Development Test (CELDT) during the testing window (currently July 1 to October 31) to determine their English language proficiency level. The results of the CELDT determine if the student is Initial Fluent English Proficient (IFEP) or an English Learner (EL). The CELDT provides scores for the skill areas of Listening, Speaking, Reading, and

Writing as well as an Overall English Language score. A student with an initial overall score below the Early Advanced Level is typically identified as an English Learner (EL).

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

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

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

Full implementation of the CA ELD Standards will occur over the next several years and consists of three phases:

- The **Awareness Phase** focuses on introducing the CA ELD Standards to stakeholders, planning systems of implementation, and establishing collaborations among stakeholders.
- The **Transition Phase** concentrates on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders.
- The **Implementation Phase** expands on the new professional learning support systems, full alignment of curriculum, instruction, and assessments, and effective integration of these elements across the field.

Implementation Timeline

Phase	Actions	Time Frame
Awareness	<ul style="list-style-type: none"> ▪ Introducing standards to teachers through professional development sessions ▪ Conduct parent workshops to assist parents with familiarity with new standards ▪ Forming an instructional committee to analyze standards and creating recommendations for integration into curriculum 	August 2015-June 2016
Transition	<ul style="list-style-type: none"> ▪ Have teachers complete a needs assessment ▪ Receive input from ELAC committee ▪ Create a library of instructional resources ▪ Continued professional development 	August 2016-June 2017

	<ul style="list-style-type: none"> ▪ Modeled lessons for teachers ▪ Begin integration of standards into lessons ▪ The instructional committee will develop and adopt assessment tools to measure performance of standards and students’ understanding 	
Implementation	<ul style="list-style-type: none"> ▪ Implementing standards into daily lessons ▪ Utilize standard aligned curriculum ▪ Administer new generation standards-based assessments ▪ Report student progress to parents ▪ Have parents provide feedback about ELD implementation through ELAC committee, surveys, and parent workshops 	August 2017-June 2018

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

- **Targeted Small Group ELD**—English Learners who are identified as in need of intensive intervention will participate in small group ELD instruction (no more than 10 students) during the regular scheduled ELD time. Specific ELD goals will be set for these students through a School Success Team Meeting (SST), and the assigned teacher will teach ELD to target these goals.
- **After-School Tutoring**—to best support ELL students in need of intensive intervention, ELA teachers or aides will provide them with one-on-one and/or very small group tutoring that specifically addresses their identified needs and targets their SST ELD goals. The tutoring sessions will occur 2 to 3 times a week, based on severity of need. Teachers will create a tutoring plan that delineates how the students’ ELD goals are addressed and when they will be assessed. Evidence of student’s progress in tutoring will be shared with the ELD teacher, and presented at the following SST meeting for review.

Annually, Arts in Action Charter School will evaluate the English language program to improve instruction based on best practices and student performance data. The evaluation will consider formal feedback from administration, teachers, and the English Language Advisory Committee (ELAC). The evaluation will examine curriculum support, student data, instructional practices, and program funding.

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

The reclassification criteria include multiple measures to ensure proficiency in the English language and participation equal to that of average native speakers in the school’s regular instructional program. The reclassification criteria are aligned to the state legal requirements and

validate each student's readiness to exit the specialized English Learner programs by demonstrating achievement and mastery of grade-appropriate standards

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

1. **English Academic Achievement** – A score of Basic or better on the internal assessment for English-Language Arts or Basic on CMA.
2. **Overall English Language Proficiency (CELDT Score)** – A student must score Fluent (Level 4-5) overall on the California English Language Development Test (CELDT).
3. **English Listening and Speaking Proficiency (CELDT)** – A student must have reached fluency (Level high 3, 4-5) on the Listening and Speaking portion of the California English Language Development test (CELDT).
4. **English Reading and Writing** – A student must have reached fluency (Level high 3, 4-5) on the Reading and Writing portions of the California English Language Development Test (CELDT).
5. **Curriculum Mastery** – A grade of “3” or better in English core curriculum in English Language Arts.
6. **Parental Consultation**

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

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

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

Arts in Action will monitor the progress of English Learners for two years after Reclassification to ensure that proficiency in English continues to be evidenced in. The Principal and a group of teachers will review all of the assessments pertinent to the individual student from the list of assessments below.

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

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

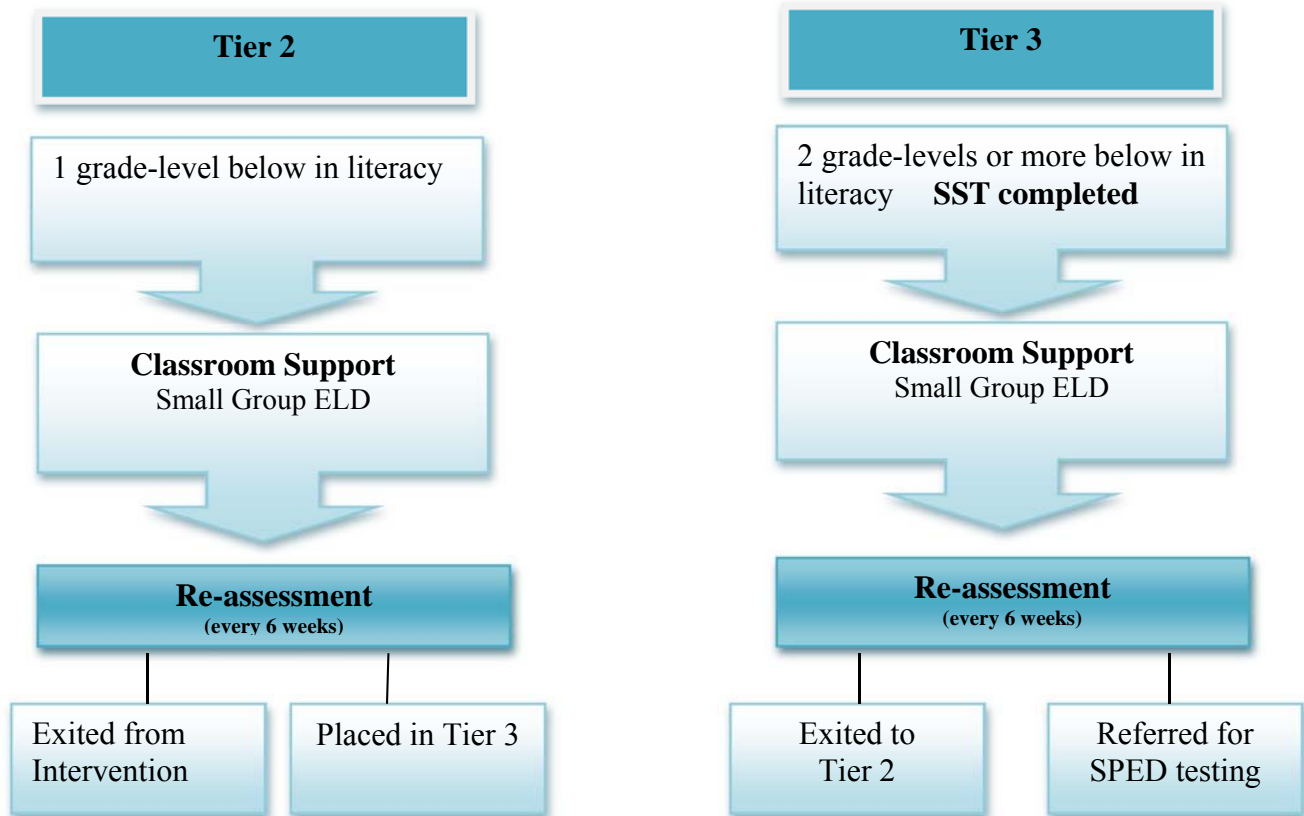
The following types of assessments will be used to monitor EL’s progress:

Developmental Benchmarks	<ul style="list-style-type: none"> • Spelling • Reading • ELD • Math 	<ul style="list-style-type: none"> • Words their Way • Fountas and Pinnell Benchmark Assessment System • CELDT • Singapore Math Benchmarks
Portfolio	<ul style="list-style-type: none"> • ELD • Reading • Writing 	<ul style="list-style-type: none"> • ELD portfolios—by grade and level • Reading Developmental Continuum • Writing Developmental Continuum
Performance-Based	<ul style="list-style-type: none"> • Math • Reading • Writing • Science and Social Studies 	<ul style="list-style-type: none"> • Teacher-created assessments given during and at the end of units of study. Assessments include clearly defined criteria and rubrics.
Standards-Based	<ul style="list-style-type: none"> • Language Arts • Math • Science (5th Grade) 	<ul style="list-style-type: none"> • Track My Progress (Interim Internal Assessment)

The data is collected and analyzed to view progress across time. Each trimester a group of teachers and the Principal meet to analyze and make decisions based on the data. Reclassified students are looked at carefully to ensure that their progress does not slip as they lose the additional support of the English Learner program. The team completes the Monitoring Reclassification Form for each reclassified student for a two-year period. The form is kept in the students’ EL folder in their CUM. If a reclassified student demonstrates academic regression and SST will be conducted and further evaluation and/or assistance will be provided for the student. In addition to looking at individual student growth for the purposes of intervention, the data will also advise the team as to whether or not the school is on track to meet its strategic goals for the year. If the data demonstrates that the goals will not be met, then the team will create a plan of action on how to address the areas of need.

Initially, Arts in Action will use the English Learner Master Plan of the LAUSD. Once staff have had a chance to work with students and establish the core programmatic structures, staff will determine what, if any, changes need to be made and will prepare a English Learner Master Plan customized to the school if found to be in the best interests of students.

Through the use of progress-monitoring assessments as described above, ELs progress will be carefully analyzed for growth. Any student who tests below grade level in the Fountas and Pinnell *Benchmark Assessment System* and/or demonstrates difficulty in classroom performance due to lack of English literacy, will be placed in one the following two RTI tiers:



Long Term English Learners (LTELs) are of particular concern because the strategies they have received over the years have not helped close the achievement gap for these students. Arts in Action is particularly committed to observing what does and does not work for each individual student and to employing diverse strategies until each student experiences success. Also, these students will be prioritized for intensive, supplemental one-on-one and small group support from credentialed teachers not only during school hours but during the after school program, when teachers will have time to provide additional instruction to students with more intensive needs. In addition to monitoring the progress of these students in the same manner as all other English Learners, the Principal and a group of teachers will monitor more closely the specific areas of challenge to these students and will convene SST strategy meetings to focus on those particular issues.

Gifted and Talented Students and Students Achieving Above Grade Level

Arts in Action aims to service the needs of gifted and high achieving students by ensuring they have opportunities to excel academically, socially, and emotionally. Students that perform at the higher tiers of academic performance often find challenge in participating in work at their appropriate level of proximal development (Romey, 2006). Therefore, a high achievement program (HAP) that services our academically advanced and talented students at the highest levels of proximal development through:

- Curriculum compacting
- Flexible grouping

- Program acceleration
- Creative development

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

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

Our goal over the charter term is to create an Honors option for every student, with the above strategies formalized into an Honors version of the class, such that students in the same class have two options, the regular class or the Honors version. The Honors version of classes will include the following components:

- Additional readings chosen to enhance and deepen the student's understanding of course content;
- Guided research involving specialized library resources, fieldwork or community projects, internship sites, or laboratory work resulting in a substantial end product for the student;
- Extra written work designed to develop critical skills and independent thinking; and
- Regular private meetings with the instructor to discuss the progress of the various projects undertaken to fulfill the contract.

Any student will have the option to take the Honors version of the class, though some students may need more support and motivation than others.

Tier two consists of our enrichment component that focuses on in-depth learning. These students are given the opportunity to participate in project-based learning under the advisement of a faculty advisor. Project based learning provides students with opportunities to gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Students will be able to utilize 21st century competences, in-depth inquiry, and evaluative methods to construct products and develop content expertise.

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

- **Option 1: Academic:** Students that meet the academic criteria will receive differentiated

instruction based on their abilities, interests, and strengths.

Option 2: Visual and Performing Arts: Students that meet the academic criteria and exhibit a talent in music, art, theatre, or dance will receive rigorous enrichment in talent development.

- **Option 3: Ingenuity:** Students that meet the academic criteria will receive differentiated instruction based on their abilities, interests, and strengths. Students in this category exhibit a strong interest in investigation and researching specific topics. Students will participate in a project-based enrichment afterschool.
- **Option 4: Leadership:** Students that meet the academic criteria and exhibit leadership ability will participate in community and/or school service. Students will develop a portfolio that showcases initiative, organizing, communication skills, and service to others.

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

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

Phase	Actions	Services	School Year
Awareness	Teachers are provided with professional development on high to differentiate for high achievers and gifted students Conduct parent workshops to assist parents with familiarity with new program Forming a program committee to creating recommendations for integration into curriculum	High achievers are identified and receive in-class and afterschool enrichments	2017-2018
Building Capacity	Teachers will receive training on the identification process for gifted students and servicing gifted students Instructional team will receive training on gifted rating scales Acquire testing services for NNAT Provide instructional resources for servicing	Gifted students and high achievers are identified and receive in-class and afterschool enrichments	2019-2020

	gifted students Provide coaching and modeling for teachers on differentiating instruction for advanced learners Families attend parent information and support meetings		
Implementation	Full implementation of the identification and monitoring process for high achievers and gifted students Teachers are providing instructional services for advanced learners with fidelity Program evaluation occurs Parents are an integral part of the decision-making and feedback process	Gifted students and high achievers are properly identified, receiving appropriate services, and are consistently receiving progress-monitoring	2020-2021

Arts in Action Charter School intends on expanding its identification process through the inclusion of a gifted rating scale, and Naglieri Nonverbal test (NNAT) to formally recognize gifted students.

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

To ensure students’ advancement and growth, the education program team will monitor students’ progress using performance task assessments that are valid and reliable, fair, and based on current theory and research. The assessments will encompass multiple and objective criteria that challenge the student to use critical thinking skills, mind mapping, and higher tiers of Bloom’s taxonomy. These assessments will be measured using a CAASPP rubric and the responses and results will be placed in an orange folder and kept in the students’ record files.

Students Achieving Below Grade Level

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

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

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

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

There are various types of interventions occurring at Arts in Action:

- Small group instruction in and outside the classroom during the school day and after-school intervention groups. Teachers assess students and provide targeted instruction for small group instruction during the school day.
- After school staff will provide additional support based on communication from the teacher. The students are identified through our school-wide assessment system described in the table below.
- 5th Period intensive recovery, where students with the most intensive needs may have intensive instruction in lieu of PE and/or a 5th period arts class for a short period of time.
- After school support from teachers, where teachers will support small groups of students in need of supplemental help according to their needs.

The AIA Intervention program uses 80/15/5 percent achievement bands to help teachers classify students and provide targeted instruction. The data is used to group students for small group instruction, create action plans for students who are not meeting expected standards, and to select students for the after-school intervention program.

Assessment	Focus	Subject
Track My Progress	Common Core Standards based; adaptive	Math, Reading and Language
Improving Students' Analytic Writing (ISAW) On-demand Writing Tasks	Analytic Writing	Writing
Fountas and Pinnell Benchmark Assessment System-Reading Inventories	Independent Reading Levels	Reading
Singapore Math Benchmarks	Common Core Aligned	Math (1 st -5 th grade)
CELDT	Language Proficiency	ELD
Subject-based Assessments & Portfolios	Common Core Standards, CA Standards	ELA, Math, Science and Social Studies

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

The results from these assessments are also shared and discussed with the school's specialists—the ELD results with the intervention specialist and the Sped results with the Inclusion Specialist. The specialists use this data to monitor the effectiveness of their programs and to create goals for improvement. Monitoring of sub-group achievement is an important component of the overall performance monitoring of the school; thus, the results are shared with the Executive Director and the Board of Directors.

Socio-Economically Disadvantaged/Low Income Students

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

- have access to a nutritionally rich breakfast, lunch, and supper through our school meal program;
- experience a supportive school environment and develop social-emotional skills; and
- receive instructional scaffolds, interventions, and enrichments to optimize each student's learning experience.

Also, teachers and other staff members make a concerted effort to identify students who may be experiencing particular challenges.

Students with Disabilities

Federal Law Compliance. Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of

1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

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

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

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

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

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data

must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- **End of Year Suspension**

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

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

The usual file including District ID.

- **Norm day**

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

- **CBEDS (Including Charter Schools)**

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

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

- **Dropout (Including Charter Schools)**

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**

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

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

NOTE: The authors of the petition wish to note that they have modified the District required language in the interest of accuracy and feasibility.

Foster Youth

Arts in Action identifies foster youth through the enrollment process. The school staff will monitor students and refer to counseling those who may be experiencing challenges that affect their well-being and/or their academic performance. In advisory, students will develop SEL skills to better prepare students to handle social-emotional challenges. The Dean/Counselor implements positive behavior supports and also provides counseling and other supports to students individually.

Standard English Learners

Arts in Action will identify standard English learners through assessment results and teacher observation. These students receive literacy services and supports described earlier in the petition based on their individual needs. The school's core literacy approaches lend themselves to personalization. Student progress will be monitored throughout the year according to benchmark assessment results and teacher observation.

A Typical School Day

Many Arts in Action scholars begin their day with breakfast on campus. Adults greet students cheerfully, with playful exchanges and high-fives. One teacher is talking thoughtfully with a student who looks down, to make a plan and refocus.

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

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

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

In Period 4, Science, students are analyzing food labels as part of a project to develop a balanced meal and write a defense of their choices. Students capable of extra challenge are researching a

physical condition or disease, such as diabetes, that calls for stricter dietary parameters. The teacher is working with a small group to support their work with graphic organizers. A handful of students are using teacher feedback to make revisions to their lab report outline of their experiment simulating functions of the digestive system.

At lunch, teachers are seen mixing with students to spend ten minutes of their lunch building relationships with students. The feel of the lunch hour is relaxed. Students say it feels like a family here, and no student is alone.

After lunch, students report to Advisory. Students have learned protocols for Community Circle and Help Circle. The day will typically open with some type of sharing, and depending what is arising in the community, this may be formalized through one of the Circle protocols. At the beginning of the school year, it is common to open with a team-building activity, such as the “human pretzel.” Then, the advisor may facilitate a *Lion Quest* lesson and check students’ binders as an “exit ticket” from advisory.

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

At the end of the period, students record their assignments and then are dismissed to the after school area, where they will divide into intervention, homework time, and various arts and sports electives.

**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 as applicable to charter schools. (Ed. Code §§ 47605(c)(1), 60605.)

NOTE: The authors of the petition wish to note that we are unaware of the existence of any statewide “targets” as referenced in the district-required language, as neither Ed. Code § 47605(c)(1) nor Ed. Code § 60605 identifies targets.

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

Standardized Testing

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

Measurable Goals of the Educational Program

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

Method for Measuring Pupil Progress Toward Outcomes

Measuring student performance and growth throughout the year is a vital step in ensuring that classroom instruction is rigorous and leads to academic success for all students. Students at Arts in Action take a variety of assessments throughout the school year so that the team may analyze, reflect, and reteach. Arts in Action’s administrative staff, typically the Assistant Principal, analyzes data reports and produces tables and graphs to represent trends schoolwide and by

subgroup. Administrators facilitate review and analysis at meetings of instructional staff as well as at meetings of the Board of Directors as new data becomes available throughout the year.

Common Core Benchmark Assessments. At the beginning of the year and before each trimester, students take the computer-based Smarter Balanced Interim Assessments. While there are two different types of CAASPP interim assessments available to schools, Arts in Action has selected to administer the Interim Assessment Block (IAB) which has a narrower focus than the comprehensive assessments. This tool provides teachers data specific to each standard, rather than claims, better enabling teachers to modify daily instruction to build upon students' strengths and develop areas of need. Teachers analyze these results to tailor their instruction to the needs of the cohort. This data is also used to create intervention groups for the first trimester. The goal is for all students to show evidence of maintaining proficiency or closing the gap toward proficiency.

Benchmark Reading Assessments. In reading, within the first month of school and before each trimester, each student is administered a Fountas & Pinnell Benchmark Assessment to identify their independent and instructional reading levels. During the daily language arts block students will read texts at their independent level and receive instruction at a more advanced level to push their progress. The goal is for students to maintain grade-level reading or close the gap by showing a faster rate of progress.

Benchmark Writing Assessments. Arts in Action also administers standards-aligned writing assessments from WriteScore and from the California Writing Project's Improving Students' Analytic Writing (ISAW) project. The ISAW On-demand Writing Tasks are effective tools to guide students toward college-level writing and are to inform teachers as to the effectiveness of teaching practices. Students complete written assessments for each of the writing genres laid out in the Common Core standards: narrative, opinion, and expository. WriteScore essays are then hand scored by trained and experienced educators employed by the publisher. Teachers have access to a web-based portal that not only houses their students' data but also has suggested resources for re-teaching and extended learning opportunities. The goal is for students to maintain grade-level writing or close the gap by showing a faster rate of progress.

Math Reasoning Assessment. It is anticipated that this assessment will be given at the beginning of the school year and before each trimester. Arts in Action intends to try the Math Reasoning Inventory (MRI) as a tool to assess students' readiness for the rigor of middle school Common Core math. The MRI questions focus on number and operations based on Common Core content that students should have mastered prior to Grade 6. It is comprised of a rubric-scored face-to-face interview where students explain their reasoning as well as an independent computation section. The goal of the MRI is to uncover students' strategies, understandings, and misconceptions and provide tools to address gaps. This tool is co-created by Marilyn Burns and holds promise as a tool to close the Common Core math gap. The goal is to move students toward proficiency on this assessment. Once students demonstrate proficiency, it will no longer be given.

Teacher-created and Publisher Assessments. On an ongoing basis, Arts in Action uses teacher-created and publisher assessments, including diagnostic assessments and ongoing progress checks as an ongoing part of instruction. Teachers use these assessments to adjust and refine instruction according to students' individual needs on an ongoing basis. These assessments will also be used

to identify students needing intervention and to ensure that all reasonable steps are taken to promote each student's grade level academic performance. The goal is for all students to demonstrate understanding of current content.

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

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

Data Analysis and Reporting

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

growth longitudinally from year to year per cohort and per individual student.

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

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

Grading Progress Reporting, and Promotion/Retention

Grading Policy

Students at Arts in Action do not receive letter grades but instead receive scores on a 4-point rubric for each desired outcome for the grade level. These outcomes are evaluated through subject matter competencies directly aligned with state standards. refer to the necessary skills, behaviors, and understandings to master grade level subject content. Rubric scores are based on criterion-referenced performance of competencies.

Progress Reporting

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

Promotion/Retention Policy

The Promotion and Retention Policy is intended to clearly articulate the board of director's

intention to foster achievement, reduce the incidence of social promotion and to foster standards for student excellence. A student may promote to the next consecutive grade level inasmuch as they meet proficiency expectations for the grade level. Throughout the year each student's progress is monitored and a plan is developed if the child is in need of intervention.

At Risk of Retention—End of First and Second Trimester

An analysis of student work is completed at the end of each trimester. At this time teachers and administration review a child's portfolio of work which may include subject matter competencies, state test scores, internal school benchmarks, classroom assessments, and other classroom work samples. Students who achieve a "2" (Approaching Standard) or "1" (Does not meet standard) across multiple disciplines are considered "at risk of retention", as reflected in the report card.

Students who are identified as at-risk for retention will be recommended for an intervention program and an individual plan will be designed during an SST meeting. Follow-up SST meetings will be scheduled to monitor the progress of the student and to adjust the type and level of intervention if needed.

Retention Recommended—End of Third Trimester

Students who have participated in intensive intervention but have not demonstrated significant growth may be recommended for retention. The following criteria will be evaluated to determine a child's promotion to the next grade: state test scores, internal school benchmarks, classroom assessments, and other classroom work samples and observations.

Parents of students who have been recommended for retention, the student's teacher/s, and administration will attend a retention review meeting where the student's progress is discussed. The team will make recommendations to best support student development and growth and plan will be finalized and agreed upon.

ELEMENT 4 - GOVERNANCE STRUCTURE

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

General Provisions

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

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

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

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

Legal and Policy Compliance

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

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

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

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

Title IX, Section 504, and Uniform Complaint Procedures

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

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

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

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

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

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

Responding to Inquiries

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

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

Notification of the District

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

Student Records

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

Parent Engagement

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

Board of Directors

Arts in Action was founded by a public nonprofit benefit corporation, Schools in Action which was incorporated on July 10, 2007. The board is presently composed of four voting members and will have additional parent representatives from each Arts in Action campus following parent elections. Arts in Action seeks to expand its board through recruitment of members with development experience and who are reflective of the larger community. The Board of Directors will not include any contracted staff member of Arts in Action. The Board will maintain no less than three and no more than nineteen voting positions at any time. Board members are elected for a term of two years and may renew their term or remain in office until a successor member has been designated. Candidates for each seat on the incoming Board will be nominated by any board director and will be filled by a vote of current directors, except for the parent representative. The parent representative will be the Chair of the Parent Advisory Committee, to be elected by a vote of the parents of the charter school's current year students

The Board will ensure full compliance with all applicable conflict of interest provisions amongst board members to ensure ethical and fiscally sound decision-making.

Board Director Responsibilities

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

- Attend regular meetings, which are each approximately two hours in duration. The board meets monthly. Be accessible for personal contact in between board meetings.
- Provide leadership to board committees that are established, as appropriate.
- Commit time to developing financial resources for the Charter School. This includes making a personally meaningful financial gift and/or as well as supporting other fund development activities of the Charter School in a manner appropriate for board directors.
- Responsibly review and act upon committee recommendations brought to the board for action.

- Prepare in advance for decision-making and policy formation at board meetings; take responsibility for self-education on the major issues before the board.
- Participate in the board self-evaluation process.
- Participate in the board development and planning retreat.
- In general, utilize personal and professional skills, relationships and knowledge for the advancement of the school.

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

In order to continuously improve school oversight, the Board of Directors will monitor and reflect on their individual and collective performance through periodic self-evaluation. The criteria of this evaluation will link to student outcomes, financial solvency, internal and external relations, and other relevant areas.

Qualifications of a Board Member

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

Behavioral Expectations

Expectations include a professional demeanor at all board meetings. Issues being discussed shall not be personalized and directed toward any other board member, staff member, parent or anyone else. Confidentiality is expected in all situations.

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

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

Board members shall exemplify integrity, honesty and respect. A dedication and commitment to the vision of AIA and the charter school movement shall be top priority for any board member.

Any board member finding him- or herself involved in an irresolvable conflict shall put the vision of the school first and step down from the board.

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

Role of the Board

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

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

Members of the Arts in Action executive board, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest. The Board will not allow Board members to be paid employees or independent contractors of the corporation (or relatives of any such person).

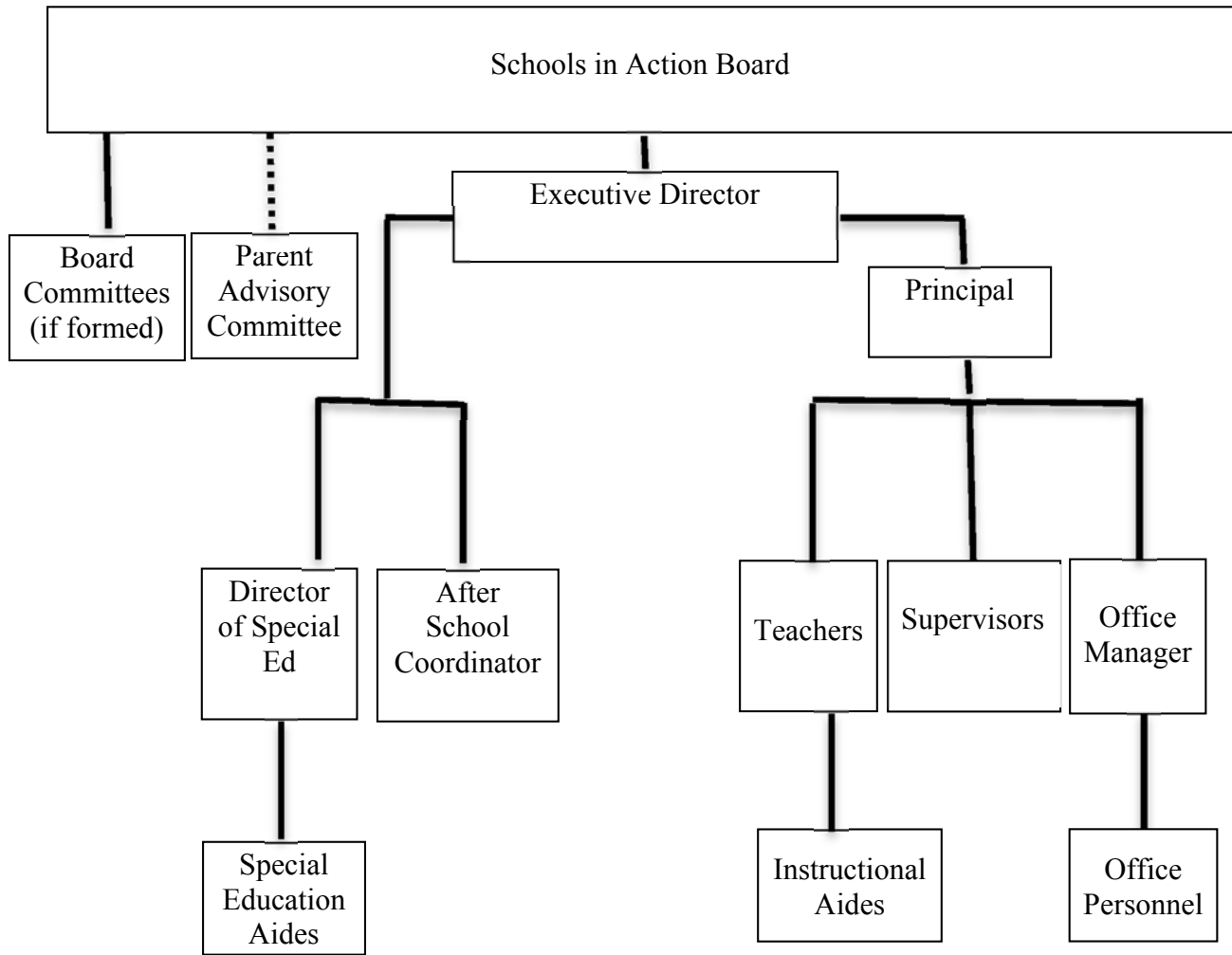
Arts in Action and its governing board, Schools in Action, and all committees will also comply with the Brown Act, including for teleconferences, and will operate in accordance with the charter petition, its Bylaws and Articles of Incorporation which were established by the Board of Directors. The principal office of Schools in Action will be within LAUSD boundaries. No board actions will occur without a duly noticed meeting.

Pursuant to the Brown Act, meeting notices and agendas will be posted 72 hours in advance of meetings in a location open to the public 24 hours a day so that the public is made aware and able to plan their attendance if they are interested. The meeting minutes are recorded and are made public. Meeting notices with meeting agendas will be posted on the school site outside the school's front entrance. Meeting notices will also be posted outside the school's front entrance if the 72 hours falls on weekend days to ensure appropriate public visibility. Any person who files a written request with the school's office manager at least one week in advance of the meeting shall be mailed a notice. The Board will meet at least eight times a year. Board meetings will be held with sufficient frequency to ensure a level of oversight appropriate to the school's successful and sustainable functioning.

The Board of Directors shall make decisions by vote. In the event of a tie vote, the Board President shall make the decision. If the Board President is not present or is not eligible to participate in a particular vote to decide a tie, the Treasurer shall make the decision. If the Treasurer is not present or is not eligible to participate in a particular vote, the Secretary shall make the decision.

School Organization

The chart below outlines Arts in Action’s organizational structure and the reporting structure for leadership and staff. The Principal of Arts in Action Community Charter School, the elementary, also reports directly to the Executive Director and oversees the staff specific to that site. The Executive Director supervises staff shared between sites.



Staff Involvement in Governance

Staff will provide important input and feedback on about the school both informally and formally. Informal input and feedback will occur more fully and meaningfully as the school's leadership succeed in maintaining and increasing a trustful, collaborative environment. Informal methods include the following:

- Participating in staff meetings
- Using open channels of communication to express questions, ideas, and concerns (Arts in Action encourages a problem-solving approach to airing concerns)
- Formal methods include the following:
 - Responding to annual stakeholder survey questions
 - Participating in an annual town hall meetings meeting
 - Providing input on the Local Control Accountability Plan through surveys and discussion at staff meetings
 - Participation on the English Learner Advisory Committee

Parental Involvement in Governance

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

- Attending regular open-ended meetings with the Principal, where parents are welcome to discuss questions and ideas (Arts in Action encourages a problem-solving approach to airing concerns)
- Attending parent meetings throughout the year, where parents are welcome to discuss questions, ideas, and concerns (Arts in Action encourages a problem-solving approach to airing concerns)
- Attending parent education programs and communicating with staff at those events
- Serving as volunteers and communicating with staff related to service
- Assisting in planning family nights and other school events, contributing to newsletters, and attending community events on behalf of the school
- Meeting with teachers as questions and concerns arise and attending student parent conferences.

Formal methods include the following:

- Selecting a parent representative to serve on the Board of Directors
- Serving on the Parent Advisory Committee
- Participating in parent votes, through parent meetings or mail-in / hand-in ballots
- Responding to annual stakeholder survey questions
- Participating at townhall meetings
- Providing input on the Local Control Accountability Plan through townhall meetings and through stakeholder surveys
- Participation on the English Learner Advisory Committee

All formal methods will be actively promoted and facilitated by Arts in Action staff (until and except where parents choose to step up and run the channels for democratic participation

themselves, which shall be encouraged). School-wide parent meetings will be held at least four times a year. Concerns not resolved to parents' satisfaction will be pursued through additional meetings between the executive director or administrative designee and the parents. If concerns are still not resolved, concerned parents may direct their concerns to the Board of Directors, where both the executive director or administrative designee and the parent(s) may present information.

Parent Advisory Committee

The Parent Advisory Committee (PAC) will provide an ongoing opportunity for two-way communication and democratic decision-making between parent constituents and the school, including formal processes for parents to initiate desired activities, plan events or provide formal input to the school's leadership. The PAC parents facilitate meetings facilitation so that it is truly parent run. Arts in Action staff will provide logistical support to ensure that communication about PAC meetings and processes reach all parents in a timely fashion. The scope of issues to be addressed by the Parent Advisory Committee shall include but not be limited to the following issues:

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

Though all parents will be invited and encouraged to attend PAC meetings, elected membership will provide greater accountability, consistency, and follow through. The PAC will include the following elected members: a Chair, a Secretary, a Treasurer, and a representative from each grade level. The Parent Advisory Council will have the following duties:

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

The PAC will be convened no less than four times a year, and the agenda will include discussion and request for input about the school's continuous program implementation and improvement process. The Parent Advisory Committee may develop and vote on proposals to move forward to

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

Staff Committees

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

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

Staff committees will bring proposals to staff meetings for consideration by the whole group. They allow teachers to invest time in area they are most interested and to hash out issues with more consideration than full staff meetings could afford. Staff committees are an important part of staff

involvement in democratic decision-making at Arts in Action. The administration will give strong consideration to proposals generated by committees and vetted by the full staff.

Business and Operations Management

Arts in Action will be a direct-funded charter school. Although many operations are managed internally, Arts in Action has retained Charter Impact to provide business services and financial management as possible. These services include but are not limited to budget development, accounting and payroll oversight, assistance with attendance reporting, fiscal planning, reconciliation of monthly accounts, financial reporting, ongoing budget monitoring and operations compliance.

ELEMENT 5 - EMPLOYEE QUALIFICATIONS

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

Equal Employment Opportunity

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

ESEA/NCLB and Credentialing Requirements

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

Executive Director

The heart of the Executive Director’s job is to guide the vision and mission of Schools in Action’s charter schools by liaising with the Board of Directors, directing SIA school leaders, and developing support for the school to ensure successful implementation of key components of the Schools and Action mission and vision.

Responsibilities:

Executive

- Developing and refining strategic goals, with the Board of Directors, toward achieving the Schools in Action mission and vision including identifying gaps between current implementation and desired performance, establishing clear benchmarks, and tracking and measuring progress.
- Recruiting, developing, managing and retaining a high quality, diverse senior leadership team, School Leaders, and CMO administrative staff who in turn recruit, develop, manage and retain high quality and diverse teams at each school site.
- Ensuring operational integrity of the schools including adequate compliance with all applicable laws, regulatory reporting, contractual obligations, donor restrictions, and ensuring successful charter renewals.

- Securing high quality and affordable facilities for all Schools in Action’s schools, through negotiating long-term leases, overseeing necessary construction and ensuring the appropriate permits are obtained.
- Leading the organization in the process of starting new charter schools, including developing charter petition documents and all start-up grants, obtaining stakeholder input throughout the process.
- Establishing a yearly fundraising campaign that seeks outside donors and philanthropic organizations to support Schools in Action’s mission.
- Cultivating relationships with foundations, corporations, non-profits and donors.

Business

- Overseeing the fiscal health of Schools in Action for effective operation and long-term sustainability, including managing the operational budget and developing adequate revenue sources through diverse funding streams (State, local, stakeholders, parents and philanthropic support).
- Negotiating and executing all outside instructional and non-instructional consultants, and service provider’s contracts.
- Procuring E-rate funding, including developing schools technology plans working with School Leaders, selecting all technology-related service providers, and monitoring E-rate discounts with servicers to maximize funding.
- Securing all necessary school site insurance—liability, officers and directors, workers compensation, property, etc.—and monitoring compliance with proper administration and incident reporting.
- Negotiating and contracting all employee benefit providers, such as health, vision and dental, 403B and 457, and POP and FSA, ensuring the highest cost/benefit options is available to employees and the organization.
- Managing all funds procured through state grants, including ASES and PCSGP, ensuring that all fiscal reporting requirements are maintained accurately and all compliance reports are completed in a timely manner.
- Interfacing with “Back Office” Support Provider and SIA Board Treasurer on a consistent basis to ensure the Board has all of the information necessary to maintain its’ fiduciary duty.

Academics

- Providing educational program leadership to all School Leaders with specific responsibility for planning, development, implementation, assessment and improvement of academic and non-academic components of school’s educational program across existing and future schools.
- Assisting School Leaders in monitoring and evaluating effectiveness of instructional programs as well as identifying and acquiring appropriate resources and training to ensure that curricula are student-focused and aligned with the school’s mission, core values, academic standards, and strategic goals.
- Assisting School Leaders in designing effective academic intervention programs and evaluating the effectiveness of the chosen interventions on student achievement.

- Spearheading Schools in Action’s teacher performance evaluation system striving to incorporate value-added student performance indicators as part of the retention and promotion of classroom teachers.

Qualifications

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

Principal

The principal will be responsible for promoting the school’s mission and vision through all aspects of the school’s operations. The Principal will serve as an advisor and may teach one course during the first year if necessitated by the budget.

Responsibilities

- Creating and maintaining a supportive school climate that helps students and staff feel safe and reach their full potential
- Facilitation of teacher collaboration to develop rigorous, relevant, attainable standards-based curriculum that engages students’ interest and has personal meaning for them
- Support teachers in instruction to implement the school’s vision and realize the school’s mission
- Development of supplemental academic and personal supports to enable all students to learn
- Tracking and analysis of student performance data, using assessment results to inform instruction
- Stewardship of the school’s operations, finances and facilities planning
- Facilitation of democratic decision making involving all stakeholders
- Reporting on school performance to the Executive Director, governing board, the charter authorizer and funders
- Hiring, support, evaluation and termination of all staff, working with staff supervisors

Qualifications:

- 10 years combined managerial, administrative and teaching experience.
- Strong managerial track record, superior interpersonal skills (communication, problem solving, conflict resolution), experience in school leadership roles, dedication to the school’s mission, a thorough understanding of how to implement the school’s instructional approach, and a strong love for all children.
- Five years teaching experience, fluency in Spanish and English, preferred
- Demonstrated ability to differentiate instruction for all students’

Director of Special Education and Student Support Services

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

Responsibilities

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

Qualifications

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

Teacher

Teachers will be selected by the Principal on an application and interview basis in consultation with parents, students and other staff members. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise and their ability to demonstrate classroom instructional capabilities. Teachers will be NCLB highly qualified.

Responsibilities Include:

- Help develop and provide a quality, enriched curriculum that is aligned with the California State Standards in all core content areas.
- Provide continual assessment of student progress and maintain records.

- Continually evaluate classroom performance to meet the needs of the students.
- Provide an effective classroom environment that reflects and facilitates the academic program.
- Deliver socio-emotional curriculum to students.
- Provide peer assistance to fellow teachers.
- Continue to work on professional growth.
- Have, at a minimum, basic experience with educational technology.
- Actively strive for continuous and open communication with parents and community members.
- Maintain regular, punctual attendance.

Qualifications Include:

- Hold a valid Commission on Teacher Credentialing Certificate (in subject area);
- One to two years of prior teaching experience as a full-time teacher;
- Highly Qualified as defined by No Child Left Behind;
- Strong classroom management skills;
- Authorization to teach English Learners;
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet, digital media;
- Hold a Bachelor's degree from a four year college or university; and
- In-depth understanding of and commitment to the School's vision and mission.

Other Certificated Staff

Arts in Action plans to contract with Kelly Educational Staffing or Teachers on Reserve for substitute teachers. Arts in Action will only contract with qualified substitute teachers who do meet the CA state requirements for substitute teachers. Arts in Action shall ensure that substitute teachers will undergo criminal background check before being utilized as substitutes.

Classified Staff

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

Office Manager

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

Responsibilities Include:

- Prepare state and district compliance reports (SESAC, P1/2, CALPADS, NSLP, CELDT)
- Manage daily student attendance and maintenance of student attendance records
- Manage accurate reporting of daily lunch counts
- Maintain a wide variety of manual and electronic documents, files and records (Registration, Academics, Data, Health Forms, Master Calendar, etc.)

- Maintains record of personnel absences and keeps time sheets
- Supports Principal in processing new employees and keeping Personnel records
- Oversee accounts payable, billing and financial records in accordance with back office provider guidelines
- Process purchase orders
- Supervise Office Personnel (starting Year 2)
- Monitor the processing of timesheets, requisitions, and reimbursements
- Maintain and record petty cash and incoming school funds
- Participate in school safety committee
- Maintain student data using SIS and data management system
- Produce data analysis reports as requested by Principal
- Performs secretarial duties and assists Principal as needed
- Interface with school's stakeholders in a respectful, professional, and collegial manner

Qualifications Include:

- Experience with financial management and budget oversight, preferably in a school setting;
- Thorough understanding of accounting transactions and ability to use Quick Books;
- Ability to manage financial transactions (public and private sources) and communicate with public agencies re: funding;
- Experience with vendor management and negotiations (in year two and beyond);
- Willingness to work with other support staff to meet short deadlines;
- Organizational skills, interpersonal skills, and attention to detail; and
- Knowledge of charter schools and public school funding.
- Associate's Degree required, Bachelor's preferred.

Office Personnel

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

Responsibilities Include:

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

Qualifications Include:

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

Supervisor

Under general supervision, supervises students and maintains order on the playground/lunch area at designated hours of the school day; establishes protocols and procedures and ensures that all playground staff are supervising students effectively. This position is directly responsible to the Principal or administrative designee.

Responsibilities Include:

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

Qualifications Include:

- Several years experience working with middle schoolstudents in a similar setting.
- Proven dependability and reliability.
- Ability to learn and properly enforce school policies, rules and procedures in a positive manner.
- Ability to communicate effectively with and influence students.
- Ability to serve as a role model and remain objective including a pleasant but firm personality.

- Knowledge of general concepts of child growth and development and child behavior characteristics.
- Knowledge of techniques used in controlling and motivating students.
- First Aid and CPR certification.
- Spanish/English bilingual highly preferred.

Instructional Aides

Instructional Aides will assist classroom teachers and the Inclusion Specialist for regular daily tasks as well as those assigned as needed. General education instructional aides will be included in the school's budget as feasible when the school grows to scale.

Responsibilities Include:

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

Qualifications Include:

- Strong skills and professionalism in working with children, including facilitation of problem solving, ability to uphold the school's guiding principles and support the school's mission.
- Preferred: Child development or teacher education coursework and formal work experience/demonstrated ability to work effectively with children
- CBEST
- Fluency in Spanish & English.
- Knowledge of and enthusiasm for the school's mission and instructional approach
- Demonstrated ability to maintain an effective classroom environment
- California Multiple Subject Credential or enrollment in intern program is required.
- Strong skills in the school's instructional approaches and demonstrated ability to differentiate instruction to all students' needs are preferred.

Personnel and Recruitment Specialist

The Personnel and Recruitment Specialist assists with personnel processing and will have few other functions for the middle school, initially, as the school is expected to have little additional need for student recruiting.

Personnel Responsibilities Include:

- Perform technical and specialized functions in support of the employment, credentialing and processing of certificated or classified employees.

- Process payroll for certificated and classified employees.
- Process, evaluate and maintain certificated or classified employee files and paperwork.
- Input and report various data related to employees; update assigned systems with new information as appropriate; prepare and generate reports, records, charts and matrixes utilizing assigned systems.
- Verify teachers, substitutes and other certificated employees have proper credentials recorded; monitor expiration date of credentials; notify certificated staff of credential expiration dates and maintain current information on credential requirements.
- Screen AIA job applicants and perform reference checks; initiate and coordinate new employment paperwork; perform credentialing activities as necessary for new applications, renewals and register existing permits or credentials; fingerprint employees and substitutes.
- Monitor TB records, Child Abuse Training, CPR Training, and Blood Borne Pathogen Training for employees.
- Assist Executive Director and Principal in other employee management related tasks.
- Perform related duties as assigned.

Recruitment Responsibilities Include:

- Plan and execute an annual student recruitment plan aligned to AIA's student enrollment goals.
- Mobilize a Student Recruitment team to assist with recruitment projects and initiatives.
- Collaborate with administrative team on the development of marketing material for prospective families and community outreach to provide clarity regarding AIA's enrollment process.
- Refine enrollment procedures and track students through enrollment process.
- Develop schedule and coordinate monthly open house opportunities for prospective families.
- Host annual lottery for prospective families.
- Develop new student orientation curriculum in conjunction with administrative team.
- Foster relationships with early education organizations, attend their events to promote Arts in Action to prospective families.
- Build and maintain parent relationship database.

Qualifications Include:

- Previous work experience related to the field of human resources
- Previous work experience with school recruitment (desired)
- Knowledge of East Los Angeles communities
- Interpersonal skills to engaged stakeholders and ability to work as part of a team
- Highly-motivated and taking initiative for projects
- Professional in approach with others, accepts feedback, treats others with respect and consideration, accepts responsibility for own actions, follows through on commitments
- Exemplary writing, editing and verbal communication skills
- Strong Microsoft Office skills: Word, Excel, Powerpoint
- Strong Google Apps skills: Google Docs, Forms, Sheets, and Slides
- Fluent in spoken and written Spanish

- Highly organized; ability to manage multiple projects at once and meet deadlines

Inclusion Specialist

Responsibilities Include:

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

Qualifications Include:

- REQUIRED - Knowledge of and enthusiasm for the school's mission and instructional approach,
- Demonstrated ability to collaborate with teachers to support students with special education needs,
- Strong organization skills, attention to detail,
- Mild/Moderate Credential,
- 2+ years teaching experience in grades K-3,
- 2+ years special ed. experience.
- PREFERRED: Skill in the school's instructional approach, LAUSD special ed. experience.

After School and Development Coordinator

The After School and Development Coordinator will coordinate the after school program and will have few other functions at the middle school initially. The titel

Financial Development Responsibilities Include:

- Research relevant information from a variety of resources about individuals, corporate, foundation, and government funders who are or may become contributors to AIA.
- Prepare data and reports to be utilized by key staff members and Board members.

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

After School Program Responsibilities Include:

- Collaborate with principal in the creation of the curriculum and scheduling of the After School Program, and spearhead its implementation.
- Enforce behavioral expectations and school procedures within the After School Program
- Oversee, support and participate in dance, visual art, music, and theater classes.
- Assist principal with the hiring of after school program staff and teachers
- Ensure that after school program staff maintain clean and orderly classroom environments
- Interface with parents during the after school program as needed.
- Coordinate student performances at least twice a year

Qualifications Include:

- Strong skills and professionalism in working with children, including facilitation of problem solving, ability to uphold the school's guiding principles and support the school's mission.
- Successful experience coordinating youth programs
- Effective writing and ability to report on programs
- Fluency in Spanish & English.
- Knowledge of and enthusiasm for the school's mission and instructional approach

ELEMENT 6 - HEALTH AND SAFETY OF PUPILS

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

Health, Safety and Emergency Plan

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

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

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

The Personnel and Recruitment Specialist will serve as the school's Custodian(s) of Records per California Department of Justice requirements.

Immunization and Health Screening Requirements

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

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

Safe Place to Learn Act

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

Health and Wellness

Arts in Action will support and promote the health and wellness of its students. Arts in Action will encourage healthy diet and exercise through physical activities at school. The School plans to provide parent education about lifestyle choices, including the links between nutrition, exercise and school-preparedness. Arts in Action provides healthy lunches and snacks for students.

Prescription Medications

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times.

Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. Arts in Action will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will be expected to report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on school premises, the employee will be expected to bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal the problem.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

Court-ordered Integration

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

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

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

Federal Program Compliance

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

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

Arts in Action will actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction. While the area immediately surrounding the school is imbalanced with a majority Latino population, Arts in Action will conduct the outreach methods below with an aim of attracting students of other racial and ethnic backgrounds.

AIA will conduct at least four open houses and school tours between January and May. AIA will conduct at least two orientation meetings prior to the opening of each school year to inform interested parents and students about the school's offerings and expectations.

Outreach meetings will be held in several locations of the target area in order to ensure all students in the area have an opportunity to attend the school. AIA will continue to conduct outreach to local organizations, community groups, and park and recreation departments, each of which will be approached to gain informal feedback and interest in the school's mission.

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

Materials will continue to be distributed in Spanish and English. Arts in Action will develop a web site that allows parents and students to learn about the school. Arts in Action will also maintain a presence on various lists of charter schools that prospective parents utilize, including those

provided by the California Charter Schools Association and the Los Angeles Unified School District.

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

Arts in Action's goal for this plan is to achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio.

ELEMENT 8 - ADMISSION REQUIREMENTS

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

Documentation of Admissions and Enrollment Processes

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

Homeless and Foster Youth

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

Non-Discrimination

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

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

Arts in Action will be open to any resident of the state of California. Arts in Action will not charge tuition and will not discriminate against any student on the basis of race, color, sex, sexual orientation, national origin, religion, or disability. Arts in Action will be non-sectarian in its programs, curriculum, and operations. Arts in Action will not charge tuition. Arts in Action will adhere to all state and federal laws regarding the minimum age of students. The school will implicitly recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities, as that as the predominant demographic in the community.

Procedures for Enrollment prior to the opening of school

Enrollment Criteria:

- Public notice will be posted regarding the date and time of the public drawing after the deadline for submission of student names to the lottery. Procedures will be followed that will be publicized in the community. Related materials will be made available to the LAUSD Charter Office.

Public Random Drawing

Should the amount of pupils that wish to attend Arts in Action exceed the capacity of the school during the recruitment period, a public random lottery will take place to determine the school enrollment in accordance with Education Code section 47605(d)(2)(B).

The following students will be exempt from the lottery: (1) Current students enrolled in the school, (2) siblings of children enrolled in the school, and (3) children of staff employed at the school. Exempted students delineated in item (3) together will not to exceed 10% of the student population. Weighted preference will be given to (1) pupils that reside within the LAUSD attendance area with a weight of 2x. All other categories of students will participate in the lottery with no weighted preference.

The rationale for these preferences are that students benefit from staying enrolled at the same school; families benefit (and thus students benefit) from keeping students together; staff benefit from having their children enrolled at the school and they also develop greater investment in the school's success; and the in-District preference increases the chances that local families will have access to the school and is also part of Education Code 47605(d)(2)(B).

To better enable interested parties to attend, the drawing will be held on a weekday evening. Arts in Action will inform the public commencing in September of each school year that it is accepting applications for admission for the following year. The open lottery application period will last from October 1 through the last day of February of the following school year. Any family making application to Arts in Action will be informed of the school's admissions procedures and information about when the applications must be submitted in order to be included in the public lottery. Families must submit a new application for the lottery each year and a separate application for each child that is applying.

The public lottery will be held at the school's office within not less than a week after the last day that applications can be submitted to be included in the public lottery. The Executive Director or designee will oversee the lottery to ensure that it is conducted in compliance with this policy. At least one month prior to the date of the public random drawing, all families will be informed of the date, time and place of the drawing, of all open enrollment and lottery timeline procedures, rules, and timelines via mail, telephone and/or email and all interested students whose applications have been timely submitted, as described above, will be considered in the public random drawing.

During the lottery, a disinterested independent third party will draw numbers that are affiliated with the names of interested students. Students with 2x weighted preference will have two numbers assigned to their names. Once all available spaces are filled, a waiting list for each grade will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur during the year. Students will be placed on the waitlist for each grade in the order that their names were drawn during the public lottery, regardless of their weighted

preference. Should students on the waitlist become siblings of enrolled students prior to or during the course of the waitlist administration (for example, because a sibling was subsequently drawn in a different grade level), the sibling shall be moved to the top of the list, in the order that they became eligible for that preference.

Should vacancies occur prior to or during the school year, the vacancies will be filled according to the waiting list. Families will be notified by phone and/or mail of school openings and must respond by the end of 10 business days in order to secure admission. Once students are accepted to Arts in Action, parents will be required to complete enrollment documents and will be strongly encouraged to attend an orientation prior to the first day of school.

To document the fair execution of lottery and waitlist procedures, the Executive Director will ensure that staff maintain copies of the random drawing output and of the waitlist, with a record of when students are removed from the waitlist because they enroll or for other reasons.

Notwithstanding the foregoing, Arts in Action may refine lottery policies and procedures in accordance with a written policy adopted by the governing authority of the school. A copy of the revised policy, designed to improve the school's lottery efforts, shall be provided to the District within 45 calendar days of approval by the Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented. If the District determines that the change in lottery procedures requires an amendment, Arts in Action will initiate the amendment process.

ELEMENT 9 - FINANCIAL AUDITS

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

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

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

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

In addition:

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

Annual Audit Procedures

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of Arts in Action to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. The Arts in Action Board of Directors will issue a Request for Proposal every other year in December to select an independent auditor for a period of two years. The Board of Directors will select an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other criteria as specified in the RFP. Arts in Action will retain auditors to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. All auditors will report directly to the Arts in Action Board of Directors.

The Executive Director is responsible for (1) contracting with an accountant to conduct the required annual financial audit, (2) for working with the auditor to complete the audit, (3) for annually checking the State Controller’s list of approved auditors to conduct charter school audits, that the selected auditor is on the list, and (4) for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and

nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

The financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. These audits shall employ generally accepted accounting principles and the audit guide issued by the Controller of the State of California. To address and resolve any deficiencies, findings, material weaknesses, or audit exceptions, the Executive Director will review the issues with the school's governing board with the assistance of the school's contracted business service provider at the next board meeting, including proposed resolution. The Board shall ensure that satisfactory resolution is taken on an expeditious timeline. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of LAUSD. Arts in Action agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report.

Arts in Action shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, Arts in Action will provide any financial information requested by LAUSD and make its books available to LAUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LAUSD in the format required by LAUSD and within timelines specified by LAUSD each year.

Business Management Services

Business management services will be performed by a qualified provider. At the time of writing, the school has retained Charter Impact. Arts in Action will have a designated on-site financial manager who works at the school every day in addition to a part-time bookkeeper.

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ELEMENT 10 - STUDENT DISCIPLINE

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

General Provisions

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

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

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

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

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

Students with Disabilities

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

Notification of the District

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

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

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

Outcome Data

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

Rehabilitation Plans

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

Readmission

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

Reinstatement

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

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

Discipline Policy

Arts in Action will develop a comprehensive discipline policy with substantial ongoing input from parents, teachers and students as to how the school should create a safe and healthy school environment. School staff will review the discipline policy with students and parents prior to the first day of school. Upon enrolling in the school, both students and parents will acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy will include the students' rights and responsibilities and the school's suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary, or capricious, and will follow the general principles of due process.

The school's code of conduct will follow the guidelines listed below:

- We make safe choices that will not hurt others or ourselves.
- We treat others with kindness, understanding and respect, the way we want to be treated.
- We come to school on time and prepared. At school we try our best and learn as much as we can.
- We respect other people's feelings, opinions and differences.
- We respect the things that belong to our peers, ourselves and our school.
- We accept responsibility for our choices and actions.

When a student exhibits inappropriate behavior, it requires the teacher to redirect the student or to administer consequences to discipline the student and maintain a safe environment. If a teacher observes that a student needs a change of scenery or reflection time, she or he will refer a student to the office, the student will remain at the office for a short "time out" period, and will require a parent signature on a note sent by the Principal.

Any student who engages in repeated violations of the comprehensive discipline policy will be required to attend a meeting with the school staff and the student's parent or guardian. The school

will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. Prior to suspension, positive behavior supports include creating a positive school culture through the advisory component of the program. Examples include dialogues about problems before they arise and problem solving to help students find strategies that work for them.

Students who present an immediate threat to the health and/or safety of others or themselves may also be immediately suspended and later expelled by the school's governing board upon recommendation of the Principal. The policy of Arts in Action will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. Arts in Action intends to help each student solve the problem underlying the unacceptable behavior through multiple, varied interventions, giving them time to work. Arts in Action views all students as having a place in the school and deserving of strategic support to achieve behavioral norms, not just those are able to follow the rules more easily.

Arts in Action will develop a school-wide Positive Behavior Support (PBS) plan. The PBS plan will provide a process for understanding and resolving the problem behavior of children. It will offer an approach for developing a thoughtful understanding of why the child engages in problem behavior and strategies for preventing the occurrence of problem behavior while teaching the child new skills. AIA's PBS offers a holistic approach that considers all factors that have impact on a child and the child's behavior.

AIA's PBS is different from traditional methods of discipline that relied heavily on blame, punishment, shame, and unquestionable authority. AIA's PBS seeks to teach and support students with a variety of social-emotional skills, positive character traits and school-wide common area expectations. These tasks are not easy given the fact that we live in a world where anger, violence and retaliation are the foremost method of handling conflict. For AIA to be different and make a difference, all staff members must embody and practice the belief that the tenets of a PBS plan are the best way to live in and contribute to a peaceful world.

The core of AIA's PBS plan will involve inspiring, teaching, modeling and reinforcing healthy social-emotional skills. Consistent with our mission "to prepare students to lead healthy, fulfilling lives" and as part of our core strategies to "focus on the whole child" and to provide a "supportive learning environment," AIA will devote time daily to the explicit teaching of those skills. Students learn to recognize in themselves and others a wide range of emotions and responses to emotions. They will learn and practice ways to calm themselves and to choose productive responses. Students also learn to have empathy, to communicate effectively with others and to effectively resolve or manage conflict.

AIA's PBS additionally involves social problem solving structures, such as class meetings, talking circles, mediations, peer mentoring, restorative justice practices, student-led problem solving on school-wide issues, and access to a school counselor for individual, group and crisis counseling support.

AIA’s PBS notes the importance of being consistent and patient with student behavior, and allowing students multiple opportunities to learn from mistakes and self-correct. AIA’s PBS is holistic and whole child-centered and accordingly considers students’ family circumstances, academic history, self-esteem and self-concept. AIA’s PBS utilizes regular communication with parents via text message, email, phone, informal and formal conferences, and student success team meetings to ensure a strong home-school alliance built on trust and common goals.

AIA’s ultimate success lies in its connections with students and families. AIA understands the immense and immeasurable value of relationships in the school community required to build a safe, positive and successful learning community.

AIA’s View of Student Suspension

AIA views and understands the term discipline via its literal definition of, “instruction given, teaching, learning, knowledge.”

The policy of AIA will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. AIA intends to help each student solve the problem underlying the unacceptable behavior through multiple, varied interventions, giving them time to work. AIA views all students as having a place in the school and deserving of strategic support to achieve behavioral norms, not just those are able to follow the rules more easily.

AIA will follow a comprehensive three-level discipline policy matrix to address all student misconducts, from low to high-level. Any student who engages in Level I and Level II misconducts of AIA’s discipline policy matrices will be provided with a wide array of positive behavior supports, counseling services and alternatives to suspension. Students who commit Level III (CA Educational Code) violations will be addressed in the same fashion, but may be recommended for suspension and/or expulsion depending on the category of offense committed and the discretion permitted to school officials by state law.

AIA’s one day in-school alternative would include academic tutoring, instruction related to student’s behavior such as social skills, and a clearly defined procedure to return to class. During a one day in-school alternative, a student is expected to continue academic and/ or other instruction while removed from his/ her classroom as well as will be expected to reflect and address the behavior that resulted in this course of action. AIA will utilize this approach as an alternative to in-school suspension and out-of-school suspension for students unless a student offence is found in a category of educational code that does not allow discretion, and an out-of-school suspension would need to be delivered in addition to positive behavioral supports and community linkages.

The following table indicates Arts in Action’s alternatives to suspension. Staff will review and refine this table periodically. Parent collaboration will occur prior to implementation with some of the alternative actions listed below.

Positive Behavior Plan	Development of a plan that outlines replacement behavioral goals that are based on information gathered from a functional behavioral assessment
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Behavior Monitoring	Close monitoring of student behavior using self-management checklists and/or data collections sheets.
Community Service	Task(s) with appropriate supervision outside of school hours. Might include teacher/staff assistance, facility beautification and/or work with community agencies.
Appropriate In-School Alternative	In-school alternative in which academic tutoring, instruction related to the student's behavior such as social skills, and a clearly defined procedure to return to class as soon as the student is ready is provided. Student to continue academic and/or other instruction while removed from his/her classroom as well as will be expected to reflect and address the behavior that resulted in this course of action.
Counseling	Counseling may include small group or individual sessions. During the sessions, your child and a professional school counselor will work together to help him or her understand the problem, the present and future consequences, develop goals for change and a plan of action for change. A variety of activities will be used, e.g., writing, role-play, art, focused discussions and more.
Parent Supervision in School	Parent is invited to supervise student for a portion of the day up to an entire day.
Mini-Courses/Targeted Skills Building	Short units or single targeted skills building sessions on topics related to various types of inappropriate behavior.
Restitution	Student is assigned work which would repair or restore the physical environment, could include projects to clean or make the school more attractive.
Programming Alternatives	For some students it may be most effective for their learning to change their schedule, classes or program to avoid problem environments or situations, but yet permit continued access to the curriculum and school.
Loss of privileges	Restricted or limited playtime during recess or lunch, or both.
Written Apology	A letter written by the student who caused harm to the victim(s) of the inappropriate behavior.
Positive Time-out	An opportunity for student to experience an immediate consequence while gaining control of his/her emotions and reflecting on choices made.
Assignment to an Adult Mentor	An adult is assigned to monitor a student's academic and/or behavioral progress and support engagement and motivation.
Referral to an Outside Agency	A referral is made to a community resource that is based on the needs of the student and his/her family.
Restorative Justice Circle	A group process which allows the victim(s) to have a voice and the person(s) who caused harm an opportunity to develop empathy.
Mediation	A process in which a third party (peer, teacher or staff) assists with handling a disagreement or conflict peacefully with all students involved.
Outside Agency Visit	Scheduling of a visit to an outside agency to provide student(s) with an opportunity to connect inappropriate behavior to a real life learning experience.
Conflict Review and Resolution	Student(s) reflect on what happened and how they conducted themselves, and discover how the problem could have been resolved.

Reasons for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- while on school grounds
- while going to or coming from school
- during the lunch period, whether on or off the school campus
- during, going to, or coming from a school-sponsored activity.

A single suspension may not be issued for more than five consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than ten school days in any school year.

Enumerated Offenses

Discretionary Suspension and Expulsion Offenses: Students may be suspended or recommended for expulsion for any of the following acts when it is determined the student:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Director or the designee of the Director.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property, including electronic files and databases, or private property.
- Stole or attempted to steal school property, including electronic files and databases, or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- u) Intentionally engaged in harassment, threats or intimidation directed at school personnel or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

48900.5. Alternatives to suspension or expulsion shall be imposed on a student who is truant, tardy, or otherwise absent from school activities.

Non-Discretionary Expellable Offenses: Students *must* be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student, unless the Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school; employee, with the Dean or designee's concurrence;
- b) Brandished a knife at another person;
- c) Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code;
- d) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900; or
- e) Possessed an explosive.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Process for Suspension and/or Expulsion

Notice to Parents/Guardians

The Principal has the authority to suspend students. At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the Principal wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay.

Suspension Conference

Suspension shall be preceded by a suspension conference conducted by the Principal, with the student and his/her parents. The conference may be omitted if the 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 parent/guardian shall be notified of the suspension and school personnel will request a conference as soon as possible.

Length of Suspension

The length of suspension for students may not exceed a period of 5 days. If a student is recommended for a period of suspension exceeding 5 days, a second conference will be scheduled between the parent/guardian and school personnel to discuss the progress of the suspension. Any student who is suspended will receive daily class assignments and homework for the duration of the suspension. The maximum number of days of suspension for the year is 15.

Appeal of Suspension

Parents can appeal a suspension within 3 days to the Schools In Action Board of Directors. The Board selects a committee of 3 board members who will make a determination about whether to grant the appeal for the suspension within 10 days. The decision of the committee of the Board of Directors is final. If the committee of the board grants the appeal the suspension will not appear on the student’s record.

Recommendations for Expulsion

Students may be recommended for expulsion if the school Principal finds that at least one of the following findings may be substantiated:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Conference

Students who are recommended for expulsion are suspended from school until the board has come to an expulsion determination. Prior to suspension, a mandatory meeting with parents/guardians is held to explain the expulsion process, the timelines and interim assignments. Arts in Action will provide assignments to the student while the expulsion hearing is pending.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school Principal determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors. Expulsion appeals will be presided over by an impartial administrative hearing panel appointed by the Board.

Written notice of the hearing will be forwarded to the student and the student’s parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

- The date, time, and place of the hearing.

- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of Arts in Action discipline policy that relates to the alleged violation.
- The opportunity for the student or the student's parent/guardian to appear in person at the hearing.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Expulsion Hearing Procedures

Record of Hearing

A record of the expulsion 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.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Board to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the Board decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Expulsion Notice

If the Board decides to expel, written notice to expel a student will be sent by the school Principal to the parent/guardian of any student who is expelled within 10 days of the expulsion decision. This notice will include a copy of the Findings of Fact and the following:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Arts in Action.
- The reinstatement eligibility review date and procedures.
- A copy of the rehabilitation plan.
- The appeals process
- Type of educational placement during expulsion

Appeal of Expulsion

Expulsion of a student will be decided upon by the Board of Directors. An expulsion may be appealed within five working days. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) must attend to present their appeal. The appeal will be heard by a fair and impartial panel of representatives assigned by the Arts in Action Board of Directors. The Administrative Panel consists of 3 Principals from other charter schools. The administrative panel will consider the original expulsion proceedings, evidence, the parent’s appeal and make a decision within __10_ days of the appeal. The decision of the Administrative panel will be final.

In the event of a decision to expel a student from Arts in Action, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

Rehabilitation Plans

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

The 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, the Charter School’s governing board shall readmit the pupil, unless the 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.

When considering the admission of a student expelled from another district, the Schools in Action Board will obtain the rehabilitation plan from the expelling district, determine admission. If the student is admitted, Arts In Action will provide supports and interventions to assist these students in successfully reinstating.

Alternative Education Programs for Expelled Students

The school will work cooperatively with the student's district of residence, county, and/or private schools to assist with the educational placement of the expelled student. As permitted by law, Arts in Action will communicate any incident of violent and/or serious behavior to the district/school to which the student matriculates.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter 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's failure to implement the 504 Plan?

Outcome Data

Arts in Action shall maintain outcome data for all students including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees
- Opportunity Transfers

Records of all student suspensions and expulsions will be maintained at Arts In Action. Such records shall be made available to the District upon request.

ELEMENT 11- EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

Arts in Action will participate in California State Teachers’ Retirement System (CalSTRS) for all eligible credentialed employees. Arts in Action does not choose to participate in the Public Employees Retirements System (CalPERS). The School will participate in Social Security for all non-certificated employees in accordance with Federal and State laws. The Executive Director will be responsible for ensuring that appropriate arrangements for that coverage have been made.

ELEMENT 12 - STUDENT ATTENDANCE

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Parents and students will be informed of their public school attendance alternatives.

Parents dis-enroll students for a variety reasons. Typically they already know where they intend to place their child, because they are moving or for whatever reason. When parents dis-enroll their students, Arts in Action will provide them with a printout of their LAUSD resident school and, if parents request information on alternatives, suggest other area alternatives that our staff is aware of.

ELEMENT 13 - RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”
(Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
Arts in Action Community Middle School
1241 S. Soto Street
Los Angeles, California 90023

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own

attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

ELEMENT 15 - COLLECTIVE BARGAINING

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

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

ELEMENT 16 - SCHOOL CLOSURE PROCEDURES

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

Revocation of the Charter

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

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

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

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

Closure Action

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

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and

activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (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 this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

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

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the

Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

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

ADDITIONAL PROVISIONS

Facilities

District-Owned Facilities

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

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

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

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

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

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School

from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders

to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

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

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

Insurance

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies 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.

Audit and Inspection of Records

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

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

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

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

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

Internal Fiscal Controls

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

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of Arts in Action and LAUSD. The District and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

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