

Preparing scholars for the future of work

**CHARTER PETITION FOR FIVE-YEAR TERM (2019-2024)  
RESPECTFULLY SUBMITTED TO  
THE LOS ANGELES UNIFIED SCHOOL DISTRICT  
NOVEMBER 2018**

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## Assurances, Affirmations, and Declarations

**Academy of Media Arts** (also referred to herein as “AMA” and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section.

The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## **Element 1 – The Educational Program**

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

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

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

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

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

## **ACADEMIC CALENDAR AND SCHEDULES**

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

## **MATHEMATICS PLACEMENT**

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

## **TRANSITIONAL KINDERGARTEN**

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

## **HIGH SCHOOL EXIT EXAMINATION**

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

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized



charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

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

- **CBEDS**

- All students enrolled as of December 1 of each school year

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

- Dropout

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

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

<b><u>GENERAL INFORMATION</u></b>	
The contact person for Charter School is:	Dana Hammond, CEO
The contact address for Charter School is:	3668 Jasmine Avenue, Suite 2 Los Angeles CA 90034
The contact phone number for Charter School is:	310-429-7126
The proposed address or target community by Zip Code, of Charter School is:	Baldwin Village area (90016); Jefferson Boulevard and Crenshaw Boulevard
This location is in LAUSD Board District:	1
This location is in LAUSD Local District:	West
The grade configuration of Charter School is:	9-12
The number of scholars in the first year will be:	125
The grade level(s) of the scholars in the first year will be:	9
Charter School's First day of instruction in 2019-2020 is:	<i>August 20, 2019</i>
The enrollment capacity is: (Enrollment capacity is defined as all scholars who are enrolled in Charter School regardless of student residency).	500
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Extended day
The bell schedule for Charter School will be:	9:00 am – 4:30 pm (Mondays-Thursdays) 10:30am – 4:30pm (Fridays)
The term of this charter shall be from:	<i>July 1, 2019 – June 30, 2024</i>

## **COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL**

### **Target Neighborhood/Community to be Served**

Baldwin Village along with Baldwin Vista, The Dons and Village Green make up the neighborhood of Baldwin Hills/Crenshaw in the city of Los Angeles in the South region of Los Angeles County. It is historically black community that has experienced a demographic shift to include Hispanic/Latino

community members. According to 2010 census data, 50% of the Baldwin Village/Baldwin Hills/Crenshaw population is Hispanic/Latino and approximately 38% is Black or African- American.<sup>1</sup> Over 33% of children live in single- parent homes and the median household income for this area is \$38,050, well below Los Angeles' median income of \$56,241. This income does include some form of government assistance for many residents, including many of the more than 35% of children living below the poverty line.<sup>2</sup> 30% of this community is school-aged, and on average, 83% of students in the surrounding LAUSD high schools qualify for free or reduced price lunch and 73% of occupied housing units are renter- occupied.<sup>3</sup>

Currently, only 31% of adults in Baldwin Village/ Baldwin Hills/Crenshaw have a high school diploma, and 24.1% of residents 25 and older have a four-year degree.<sup>4</sup> In 2016-17, the graduation rate at the Dorsey High School was 73.4% and of the 185 seniors only 45.9% met UC/CSU entrance requirements.<sup>5</sup> In contrast, nearby charter schools, with similar demographics, are graduating their seniors and preparing them for college entrance at numbers more than 20% better. In efforts to improve some of these data points for the community, AMA will prepare students to meet UC/CSU requirement by ensuring that all scholars meet A-G requirements. The requirements for meeting the UC/CSU requirements consists of students completing 15 UC/CSU required college-preparatory ("a-g") courses, with 11 of those done by the end of 11th grade, maintaining a GPA of 3.0 or better (weighted by honors/AP bonus points) in these courses and taking the ACT with Writing or SAT Reasoning Test. AMA, as will be discussed later in this petition, is implementing a system of support for students that begins with an academic plan and advisory that sets out each students' four year plan. There is a regular, periodic monitoring of student progress, so that students do not fall through the cracks and miss the milestones or benchmarks that will keep them on track to meeting these requirements. In addition, with an awareness of the success of nearby charter schools addressing this gap, AMA will reach out to our colleagues to discuss the strategies that are being implemented and utilize similar best practices.

These statistics illustrate how a neighborhood can reflect the region's varied socio-economic strata, and still be widely recognized as a place where the enduring racial, ethnic and cultural inclusivity of South LA exists within a setting of past and recent economic prosperity. This is particularly true with regard to the African-American experience whereby many neighborhoods in and around this area have given rise to numerous figures prominent in the Los Angeles' social and political history.<sup>6</sup>

Academy of Media Arts sees the importance of educating the youth of this community by utilizing the cultural vibrancy and rich history of the region and will create its own version of the Harlem Renaissance, as the underpinning of the Charter School's culture. The Harlem Renaissance of the 1920's was an era that birthed innovative collaborations between great minds and thinkers from poets to actors and musicians to playwrights. This era's culture was based on a philosophy that brought change to individuals, the community, and the culture as a whole. This is the very foundation of Academy of Media Arts, as an agency of change addressing the community's need for economic and educational sustainability.

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<sup>1</sup> Ibid

<sup>2</sup> Ibid

<sup>3</sup> School Quality Snapshot. California Department of Education, 2014 [http://www6.cde.ca.gov/schoolquality\\_snapshot/](http://www6.cde.ca.gov/schoolquality_snapshot/).

<sup>4</sup> <http://maps.latimes.com/neighborhoods/neighborhood/baldwin-hillscrensaw/>

<sup>5</sup> <https://dq.cde.ca.gov/dataquest/SchGrad.asp?cSelect=Susan%5EMiller%5EDorsey--Los%5EAngeles%5EUni--1964733-1932383&cChoice=SchGrad&cYear=2016-17&cLevel=School&cTopic=Graduates&myTimeFrame=S&submit1=Submit>

<sup>6</sup> Los Angeles Department of Community Planning. June 2016

AMA is geared towards examining and learning from the historic achievements of African American and Latino communities of the era and aligning those historic achievements to today's innovators of the 21<sup>st</sup> century. We want scholars to experience a transformation that derives from their intellectual and cultural life within AMA and then extend that outward to influence the greater community and world; this is our recreation of the Harlem Renaissance.

In addition, we want scholars to understand the knowledge, skills, habits, and mindsets of those who created new industries. Thus, we will create scholars who are trained in designing the industries to come, while using a Media Arts education as the vehicle. The expectations of scholars within the Baldwin Village community to compete globally may be considered an anomaly. AMA's "Renaissance" will dispel this myth by using the history of cultural achievements to fuel scholars' confidence and self-efficacy to exceed past and present innovators.

Equally important to achieving the vision for our students, AMA will provide a Career Technical Education (CTE) environment for its students. Career Technical Education is a proven strategy that expands options for learners, empowers them to choose a meaningful and sustainable career, and prepares them with the real-world skills for success in college and careers. Through hands-on learning, engagement with industry experts, rigorous academic and career-focused coursework, the development of professional traits and embedding essential skills into the instruction and practice, learning is made real.

AMA has elected to approach career pathways in the area of new media arts based on the founder and lead petitioner, Dana Hammond, personal experiences working with youth in the community and his knowledge of the future of the digital age. New media arts refer to artworks created with new media technologies, including but not limited to digital art, computer graphics, computer animation, 3D design, video games and music production.<sup>7</sup> AMA's implementation of new media arts allows for the blending of career development with academic achievement and creativity. As a result, AMA creates an environment that merges science, technology engineering, art, math and education into a bridge of career development opportunities within the digital age and new media arts.

Academy of Media Arts has chosen to focus on Baldwin Village, Jefferson Park, Leimert Park, West Adams and the Baldwin Hills/Crenshaw areas. By instilling in scholars that they do not have to only be consumers of the music, video, and social media platforms they use, scholars will understand that they can also be the creators of their own platforms, thus making them potential innovators of new industries. How can they be innovators of new industry without the skill or tools to equip them for the budding new industries that include Artificial Intelligence, Virtual Reality, Driverless Cars, and Augmented Reality? The inequities the community experiences are that high schools tend to see the creative economy as an add-on and not as an essential component to a scholar's ability to compete within the digital age.

As such, Academy of Media Arts seeks to provide an opportunity for graduating scholars to be fully prepared for university admission and have the skills to succeed in college or to seek a career in a designated field for which they have developed an entry level skill set.

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<sup>7</sup> <http://www.oxfordbibliographies.com/view/document/obo-9780199920105/obo-9780199920105-0082.xml>

## **MEETING THE NEEDS OF THE COMMUNITY**

According to the Partnership for 21<sup>st</sup> Century Learning, high schools must be created that focus on improved learning, achievement, and the competencies that are in high demand for today's workforce.<sup>8</sup> High school students everywhere, including those in the Baldwin Village community, yearn for the answer to the question of – why do I have to learn this? AMA will use California's Multi-Tiered System of Support, as defined by the California Department of Education, which is "an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success." (CDE, 2017). By ensuring the human resources at the school site (i.e., teachers, specialists, etc.) are not only highly qualified, but also possessing in-depth subject matter knowledge and breadth of instructional strategies, students' needs will be consistently and intentionally addressed. Additionally, AMA intends to address not only the academic needs of students, but also their physiological and social-emotional needs that we know impact their capacity to learn in a safe environment. Through these methods and innovative teaching strategies, AMA will serve the intent of the Charter Schools Act to improve student learning and increase student learning opportunities, as well as the District's mission, vision, and strategic goals to ensure academic achievement and 100% graduation of students who are ready for success.

As a community, Baldwin Village is beginning to feel the effects of gentrification, due to scaling creative economy and technology within a 10-mile radius of the neighborhood.<sup>9</sup> Gentrification is not a negative element within the inner city so long as there are opportunities for individuals from the community to participate in the growth and transformation. Therefore, it is imperative that scholars growing up in this neighborhood are able to align themselves with a career that allows them the opportunity to be part of the development of their community and be well-versed in the knowledge and skills that are in context, thereby answering the question of why what is learned in the high school setting is critical to their future success.

Evidence of the gentrification process is seen most prominently in the Los Angeles Planning Commission's approval of the Capri Investment Group's redevelopment of the Crenshaw Baldwin Mall area. This master plan for the \$700 million mixed-use project includes adding 961 condos and apartments, a new 400-room hotel, a 10-story office building, retail stores, and restaurants.<sup>10</sup> In addition, construction on the Metro Crenshaw/LAX line is scheduled to end in 2019. AMA has identified three potential buildings to lease within walking distance from the Expo line.

Additionally, according to the Los Angeles Business Journal, Los Angeles County has the 25th largest segment of infrastructure projects, growing by 11.8 percent. The revitalization of Service Planning Areas 5 & 6 is attributed to Los Angeles' 15.2 billion investment in its infrastructure. The following projects are impacting this area:

- LAX Delta Airlines with its infrastructure investment of \$1.9 billion.

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<sup>8</sup> Partnership for 21<sup>st</sup> Century Skills. (2006). *Results that matter: 21<sup>st</sup> century skills and high school reform*.

Retrieved from <http://www.p21.org/component/content/article/204-results-that-matter-21st-century-skills-and-high-school-reform>.

<sup>9</sup> <https://playavista.com/the-campus>

<sup>10</sup> <http://www.blackenterprise.com/be-100s-company-gets-ok-on-700-million-project-in-south-central-la/>



- Rams Stadium \$2.5 billion development
- SpaceX tunnel building under Crenshaw Blvd.
- Second on the infrastructure list is \$1.6 billion Metro Purple Line phase –one and SPA 6 Crenshaw-LAX Transit Corridor ranked number six with its \$1.6 billion metro projects developments.

Furthermore, according to a 2018 report from Otis College of Art and Design (“Otis College”), a national leader in art and design education, the economic output of creative economy is \$407.1 billion, the labor income is \$141.5 billion, tax revenue \$16.4 billion, and the total jobs within the industry is 1.62 million. These results provide insight into why a community faced with challenging socioeconomic circumstances needs career pathways to industries within a 10-mile radius of their neighborhoods.<sup>11</sup>

Essential to AMA’s innovative school model is its ability to show the connection to real world learning. The Otis College report demonstrates the intersectionality of skillset and the cross pollination of industries. This intersectionality of skills and industries is the essential component of how AMA infuses new media arts within its traditional academic subjects while preparing scholars for the future of work.

We know that career options for high school students are innumerable, yet it is crucial that the existing talent and potential of this community be tapped. Our scholars and community members possess the personal characteristics needed to succeed, and simply need to be matched with a pipeline to educational and career opportunities, all the while preserving the neighborhood's personality and culture. It is AMA’s vision to prepare scholars for the future of work in alignment with the growth Los Angeles is experiencing. AMA will serve as educational incubator that is aligned with the developing eco system.

To further demonstrate how Academy of Media Arts will meet the needs of the community, one can look at the work of Choice Group Inc. (CGI), who has been serving the Baldwin Village community for the past twelve years. The new media arts focused nonprofit has served the community specifically within the affordable housing residents of Park Lane Apartments located at 4600 W. Martin Luther King Blvd in an afterschool capacity. CGI has offered free music production, 3D game design, and drum/percussion courses all taught by industry professional and the families have consistently chosen CGI’s after school programming because of the curriculum. Through New Media Arts curriculum, scholars are engaged in the learning process by learning technical music and new media arts skill. In addition, scholars have the opportunity to see the connection between their course work and career opportunities.

While scholars are surrounded by new media, there are few opportunities within an academic setting for scholars to understand how to be more than a consumer of technology, but to truly be the producer of new media arts. There are currently 230 scholars receiving CGI’s New Media Arts curriculum during the 2017-2018 school year at ICEF Inglewood Middle Charter Academy (IIMCA). Approximately 240 scholars attend IIMCA with 95% of scholars receiving free and reduced lunch, 90% of scholars are African American, and 10% are Latino. In addition to serving IIMCA, CGI offers an afterschool program to youth age 9 through 18 who reside in low-income communities within SPA 6. The scholars currently engaging with CGI’s curriculum have the opportunity to see the connection between their coursework now, and the opportunity to change their life trajectory because of college and career

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<sup>11</sup> <https://www.otis.edu/creative-economy>

readiness. By making a connection from coursework to a variety of professional fields such as coding, architectural design, engineering, 3D animation, and graphic design, scholars become invested in their current education in order to solidify long term success. As part of AMA's vision, AMA will help Baldwin Village community youth to access pathways to digital skills by providing a project based learning focus around Media Arts and a culture of creativity founded upon the innovative era of the Harlem Renaissance.

Choice Group Inc's New Media Arts programs has had the opportunity to test the assumption around scholars need for skills based educational approach using New Media Arts. CGI's New Media Arts programs use experiential learning and modeling of a positive, supportive culture, to ensure students develop technical and critical soft skills. CGI's in- and after-school programs use assessments before and after each unit to measure student progress. Outcomes measured relate to character development, and CGI exceeds its goals in every metric. CGI measured success by the percentage of scholars who are technically prepared to enter the creative economy demonstrated by digital badges, critical non-academic skills that measure social and emotional quotients, entry into and persistence through post-secondary programs that provide them certification for industry work, and their increased leadership in their communities.

AMA's intention is to scale the success of Choice Group Inc by offering a New Media Arts education that focuses on skills based training using New Media Arts and recreating the Harlem Renaissance blended with academic achievement. AMA's niche is to focus on career development and academic achievement blended with creativity.

Based upon the proof of concept through the work of Choice Group Inc., AMA understands that the Baldwin Village community youth need a way to access and acquire the pathways to digital skills. Academy of Media Arts will accomplish this by providing a project based learning focus around Media Arts and the Harlem Renaissance skills and talents that are relevant today.

As demonstrated in the table below, CGI has specific metrics from an internally constructed survey that allows us to measure the impact that the program has on students' mindsets, abilities and personal growth.

<b>Student Achievements</b>	<b>Program Goal</b>	<b>Actual Outcome</b>
<b>Knowledge of how intellectual property is monetized in the new era</b>	45%	74%
<b>Youth's ability to successfully manage their temperament in a controlled learning environment</b>	40%	28%
<b>Self-esteem and ability to identify their own innate skill sets through producing music and building a 3D game design</b>	50%	75%
<b>Problem-solving with their peers</b>	35%	65%
<b>Career Development</b> Ability to identify the bridge between science, technology, engineering, mathematics, and career development opportunities that exist in the new era	45%	65%



CGI's success serves as proof of concept and is the reason that Dana Hammond, CGI's CEO, decided to found Academy of Media Arts in this community. Mr. Hammond, who himself is a successful musician, music producer, and songwriter, saw a gap within the Baldwin Village, Leimert Park, Arlington Square, and West Adams communities. He recognized that these communities are located within a 10-mile radius of the creative economy, which includes the industries of digital media, architecture design, communication arts, fashion, publishing and printing to name a few. Yet there are no career pathways for scholars in these areas.

There is a need for a high school like Academy of Media Arts in this target community which is centered in the area within the boundaries of Baldwin Village, Jefferson Park, Leimert Park, West Adams and the Baldwin Hills/Crenshaw areas.<sup>12</sup>

AMA has also conducted 15 Pop Ups around this geographic area that proved to be a tremendous success. Each pop up had a different focus. At each pop up, we showcased AMA's Facility prototype and parents and scholars had the opportunity to demo AMA Augmented Reality, Virtual Reality, and 3D Game Design products. Some pop ups served as a mixer environment while others served as a parent breakfast meeting and others served as a New Media Arts exhibit in an effort to showcase the New Media Arts pathways. As a result, AMA has acquired 81 signatures from parents who are meaningfully interested in having their child attend the Charter School.

AMA is able to make the following assumptions as a result of the pops ups:

- 1- Scholars' have the ability to identify the bridge between science, technology, engineering, mathematics, and career development opportunities that exist in the digital era;
- 2 Scholars' self-esteem and ability to identify their own innate skill sets through producing music and building a 3D game design is possible; and
- 3 Scholars do not currently have access to other avenues of acquiring the necessary skills to be successful in the digital age.

Currently, there is limited access to an education that promotes the essential creativity necessary to prepare scholars for the future of work. Creating an educational culture that recreates the Harlem Renaissance idea of developing one's intellectually property or mind is critical. AMA is dedicated to creating an environment that is adaptable to scholars' needs toward the pathway of college AND career readiness. We believe that AMA will fill the void of an education model that blends career development with academic achievement and creativity.

### **School Landscape**

Schools with expected levels of academic performance that include access to new media arts and the associated industries are few in the Baldwin Village area, so spanning out to the neighboring communities within a three-mile radius does provide us additional high schools, both district and charter, to illustrate a comparison of demographics, performance and offerings.

LAUSD Schools	# of scholars	% scholars Eligible for Free/Reduced Lunch	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	Grad Rate 2017	2015 CAASPP Grade 11 ELA/Math	2016 CAASPP Grade 11 ELA/Math	2017 CAASPP Grade 11 ELA/Math

<sup>12</sup> American FactFinder. United States Census Bureau, 2010. <http://factfinder2.census.gov/>.

								% met/exceed ed	% met/exceed ed	% met/exceeded
Susan Miller Dorsey Senior High (90016)	1023	85.8%	19.5 %	AA 52.5%	Hispanic 45.4%		68.5%	25/5	24/7	15.68/2.11
Crenshaw STEM and Medicine Magnet (90043)	781	95.5%	13.8 %	AA 69.3%	Hispanic 27.9%		84.1%	35/8	33/7	31.9/2.14
Foshay Learning Center (90018)	1961 (783)	93%	14 %	Hispanic 87.5%	AA 11.7%		96.3%	64/32	60/24	45.98/19.34
Manual Arts Senior High (90037)	1469	87.2%	28.9 %	Hispanic 81.3%	AA 16.3%	White 1.7%	92.8%	18/6	28/9	33.01/9.09
<b>Charter Schools</b>										
Crenshaw Arts-Technology Charter High (90008)	162	95.1%	4.9	AA 73.7%	Hispanic 21.6%		100%	20/3	40/6	53.5/10.34
Math and Science College Preparatory (90018)	528	93.4%	12.5 %	AA 11.9%	Hispanic 84%	Asian 2.3%	95.9%	N/A	82/55	79.78/28.41
Alliance Ouchi-O'Donovan 6-12 Complex (90043)	1010 (553)	94.9%	20.2 %	Hispanic 93.4%	AA 6.34%		96.9%	71/29	59/20	77.16/36.03
View Park Preparatory Accelerated High (90043)	670	77.2 %	1%	AA 93.6%	Hispanic .05%		93.9%	42/9	48/27	49.76/10.46

High schools in the area surrounding the Baldwin Village neighborhood include four District and four charter schools. One of the District schools and one of the charter schools are span schools, serving students in grades K-12 and 6-12, respectively.

In the Baldwin Village, Jefferson Park, Leimert Park, West Adams and the Baldwin Hills/Crenshaw areas there is an LAUSD authorized charter – Crenshaw Arts-Technology Charter High, commonly known as “CATCH.”<sup>13</sup> The school served only 162 students in 2016-17 with an average class size of 15 students and offers the traditional visual and performing arts with a few after school options around digital media (graphic design/video) and coding/robotics.<sup>14</sup> AMA’s infused media arts model takes a deep dive into animation, computer science, 3D Design, and music production. The differentiating factor of AMA is its unique ability to align real world learning to a project-based learning academic media arts focus curriculum. Our ability to show scholars how the digital skill they acquire at AMA prepares them for future industries to come (driverless cars, virtually reality, Artificial Intelligence, and Augmented Reality) is tantamount. Through aligning a digital skill to their academic curriculum scholars are nurtured in an environment that promotes innovation over simply attending school to receive a letter grade. The three-year results from CAASPP demonstrate a consistent increase, particularly in English Language Arts; however mathematics has only 10.34% of 11<sup>th</sup> grade students achieving proficiency.<sup>15</sup>

<sup>13</sup> <http://maps.latimes.com/neighborhoods/neighborhood/hyde-park/schools/>

<sup>14</sup> <http://catchcharter.org/>

<sup>15</sup> <https://caaspp.cde.ca.gov/sb2017/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=>

Within a one-mile radius in 90016, there is one district school, Susan Miller Dorsey Senior High. Dorsey has seen a decrease in enrollment over the last three (3) years from 1134 in 2014-15 to 1023 in the 2017-18 school year.<sup>16</sup> Nonetheless, ethnicity trends remain stable with approximately 52% of students being African-American and 45% Latino or Hispanic.<sup>17</sup> Performance data show a trend of decreasing levels of proficiency in both academic areas with mathematics at 2.11%, as compared to the district average of 23.92%.<sup>18</sup> With mathematics serving as the foundation for many career choices, students are going to be at a disadvantage in the workforce and in postsecondary institutions.<sup>19</sup> This is further illustrated in Dorsey's graduation rate of students with UC/CSU required courses at 45.9%, as compared to the district's average of 59.6%.

The final area within the 2-3 mile radius sits within the 90062 area code where students attending the middle schools currently choose between schools that are more than two miles from their homes. Manual Arts Senior High is the only other district high school which these students can choose to attend in the nearby community of 90037 and there are no charter schools. AMA can provide an additional option for attendance in this region offering different opportunities for class size, academics and career pathways, as well as a cultural philosophy that maximizes the creativity and agency of students towards building their own future.

As AMA continues to assess the impact it can make within a two-mile radius, there are no other high schools at the current time, which makes AMA's location critical for choice. At the same time, we know of two district schools and three charters to the south and northeast who are demonstrating positive outcomes for their students through CAASPP results and graduation rates. With this in mind, Academy of Media Arts does not anticipate a sizeable population of students from these areas.

AMA will meet the needs of the community by providing parents and students with expanded choices for educational opportunities specific to new media arts and the future of technology. AMA's curriculum and career pathway program are designed to improve student learning with intention and rigor. The holistic manner in which AMA will serve its students – academically and social emotionally- will tap into student needs that need to be continually addressed in order to demonstrate increased proficiency and graduation rates. AMA also intends to address the health needs of our students through meeting the nutritional needs through the Healthy Kids Act, as well as with our own Health and Wellness Center.

The Health and Wellness Center is a critical component of our approach and will focus on advancing a trauma aware and informed staff and environment. We intend to address the social-emotional stressors that derive from the impact of poverty, violence and dysfunction that exists in the immediate and surrounding communities.

AMA has created an instructional design with CGI's success in mind that uses different and innovative teaching methods, strategies and platforms for learning to meet the needs of all students. Most important,

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1&lstCounty=19&lstDistrict=64733-0101659&lstSchool=0101659

<sup>16</sup> <https://dq.cde.ca.gov/dataquest/>

<sup>17</sup> Ibid.

<sup>18</sup> <https://caaspp.cde.ca.gov/sb2017/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=1&lstCounty=19&lstDistrict=64733-000&lstSchool=1932383>

<sup>19</sup> <https://edsources.org/2018/latino-african-americans-have-less-access-to-math-science-classes-new-data-show/598083>

AMA will bring to this community a dedicated and committed professional staff that will hold themselves accountable for meeting measurable pupil outcomes based on performance. The staff will receive ongoing professional development training (beginning during our Professional Development Summer Institute) in how to address the needs of students and parents in the community, in a culturally responsive manner, which is critical to the success of any school hoping to operate independently of LAUSD. In addition, the staff will be appropriately credentialed. In this way, we are consistent with the intent of the Charter Schools Act of 1992.<sup>20</sup>

Research shows that there are key factors that contribute to student's engagement in high school that include perceived career relevance, faculty/student collaboration and the focus and intensity of the learning experience.<sup>21</sup> The Academy of Media Arts will provide each of these touch points through our conceptual model around the new media arts and college-career readiness. AMA is here to demonstrate to the community that living within a challenging socio- economic area is not a disadvantage when one can tap into their natural resource of "intellectual property" or their own mind. Through aligning a scholar's education with the New Media Arts, we show scholars how to be creators of new industries. Using a project based learning model, scholars will understand the behind the scenes perspective on how the industries within the creative economy operate and are developed.

With the dynamic and inspiring learning experiences evolving through the re-creation of the Harlem Renaissance, our scholars will learn from the innovators who "look like them." We believe this will instill the belief that they too can be innovators of the future. The historical context of what is possible will help the scholars develop their intellectual property to create new industries within their field of expertise. This creative approach is aligned with LAUSD's vision, mission and strategic goals.

When AMA implements its fully defined program (academic, social, emotional, etc.) utilizing our culturally responsive practices and attention to all needs, we will be able to positively impact student attendance, learning and achievement.

## **STUDENT POPULATION TO BE SERVED**

### **Target Student Population**

While Academy of Media Arts is a proposed charter school serving grades 9-12, we will implement the slow growth model opening in August 2019 with 125 ninth graders. National research from the Center for Research on Education Outcomes ("CREDO") has found that the slow-growth model is correlated with higher performances at most ages and grade spans, including high school, which consistently and impressively outperforms those who employ a full scale start-up.<sup>22</sup> In alignment with successful high-performing charter networks, AMA will grow one grade level at a time with the first graduating class in 2022-23.<sup>23</sup>

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<sup>20</sup> <https://achieve.lausd.net/Page/1816>

<sup>21</sup> Miller, et.al. (2011). *The effects of high impact learning experiences on student engagement*. Procedia Social and Behavioral Sciences 15 (2011) 53–59

<sup>22</sup> <http://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20I.pdf>

<sup>23</sup> The slow-growth model has been used successfully by Building Excellent Schools ("BES") a national

The projected enrollment at AMA will reflect the subgroups currently being served by the schools noted above. We expect a slightly larger population of African American students (45-55%) followed by Latino and Hispanic students (35-45%). Our English Learner population will most likely look similar somewhere between 15-20% and our population of students receiving free and reduced lunch will potentially be more than 90%.

Through the work of CGI's in- school and after school program and elective choices at ICEF Inglewood Middle Charter Academy, alongside data from student and parent assessments, AMA has identified specific student interests and challenges in our targeted student population. We discovered that students are particularly interested in music and design, as they see the connections between what they like and possible careers. Their interest peaks when they learn about the skills set that is aligned with game design production and what it takes to create their own design. Students are very interested and drawn to technologies of various types. Being young millennials, they also want to find ways to expand their thinking and creativity. The most challenging area for everyone will be breaking the barrier to ensuring strong science and mathematical knowledge and skills, so that coding, computer science, physics and higher mathematics will be achievable for everyone.<sup>24</sup> AMA recognizes that some students may not be interested specifically in Music Production or 3D Game design and will also offer Computer Science and Architectural Design. All of AMA's career pathways serve a much greater purpose for student success than the name implies and are the vehicles through which AMA scholars acquire skills based learning approach. For example, the 3D Design career pathway is the introduction to one of the skills within the 3D Game Design production pipeline. Scholars will gain knowledge and understand they can use 3D Design within the automotive, medical, legal, and creative economy industries. AMA's vision is for students to make the connection of how these skills are also aligned to the interdisciplinary digital world in which we live. Within AMA's 3D Game Design career pathway are skill sets that are transferrable to any industry (i.e., graphic design, computer science, motion capture, 3D modeling, virtually reality). These transferrable skills are critical to future industries currently in development (e.g., driverless cars, virtually reality, augmented reality, 5G internet). AMA focus is to highlight the skills based within the 3D Game Design Production pipeline to close the equity gap for low to moderate income scholars so that they will have the opportunity to compete within the changing digital era. AMA's vision for preparing scholars for the future of work allows scholars to empower themselves economically, as they are learning on industry level software that allows them to compete while obtain their 9-12 education. More importantly, AMA offers all students the opportunity to be completely prepared to enter post-secondary education where they can select their career pathway, even if it is not within the new media arts.

AMA will support all students by utilizing technology, incorporating research-based instructional strategies and differentiated learning such as project-based learning, and teaching 21<sup>st</sup> century skills to ensure that all students are college and career ready.

## **ENROLLMENT PLAN**

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non-profit that trains high capacity individuals to found and lead charter schools. 55 schools have opened as a result of the fellowship, the vast majority of which out-perform their district counterparts.

<sup>24</sup> <http://www.mun.ca/educ/faculty/mwatch/fall05/sullenger.htm>

Our enrollment at capacity will be scholars in grades 9-12. Beginning in the fall of 2019-20 (Year 1), we will serve 125 ninth grade scholars and every year after that another cohort of 125 scholars will be added. Our recruitment efforts during our planning year (2018-19) will be extensive to ensure that we have sound enrollment in our first year. With the financial and organizational support from the NewSchools Venture Fund, we are confident in a strong start. The planning and launch funding provided by NSVF ensures that we are able to design and develop our instructional model that fully addresses the needs of the target student population and allows for student choice while upholding rigor. When parents are choosing a school for their son/daughter, these are the things that are important to their decision. We will also be able to develop other critical operational components such as student recruitment and community engagement plans, thereby increasing our opportunities to build our community of meaningfully interested families.

The table below illustrates our projected enrollment plan.

### Five Year Projected Enrollment Plan

Enrollment					
Grade	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 9	125	125	125	125	125
Grade 10		125	125	125	125
Grade 11			125	125	125
Grade 12				125	125
Total	125	250	375	500	500



## GOALS AND PHILOSOPHY

### Vision

Academy of Media Arts will expose youth to real world opportunities through project-based learning by providing educational and career development tools. More specifically, the inherent talent, potential, and enthusiasm of our youth will be nurtured through the infusion of new media arts and Common Core State Standards-based education that includes the key subject areas of science, technology, engineering, arts and math, serving as a vehicle to greater success in life.

### Mission

AMA is committed to creating an environment that merges science, technology, engineering, arts and math (STEAM) into a cultivating bridge for new media arts and related areas of career development opportunities within the digital age.

### Characteristics Of An Educated Person In The 21<sup>st</sup> Century

The early tenets of teaching stood somewhere between saving the lives of children who needed moral guidance and providing a sense of community. Academics took a back seat and it was rarely agreed upon as to what academics should be taught.<sup>25</sup> 150 years later, education is much more dynamic, multi-faceted and unpredictable given the nature of technological advances and it requires an educated person to have **knowledge, multiple skill sets, and cutting-edge abilities.**<sup>26</sup>

The Partnership for 21<sup>st</sup> Century Skills has developed a framework with six (6) key elements that constitute 21<sup>st</sup> century skills for high school students. AMA has chosen to utilize this guidance to support our plan for an educational experience that will develop the deep conceptual knowledge, critical-thinking and problem-solving skills needed to compete internationally and domestically.

### **Knowledge**

Students' knowledge includes the learning of **core subjects** that are graduation and college entrance requirements; however, it is no longer about rote memory and recall. The California Common Core Standards and frameworks call for the application, analysis, and synthesis of core subject knowledge. There are also **21<sup>st</sup> century content areas** that are not currently part of the teaching and learning process. These content areas critical to success in communities and workplaces are global awareness; financial, economic, business and entrepreneurial literacy; civic empowerment and personal agency; and, health and wellness awareness.<sup>27</sup> AMA has been intentional in its instruction design around these critical areas in ways that will build students' knowledge. For example, during project-based learning units, students will gain in their financial, economic, business and entrepreneurial literacy as they are researching the business aspects associated with their career pathways (i.e., music production) and having opportunities to see them

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<sup>25</sup> Goldstein, D. (2014). *The teacher wars: A history of America's most embattled profession*. New York: Anchor Books.

<sup>26</sup> Partnership for 21<sup>st</sup> Century Skills. (2006). *Results that matter: 21<sup>st</sup> century skills and high school reform*.

Retrieved from <http://www.21stcenturyskills.org/>

<sup>27</sup> Ibid.

in context during the community-based learning. Health and wellness awareness will be addressed through our Center with an emphasis on work/life balance, which is extremely important in the 21<sup>st</sup> century.

## Multiple Skills Sets

In order to compete globally, students need to develop skills that are necessary in to develop the economy. These high-level cognitive skills for managing, interpreting, validating, transforming, communicating, and acting on information are synonymous with the “4 C’s” found in the 21<sup>st</sup> Century Skills Framework – Creativity, Communication, Critical Thinking Skills and Collaboration.<sup>28</sup> Students as the future workforce will engage in learning experiences that require them to utilize these skill sets. Project-based learning lends itself to developing these four skills, so AMA students will have ample opportunities to grow.

## Learning and thinking skills

As much as students need to learn academic content, they also need to know how to keep learning and make effective and innovative use of what they know throughout their lives. Learning and thinking skills are comprised of critical-thinking and problem-solving skills, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills.<sup>29</sup>

Equally important is the development of **life skills**, which must be integrated in a thoughtful, conscious and deliberate manner.<sup>30</sup> This would include learning and practicing leadership, accountability, personal responsibility and productivity, self-direction, social responsibility, ethical behavior, adaptability and interpersonal or people skills.<sup>31</sup> AMA has designed an internal system of “badges” to support student growth in these areas, which is referred to as PLAIT, and will be discussed further in the petition.

## Cutting edge abilities

Literacy comes in many forms and lays the foundation for the attainment and use of complex skills. **Information and communications technology (“ICT”) literacy** is the ability to use technology to develop 21st century content knowledge and skills, in the context of learning core subjects. Students must be able to use technology to learn content and skills — so that they know how to learn, think critically, solve problems, use information, communicate, innovate and collaborate.<sup>32</sup>

Through each of these skills sets, there are recurrent themes and behaviors. These behaviors should spiral through the curriculum and non-academic activities to ensure that all students have opportunities to gain competence.

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<sup>28</sup> [http://www.p21.org/storage/documents/EarlyLearning\\_Framework/P21\\_ELF\\_Framework\\_Final.pdf](http://www.p21.org/storage/documents/EarlyLearning_Framework/P21_ELF_Framework_Final.pdf)

<sup>29</sup> Partnership for 21<sup>st</sup> Century Skills. (2006). *Results that matter: 21<sup>st</sup> century skills and high school reform*. Retrieved from <http://www.21stcenturyskills.org/>

<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

<sup>32</sup> Ibid.



## **How Learning Best Occurs**

AMA believes that learning best occurs in context that is authentic, relevant, personalized and structured. Our beliefs about learning are guided by the research of Vygotsky who stated that learning occurs in a social and cultural context,<sup>33</sup> as well as Dewey, who contended that teachers must recognize the demands of the discipline and the needs of the child to then provide learning experiences that engage students in inquiry-based learning of curriculum.<sup>34</sup>

Four core principles will guide AMA's work in providing these learning experiences in an environment free of walls to support the creativity of our learners. AMA's design for the use of space will not take on the traditional classrooms with four walls surrounding the students. The design concept calls for learning spaces that are open for collaboration and multiple use to create a welcome space for all. In addition, having students going into the community for job-shadowing and internships, AMA is also creating a space not typical of high school classrooms today. The success of AMA's academic model is tied to having a facility that promotes Project Based Learning and Blending Learning. In efforts to prepare scholars for the future of work academic model the facility environment must encourage scholars to obtain that mindset. Scholars obtain that mindset by having a space that promotes collaboration while keeping the student-centered learning as the focal point, with the instructors serving as the facilitators. AMA scholars will experience real world learning through its facility alignment of companies like Google, Facebook, WeWork, Cross Campus, Uber. AMA's classrooms are arranged to promote student centered learning.

### ***Core Principle 1: Authentic Learning Experiences***

Authentic learning experiences promote the idea of learning by doing. Students will engage in real world, complex problems through project-based learning as it connects with the work they do in their new media electives. Each day at AMA, students will participate in multidisciplinary curriculum and activities that include, but are not limited to experiments, role-playing, case studies, challenges and simulations. Every class that is a part of the student's day (except physical education) will integrate content into their project-based units of study with an underlying foundation of the student's new media arts career pathway elective (e.g. music production). The goal is to ensure students are immersed in using the skills sets of 21<sup>st</sup> century learners.

### ***Core Principle 2: Relevant Learning Experiences***

Relevant learning experiences refer to two key concepts – contextually relevant learning experiences and culturally relevant learning experiences. Students must be engaged in both of these to promote connections and improve the way students absorb, retain, and apply knowledge to new situations. At AMA, students will experience learning in the context of authentic activities. For example, as juniors and seniors, students will engage in internships that create “work-based learning that brings the classroom to the workplace and the workplace to the classroom.”<sup>35</sup>

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<sup>33</sup> Vygotsky, L.S. (1978) *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

<sup>34</sup> [https://www.learner.org/courses/learningclassroom/support/01\\_intro.pdf](https://www.learner.org/courses/learningclassroom/support/01_intro.pdf)

<sup>35</sup> <https://naf.org/our-approach/educational-design>

Perhaps more critical is the realization of culturally responsive teaching pedagogy and practices that are committed to ensuring that students maintain “cultural integrity” as they gain academic success through a framework of social justice.<sup>36</sup> AMA’s idea of recreating the Harlem Renaissance of the 1920 is geared towards examining and learning from the historic achievements of African American and Latino communities of that era and aligning those historic achievement to today’s innovators of the 21 century. This will promote the use of our students’ cultures, as a vehicle for learning – a critical tenet of culturally relevant teaching.<sup>37</sup> Students will learn how to effectively challenge ideas and concepts that are societal norms or the status quo that do not align with their own cultural norms and personal way of life. Using a lens of critical consciousness, that is to say, intentional analysis and synthesis of how this impacts their lives, students can then become change agents within the school, their community and their workspace. They can be the creative innovators making a difference, as they work through project-based learning curriculum designed to address real world issues.

### ***Core Principle 3: Personalized Learning Experiences***

Personalized learning experiences will allow students to progress as they demonstrate mastery of academic content in a flexible environment that adjusts the place and/or pace of learning.<sup>38</sup> This will take the form of blended learning, dual enrollment, project-based learning and community-based learning. AMA believes that we can take advantage of learning opportunities that make better use of technology, that capitalize on teachers’ skills, those that occur outside of school walls, and those that deliberately target interventions to meet the specific learning needs of students. AMA defines blended learning as an instructional method which integrates technology and digital media with instructor-facilitated classroom activities providing students with more personalized learning experiences. AMA scholars will have dual enrollment opportunities allowing them to engage in college coursework with higher education partners (i.e., Otis College).

To better understand this concept of various elements that complement each other, we can take the real world business model of Apple, Inc. Apple doesn’t just sell computers; they have a music subscription service, and a video streaming service in addition to their sale of cell phones. Depending upon the needs of the consumer, a person can purchase one, two or all of these products and services. While it may seem like a lot to incorporate in one’s life, the reality is that they all fulfill a need and they are all related to the goal of achieving enjoyment based on interest and necessity.

A student at AMA will naturally be engaged in project-based learning, as it is the major vehicle for learning experiences. They are also naturally engaged in blended learning due to the technology and platforms (e.g., MAYA) that are part of the new media arts courses. As they continue into their job-shadowing and internships, community-based learning comes into play and dual enrollment is an option for the student who may take a class at Otis College (a partner) or another who may transfer into AMA and need to take a class at a local community college to stay on track for graduation. These elements are not a menu of different or competing priorities that have to be balanced. They are instead complementary experiences designed to engage students and stimulate interest through his/her own personal choices and preferences.

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<sup>36</sup> Ladson-Billings, G. (1995). But that’s just good teaching: A case for culturally relevant pedagogy. *Theory into Practice*, 34, 159-165.

<sup>37</sup> Ibid.

<sup>38</sup> <https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>

In order to ensure that the personalization of learning experiences is fulfilled, all students will have an Advisory period build into their schedule. Their advisory teacher, in essence, becomes their guidance counselor and s/he is responsible for overseeing each student's education plan. Each advisory teacher will have a cohort of students whom they will remain with throughout their 9<sup>th</sup>-12<sup>th</sup> grade years through graduation. The advisory period will be used to address school culture, growth mindset, restorative practices and individual needs (academic, social, emotional and physical), as well as digital citizenship. Community Circles (class meetings) will be held on a daily basis to address these areas in an intentional manner with the flexibility to address issues as they might arise. Teachers will be professionally developed and supported so that they feel confident in their abilities to facilitate the Advisory period and students will know that they have a space in the day and a Charter School adult who will tend to their needs. ***Core Principle 4: Structured Learning Experiences ("SLE")***

Structured learning experiences are critical to the implementation of our new media arts career pathways in 3D game design, music production, leveled design/architecture and computer science. AMA will provide experiential, supervised, and in-depth learning experiences designed to offer students the opportunity to explore career interest and possibilities, clarify their career goals, develop employable skills, and through community-based assignments, prepare for the transition between school and employment or further education and training.

To create this, every student will be introduced to the foundations of each potential career pathway as ninth grade students through an elective wheel (12 weeks of instruction in each of the three pathways) for one class period each day. In tenth grade, each student will select an area of concentration to continue through grade 11, where job-shadowing and mentorships will also occur. This specialized instruction and activities will also occur during one period block of the day for tenth and eleventh grade students. Finally, in grade 12, students will participate in a capstone course and community-based learning through internships, virtual apprenticeships and certification programs. The daily schedule provided later in this document provides a clearer illustration of the SLEs. This class period will be part of the students' schedule and will not impact the necessary instructional time for A-G classes.

In addition to our career pathways, students will engage in rigorous academic learning through the structure of the Common Core State Standards, the Next Generation Science Standards and the CTE.

### **Becoming Self-Motivated, Competent, Lifelong Learners**

#### **AMA's Goals and Core Values**

Academy of Media Arts is driven by one overarching goal for scholars who attend its school and that is to prepare scholars for the future of work. How do you predict what that future will be? AMA's believes that we prepare scholars for the future of work by creating an environment of innovative thinkers, who will be able to tackle the careers that are yet unknown. AMA creates the environment of innovative thinkers through C.H.O.I.C.E., which is the acronym for Creativity, Honesty, Opportunity, Integrity, Collaboration, and Enthusiasm. AMA intends to share the goals and core values with students, parents, and staff ongoing at school community events such as parent meetings, student orientation, staff meetings, school-wide events, assemblies, parent-student handbook, staff handbook, website, etc.

**Creativity:** AMA defines creativity by its ability to peak a scholars' curiosity. AMA believes that anything innovative begins with creativity. This creativity must be protected at all times in an effort to be a conduit for innovation to flow. AMA understands creativity is not limited to the creative industry. AMA understands creativity is the main ingredient needed to drive scholar-centered learning. The foundation of creating a scholar-centered learning environment is the mentality of an always flexible/always adjusting approach to connecting with scholars' different learning styles, gifts, and abilities. AMA understands creativity is not limited to the scholars but to all the entities that impact the scholar's ability to learn. Therefore, AMA believes it is essential to receive "buy in" about its definition of creativity from its instructional team, administrative team, parents, and community stakeholders.

**Honesty:** AMA defines honesty through being authentic to oneself. AMA believes there is purpose behind each person having a unique fingerprint. By establishing an environment of being okay to be authentic, AMA promotes a growth mindset that allows individuals to see that society views mistakes as growing opportunities. AMA is redefining the status quo of hiding a weakness through building a support team around opportunity for growth.

**Opportunity:** AMA defines opportunity as the ability to create your own. AMA scholars will develop their leadership and entrepreneurial skillsets. AMA believes the ability to create your own opportunity lies within a scholar's resilience, exposure, persistence, and commitment.

**Integrity:** AMA defines integrity through its "We over I" philosophy. AMA believes that placing another person's needs before one's own creates a culture that promotes transparency, trust, sacrifice, and community.

**Collaboration:** A collaborative mindset is the ability to adapt to unfamiliar environments without ego so that curiosity and openness will rise in the course of dealing with uncomfortable circumstances. AMA scholars achieve this by having an investigative mentality when entering these circumstances. By doing so scholars are present to add value while learning from the unfamiliar.

**Enthusiasm:** AMA defines enthusiasm by a scholar's ability to view the process of becoming an innovative thinker as exciting. As a result, we embrace the stages of comfort and discomfort (cognitive dissonance) not as negative or positive, but as building blocks celebrating each milestone achievement. AMA uses scholars' ability to celebrate building block achievements as fuel for creating lifelong learners.

AMA firmly believes that through the embodiment of these values combined with the how learning best occurs with the acquisition of 21<sup>st</sup> century learning skills, our scholars will become and remain self-motivated, competent, lifelong learners and entrepreneurs.

LCFF STATE PRIORITIES	
GOAL #1	
Eleventh grade students will demonstrate proficiency in ELA, Math and Science.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" 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

- Regular curriculum reviews will occur to ensure standards are being addressed during the teaching and learning process
- Provide professional development to build and maintain teacher knowledge, skills and abilities for strong Common Core implementation of English, Language Arts, Mathematics and Next Generation Science Standards
- Regularly scheduled formative assessments (e.g., common interim assessments) will be administered to monitor students' progress (advisory teachers will lead this effort)
- Students in need of intervention and/or support will participate in Incubator Labs

### Expected Annual Measurable Outcomes

**Outcome #1:** AMA will annually increase the number of 11<sup>th</sup> grade students achieving proficiency in English Language Arts

**Metric/Method for Measuring:** Percentage of students performing at or above the standards met level on the SBAC English Language Arts assessment

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	CAASPP 2021-22 Levels of Performance	N/A	N/A	Baseline	2% increase above baseline	4% Increase above baseline
English Learners	Same as above	N/A	N/A	Baseline	3% increase above baseline	5% Increase above baseline
Socioecon. Disadv./Low Income Students	Same as above	N/A	N/A	Baseline	2% increase above baseline	4% Increase above baseline
Foster Youth	Same as above	N/A	N/A	Baseline	2% increase above baseline	4% Increase above baseline
Students with Disabilities	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% Increase above baseline
African American Students	Same as above	N/A	N/A	Baseline	2% increase above baseline	4% Increase above baseline
Latino Students	Same as above	N/A	N/A	Baseline	2% increase above baseline	4% Increase above baseline

**Outcome #2:** AMA will annually increase the number of 11<sup>th</sup> grade students achieving proficiency in Mathematics  
**Metric/Method for Measuring:** Percentage of students performing at or above the standards met level on the SBAC Mathematics assessment

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	CAASPP 2021-22 Levels of Performance	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
English Learners	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
Socioecon. Disadv./Low Income Students	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
Foster Youth	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
Students with Disabilities	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
African American Students	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
Latino Students	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
<b>Outcome #3:</b> AMA will annually increase the number of 11 <sup>th</sup> grade students achieving proficiency in Science <b>Metric/Method for Measuring:</b> Percentage of students performing at or above the standards met level on the California Science Test (“CAST”) assessment						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	CAASPP 2021-22 Levels of Performance	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
English Learners	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
Socioecon. Disadv./Low Income Students	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
Foster Youth	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
Students with Disabilities	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
African American Students	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
Latino Students	Same as above	N/A	N/A	Baseline	1% increase above baseline	3% increase above baseline
<b>GOAL #2</b>						

Students in grades 9 and 10 will demonstrate growth on the NWEA Measures of Progress (MAP) from fall to spring in language, math (Algebra 1, Algebra 2, Geometry) and science.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" 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: <input type="checkbox"/> : <input type="checkbox"/> :					
<b>Specific Annual Actions to Achieve Goal</b>						
<ul style="list-style-type: none"> <li>• Administer the NWEA MAP assessments three (3) times per year</li> <li>• Provide professional development for teachers to understand the assessment, use of data, use of NWEA resources and administration</li> <li>• Ongoing review of curriculum materials, lesson plans and data.</li> <li>• Students in need of intervention and/or support will participate in Incubator Labs</li> <li>• Use NWEA results during parent conferences and send reports home</li> </ul>						
<b>Expected Annual Measurable Outcomes</b>						
<b>Outcome #1:</b> Students will meet their identified growth targets (RIT) for each test administration						
<b>Metric/Method for Measuring:</b> NWEA Map Growth Tests (language, math and science)						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Map Growth Test fall 2019 and each successive fall for incoming grade 9	50% of students will meet the RIT growth target in the winter and spring	60% of students will meet the RIT growth target in the winter and spring	70% of students will meet the RIT growth target in the winter and spring	80% of students will meet the RIT growth target in the winter and spring	90% of students will meet the RIT growth target in the winter and spring
English Learners	Same as above	50% of students will meet the RIT growth target in the winter and spring	65% of students will meet the RIT growth target in the winter and spring	75% of students will meet the RIT growth target in the winter and spring	85% of students will meet the RIT growth target in the winter and spring	95% of students will meet the RIT growth target in the winter and spring
Socioecon. Disadv./Low Income Students	Same as above	50% of students will meet the RIT growth target in the winter and spring	60% of students will meet the RIT growth target in the winter and spring	70% of students will meet the RIT growth target in the winter and spring	80% of students will meet the RIT growth target in the winter and spring	90% of students will meet the RIT growth target in the winter and spring
Foster Youth	Same as above	50% of students will meet the RIT growth target in the winter and spring	60% of students will meet the RIT growth target in the winter and spring	70% of students will meet the RIT growth target in the winter and spring	80% of students will meet the RIT growth target in the winter and spring	90% of students will meet the RIT growth target in the winter and spring



Students with Disabilities	Same as above	50% of students will meet the RIT growth target in the winter and spring	55% of students will meet the RIT growth target in the winter and spring	60% of students will meet the RIT growth target in the winter and spring	65% of students will meet the RIT growth target in the winter and spring	70% of students will meet the RIT growth target in the winter and spring
African American Students	Same as above	50% of students will meet the RIT growth target in the winter and spring	60% of students will meet the RIT growth target in the winter and spring	70% of students will meet the RIT growth target in the winter and spring	80% of students will meet the RIT growth target in the winter and spring	90% of students will meet the RIT growth target in the winter and spring
Latino Students	Same as above	50% of students will meet the RIT growth target in the winter and spring	60% of students will meet the RIT growth target in the winter and spring	70% of students will meet the RIT growth target in the winter and spring	80% of students will meet the RIT growth target in the winter and spring	90% of students will meet the RIT growth target in the winter and spring

### GOAL #3

All graduates will be college and career ready.	Related State Priorities:					
	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 8
	<input type="checkbox"/> 3	<input type="checkbox"/> 6				
Local Priorities:						
<input checked="" type="checkbox"/> : Career Technical Ed						
<input type="checkbox"/> :						

### Specific Annual Actions to Achieve Goal

- Students' personalized learning plans will be set, reviewed and updated regularly to ensure all students are on pace for completion.
- An annual audit of student records will be conducted
- Credit recovery opportunities will be provided
- Students in grade 12 will participate in and complete their capstone class and community-based learning experience

### Expected Annual Measurable Outcomes

**Outcome #1:** AMA students will earn a grade of "C" or better in all UC a-g coursework to successfully meet the requirements for college entrance

**Metric/Method for Measuring:** End of year report card grades

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		85% of ninth grade students	90% of students in grades 9-10	90% of students in grades 9-11	100% of students will meet the UC/CSU entrance requirements	100% of students will meet the UC/CSU entrance requirements



English Learners		90% of ninth grade students	90% of students in grades 9-10	90% of students in grades 9-11	100% of students will meet the UC/CSU entrance requirements	100% of students will meet the UC/CSU entrance requirements
Socioecon. Disadv./Low Income Students		80% of ninth grade students	90% of students in grades 9-10	90% of students in grades 9-11	100% of students will meet the UC/CSU entrance requirements	100% of students will meet the UC/CSU entrance requirements
Foster Youth		80% of ninth grade students	90% of students in grades 9-10	90% of students in grades 9-11	100% of students will meet the UC/CSU entrance requirements	100% of students will meet the UC/CSU entrance requirements
Students with Disabilities		80% of ninth grade students	90% of students in grades 9-10	90% of students in grades 9-11	100% of students will meet the UC/CSU entrance requirements	100% of students will meet the UC/CSU entrance requirements
African American Students		90% of ninth grade students	90% of students in grades 9-10	90% of students in grades 9-11	100% of students will meet the UC/CSU entrance requirements	100% of students will meet the UC/CSU entrance requirements
Latino Students		90% of ninth grade students	90% of students in grades 9-10	90% of students in grades 9-11	100% of students will meet the UC/CSU entrance requirements	100% of students will meet the UC/CSU entrance requirements

**Outcome #2:** Students will earn a passing score on their end-of-year learning forum presentation

**Metric/Method for Measuring:** Culminating presentation rubrics

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		100% of students will successfully present his/her new media arts based project at the end of the school year	100% of students will successfully present his/her new media arts based project at the end of the school year	100% of students will successfully present his/her new media arts based project at the end of the school year	100% of students will successfully present his/her new media arts based project at the end of the school year	100% of students will successfully present his/her new media arts based project at the end of the school year
English Learners		Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students		Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth		Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities		Same as above	Same as above	Same as above	Same as above	Same as above

African American Students		Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students		Same as above	Same as above	Same as above	Same as above	Same as above

GOAL #4	
English Learners will demonstrate growth in their English language proficiency and achievement.	<b>Related State Priorities:</b> <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
	<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
<ul style="list-style-type: none"> <li>Teachers will participate in professional development (“PD”) focused on increasing their competencies in providing integrated and designated ELD instruction, using the ELA/ELD framework, understanding the ELPAC and how to monitor and document the progress of English learners</li> <li>English Learners will be provided integrated and designated ELD instruction</li> <li>Designate one person to serve as a coordinator to lead implementation (English Learner Specialist Teacher)</li> </ul>

Expected Annual Measurable Outcomes
<b>Outcome #1:</b> English Learners will advance one performance level on the ELPAC <b>Metric/Method for Measuring:</b> ELPAC Assessment

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	2019-2020 ELPAC Initial assessment results or previous level upon enrollment	Baseline	100% of EL students advance at least one performance level on the ELPAC per year.	100% of EL students advance at least one performance level on the ELPAC per year.	100% of EL students advance at least one performance level on the ELPAC per year.	100% of EL students advance at least one performance level on the ELPAC per year.
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

<b>Outcome #2:</b> The English Learner reclassification rate will increase each year, matching or exceeding LAUSD’s average rate <b>Metric/Method for Measuring:</b> Reclassification data/statistics
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APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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English Learners	2019-2020 ELPAC Initial assessment results or previous level upon enrollment	Baseline	AMA's EL reclassificatio n rate will match or exceed the district average	AMA's EL reclassificat ion rate will match or exceed the district average	AMA's EL reclassificatio n rate will match or exceed the district average	AMA's EL reclassificatio n rate will match or exceed the district average
Socioecon. Disadv./Low Income Students	Same as above	Same as above	AMA's EL reclassificatio n rate will match or exceed the district average	AMA's EL reclassificat ion rate will match or exceed the district average	AMA's EL reclassificatio n rate will match or exceed the district average	AMA's EL reclassificatio n rate will match or exceed the district average
Foster Youth	Same as above	Same as above	AMA's EL reclassificatio n rate will match or exceed the district average	AMA's EL reclassificat ion rate will match or exceed the district average	AMA's EL reclassificatio n rate will match or exceed the district average	AMA's EL reclassificatio n rate will match or exceed the district average
Students with Disabilities	Same as above	Same as above	AMA's EL reclassificatio n rate will match or exceed the district average	AMA's EL reclassificat ion rate will match or exceed the district average	AMA's EL reclassificatio n rate will match or exceed the district average	AMA's EL reclassificatio n rate will match or exceed the district average
African American Students	Same as above	Same as above	AMA's EL reclassificatio n rate will match or exceed the district average	AMA's EL reclassificat ion rate will match or exceed the district average	AMA's EL reclassificatio n rate will match or exceed the district average	AMA's EL reclassificatio n rate will match or exceed the district average
Latino Students	Same as above	Same as above	AMA's EL reclassificatio n rate will match or exceed the district average	AMA's EL reclassificat ion rate will match or exceed the district average	AMA's EL reclassificatio n rate will match or exceed the district average	AMA's EL reclassificatio n rate will match or exceed the district average

### GOAL #5

Students will pass Advanced Placement Exams with a three (3) or higher.	Related State Priorities:		
	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" 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:		
	<input type="checkbox"/> :		
	<input type="checkbox"/> :		

### Specific Annual Actions to Achieve Goal

- Offer a variety of AP courses for students to choose from beginning in grade 10
- Provide support and test prep to all students in Incubator Lab, Study Sessions or Practice Exams
- Provide scholarships to finance test participation

Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Students completing AP classes will take the AP test						
<b>Metric/Method for Measuring:</b> Advanced Placement Enrollment/Grade Data						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		80% of ninth grade students will earn a “B” or better in foundation courses (e.g., English, Biology, etc.)	70% of students who take an AP course will take the AP exam	80% of students who take an AP course will take the AP exam	90% of students who take an AP course will take the AP exam	100% of students who take an AP course will take the AP exam
English Learners		Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students		Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth		Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities		Same as above	Same as above	Same as above	Same as above	Same as above
African American Students		Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students		Same as above	Same as above	Same as above	Same as above	Same as above
<b>Outcome #2:</b> Students completing AP exams will score a 3 or better						
<b>Metric/Method for Measuring:</b> Advanced Placement Scores						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		N/A	50 % of students taking AP Exams will score a 3 or better on at least one exam	60 % of students taking AP Exams will score a 3 or better on at least one exam	70 % of students taking AP Exams will score a 3 or better on at least one exam	80 % of students taking AP Exams will score a 3 or better on at least one exam
English Learners		N/A	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students		N/A	Same as above	Same as above	Same as above	Same as above
Foster Youth		N/A	Same as above	Same as above	Same as above	Same as above
Students with Disabilities		N/A	Same as above	Same as above	Same as above	Same as above
African American Students		N/A	Same as above	Same as above	Same as above	Same as above
Latino Students		N/A	Same as above	Same as above	Same as above	Same as above
GOAL #6						

Students will demonstrate sufficient growth and achievement towards preparedness for college based upon the College/Career Indicator (CCI) <sup>39</sup> .	Related State Priorities: <div><input type="checkbox"/> 1      <input checked="" type="checkbox"/> 4      <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2      <input type="checkbox"/> 5      <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3      <input type="checkbox"/> 6</div>					
	Local Priorities: <input checked="" type="checkbox"/> : Career Technical Ed <input type="checkbox"/> :					
Specific Annual Actions to Achieve Goal						
<div><div></div><div><ul style="list-style-type: none"><li>Student achievement will be monitored through the use of formative and summative assessments (SBAC/AP)</li><li>An annual audit of student records will be conducted that includes A-G requirements and any dual enrollment courses</li><li>Students in grade 12 will participate in and complete their capstone class and community-based learning experience</li><li>PSAT and SAT preparation will be provided</li></ul></div></div>						
Expected Annual Measurable Outcomes						
Outcome #1: Students will indicate progress towards at least one measure of the CCI.						
Metric/Method for Measuring: Student records (SBAC scores, Career Pathway grades, UC/CSU, dual enrollment)						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		100% of ninth grade students will indicate progress towards at least one measure on the CCI:	100% of all students will indicate progress towards at least one measure on the CCI:	100% of all students will indicate progress towards at least one measure on the CCI:	Seniors will have earned their high school diploma, completed their career pathway and met one of the following criteria:	Seniors will have earned their high school diploma, completed their career pathway and met one of the following criteria:
		Standard Nearly Met on both SBAC Assessments or Met on one/Nearly met on the other	Standard Nearly Met on both SBAC Assessments or Met on one/Nearly met on the other	Standard Nearly Met on both SBAC Assessments or Met on one/Nearly met on the other	Standard Met on one SBAC Assessments and Nearly met on the other AND	Standard Met on one SBAC Assessments and Nearly met on the other AND
		Completion of Career Pathway course with a ‘B’ or better	Completion of all Career Pathway courses with a “B” or better	Completion of all Career Pathway courses with a “B” or better	Completion of one semester of a dual enrollment course with a passing grade	Completion of one semester of a dual enrollment course with a passing grade
		Grade of “B” or better in foundational course in an AP subject	Grade of “B” or better in foundational course in an AP subject or a passing score on one AP exam	A passing score on one AP exam	Standard Met on both SBAC assessments	Standard Met on both SBAC assessments
		Completion of one semester of a dual enrollment		Completion of one semester of a dual enrollment course with a passing grade	Completion of two semesters of a	Completion of two semesters of a

<sup>39</sup> <https://cde.ca.gov/ta/ac/cm/cci.asp>

		course with a passing grade  Completion of courses that meet UC/CSU a-g criteria	Completion of one semester of a dual enrollment course with a passing grade  Completion of courses that meet UC/CSU a-g criteria	Completion of courses that meet UC/CSU a-g criteria	dual enrollment course with a passing grade  A passing score on two AP exams Completion of courses that meet  UC/CSU a-g criteria plus one of the measures for underclassmen noted in previous columns  All students at other grade levels will meet the criteria noted in the previous column	dual enrollment course with a passing grade  A passing score on two AP exams Completion of courses that meet  UC/CSU a-g criteria plus one of the measures for underclassmen noted in previous columns  All students at other grade levels will meet the criteria noted in the previous column
English Learners		Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students		Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth		Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities		Same as above	Same as above	Same as above	Same as above	Same as above
African American Students		Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students		Same as above	Same as above	Same as above	Same as above	Same as above

### GOAL #7

All teachers employed by AMA will hold a valid CA Teaching Credential with the appropriate English Learner Authorization the appropriate teacher credentials and/or certifications, as defined by the CA Commission on Teaching Credentialing.	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:		
	<input type="checkbox"/> :		
	<input type="checkbox"/> :		

### Specific Annual Actions to Achieve Goal

- AMA will hire single subject credentialed teachers with English Learner authorizations for all core academic classes.
- Teachers providing CTE instruction will hold the appropriate certification.
- All teachers who are retained at the end of each year will hold the appropriate credentials.

- AMA will conduct an annual review of credentials to ensure compliance.

### Expected Annual Measurable Outcomes

**Outcome #1:** 100% of core academic teachers will have valid subject matter credentials and a valid EL authorization  
**Metric/Method for Measuring:** Teacher Credentials (CCTC)

**Outcome #2:** 100% of new media arts teachers will hold the appropriate CTE certifications or a Designated Subjects Credential

**Metric/Method for Measuring:** Teacher Credentials/Certifications

### GOAL #8

All students will have access to all instructional materials aligned to the Common Core Standards, Next Generation Science Standards and CA Content Standards. Each student will be provided those materials to use in the classroom, as well as at home	<b>Related State Priorities:</b>		
	<input checked="" type="checkbox"/> 1	<input 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	
	<b>Local Priorities:</b>		
	<input type="checkbox"/> :		
	<input type="checkbox"/> :		

### Specific Annual Actions to Achieve Goal

- In the first year, AMA will purchase the required number of texts to ensure full access by all students, including materials necessary to meet the needs of English learners, students with disabilities and those in need of targeted intervention.
- An annual audit will be conducted each June to determine the purchase of replacement materials.
- AMA will assign a technology tool (i.e., desktop, laptop, Chromebook, or iPad) to each student for usage.

### Expected Annual Measurable Outcomes

**Outcome #1:** Students will have access to standards-aligned materials and a technology tool

**Metric/Method for Measuring:** Assigned inventory lists

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		100% of students with access	100% of students with access	100% of students with access	100% of students with access	100% of students with access
English Learners		Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students		Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth		Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities		Same as above	Same as above	Same as above	Same as above	Same as above
African American Students		Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students		Same as above	Same as above	Same as above	Same as above	Same as above

### GOAL #9

<p>AMA will maintain a safe, clean and functional facility.</p>	<b>Related State Priorities:</b> <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 checked="" type="checkbox"/> 6		
	<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :		
	<b>Specific Annual Actions to Achieve Goal</b>		
<ul style="list-style-type: none"> <li>• AMA will conduct a monthly walkthrough of the facility to ensure all items are functioning properly (e.g., lights, plumbing, etc.)</li> <li>• All repairs entered into the Maintenance Log will be completed within 90 days of discovery.</li> <li>• AMA will complete an Annual Survey regarding the facility that includes input from staff, students, parents and Board members.</li> </ul>			



Expected Annual Measurable Outcomes	
<b>Outcome #1:</b> The school facility will be kept repair free the entire school year	
<b>Metric/Method for Measuring:</b> Monthly maintenance log	
<b>Outcome #2:</b> Staff, students, parents and Board members will rate the school facility, as “Good” or better at the end of each school year.	
<b>Metric/Method for Measuring:</b> Annual Survey	
GOAL #10	
All curriculum plans (course outlines, unit plans, lesson plans, interventions, etc.) will be aligned to the Common Core State Standards, the ELA/ELD Framework, the NGSS, CA State Content Standards and/or CTE Model Standards	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" 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:
<input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> <li>All teachers will engage in grade level and departmental planning to:               <ul style="list-style-type: none"> <li>Outline long term annual outcomes</li> <li>Develop units of study, including project-based learning units</li> <li>Address differentiation for all identified subgroups</li> </ul> </li> <li>All administrators and teachers will participate in and complete professional development sessions that are relevant to their learning of content, instruction and assessment that occurs during their school year. This will include but not be limited to:               <ul style="list-style-type: none"> <li>Common Core State Standards</li> <li>NGSS</li> <li>CTE Model Standards</li> <li>Instructional Methodologies and Strategies</li> <li>ELD Integrated and Designated Instruction</li> <li>Special Education: IEPs and Accommodations</li> <li>NWEA Map</li> <li>Advanced Placement</li> <li>Multiple Tiers for Student Success (MTSS)</li> </ul> </li> </ul>	
Expected Annual Measurable Outcomes	
<b>Outcome #1:</b> All curriculum and lesson plans will be 100% aligned to the relevant standards	
<b>Metric/Method for Measuring:</b> Unit plans, lesson plans, professional development reflections, classroom observations	
<b>Outcome #2:</b> 95% attendance of teachers in applicable professional development offerings	
<b>Metric/Method for Measuring:</b> Sign-In Logs for PDs	
<b>Outcome #3:</b> Classroom Observation documents will provide evidence of 95% of teachers utilizing content and strategies learned in relevant PDs	
<b>Metric/Method for Measuring:</b> Classroom Observation Feedback documents	

GOAL #11	
Parents will be active and engaged participants at Academy of Media Arts.	<b>Related State Priorities:</b> <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 checked="" type="checkbox"/> 6
	<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> <li>• AMA will conduct the election process for parent members on the School Site Council (“SSC”) each year, as needed.</li> <li>• SSC meetings will be held on a monthly basis with a focus on parent participation through ongoing communication.</li> <li>• Parents will be invited to participate on other committees (e.g., New Media Arts Ambassadors)</li> <li>• AMA will hold at least 4 parent/family events to increase parental engagement. These events will include but not be limited to:               <ul style="list-style-type: none"> <li>○ Parent Orientation</li> <li>○ Family Nights designed to support parents’ understanding of the subjects their students are learning and tips on how to help them</li> <li>○ Parents sharing their funds of knowledge in classrooms (e.g., culture, careers, etc.)</li> <li>○ Workshops to address the needs of our special populations (i.e., unduplicated pupils and individuals with exceptional needs)</li> <li>○ Workshops to further their own education</li> </ul> </li> </ul>	
Expected Annual Measurable Outcomes	
<b>Outcome #1:</b> AMA will meet the required number of parent members on the SSC (equal to) to ensure parity between all stakeholders (principal, teachers, other school personnel) <b>Metric/Method for Measuring:</b> SSC membership	
<b>Outcome #2:</b> Committees other than the SSC will have between 10%-25% parent membership <b>Metric/Method for Measuring:</b> Committee membership logs	
<b>Outcome #3:</b> AMA will hold at least four (4) family events each year <b>Metric/Method for Measuring:</b> AMA master calendar and parent sign-in sheets	
<b>Outcome #4:</b> Parent attendance at family events will increase by 10% each year. <b>Metric/Method for Measuring:</b> Parent sign-in sheets	
<b>Outcome #5:</b> Administrators and teachers will maintain a communication log that documents a minimum of three (3) – six (6) parent contacts per week <b>Metric/Method for Measuring:</b> Communication Logs	
GOAL #12	
AMA will maintain a high attendance rate and low chronic absenteeism to increase student engagement and access to learning.	<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6

	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :																																																
Specific Annual Actions to Achieve Goal																																																	
<ul style="list-style-type: none"> <li>Automated phone calls will be made each day that a student misses any part of the school day</li> <li>A personal phone call will be made to the parents of students who miss more than one day or consistently miss a particular period of the day or day of the week</li> <li>A conference will be held with students and parents when attendance reaches 5% or greater</li> <li>High attendance levels will be rewarded on a monthly basis</li> <li>The Health and Wellness Center will identify and address the needs of students who have a high rate of absenteeism focused on mitigating the cause</li> <li>Develop and implement a Chronic Absenteeism Rate (CAR) plan that meets with parents to create a plan of action in which all stakeholders have a part</li> </ul>																																																	
Expected Annual Measurable Outcomes																																																	
<b>Outcome #1:</b> The annual measure for attendance will be at 95% average daily attendance (ADA)																																																	
<b>Metric/Method for Measuring:</b> P1 and P2, monthly attendance reports																																																	
APPLICABLE STUDENT GROUPS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 10%;">Baseline</th> <th style="width: 10%;">2019-2020</th> <th style="width: 10%;">2020-2021</th> <th style="width: 10%;">2021-2022</th> <th style="width: 10%;">2022-2023</th> <th style="width: 10%;">2023-2024</th> </tr> <tr> <td style="text-align: center;">All Students (Schoolwide)</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> </tr> <tr> <td style="text-align: center;">English Learners</td> <td style="text-align: center;">98% ADA</td> <td style="text-align: center;">98% ADA</td> <td style="text-align: center;">98% ADA</td> <td style="text-align: center;">98% ADA</td> <td style="text-align: center;">98% ADA</td> </tr> <tr> <td style="text-align: center;">Socioecon. Disadv./Low Income Students</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> </tr> <tr> <td style="text-align: center;">Foster Youth</td> <td style="text-align: center;">93% ADA</td> <td style="text-align: center;">93% ADA</td> <td style="text-align: center;">93% ADA</td> <td style="text-align: center;">93% ADA</td> <td style="text-align: center;">93% ADA</td> </tr> <tr> <td style="text-align: center;">Students with Disabilities</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> </tr> <tr> <td style="text-align: center;">African American Students</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> <td style="text-align: center;">95% ADA</td> </tr> <tr> <td style="text-align: center;">Latino Students</td> <td style="text-align: center;">98% ADA</td> <td style="text-align: center;">98% ADA</td> <td style="text-align: center;">98% ADA</td> <td style="text-align: center;">98% ADA</td> <td style="text-align: center;">98% ADA</td> </tr> </table>	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	All Students (Schoolwide)	95% ADA	95% ADA	95% ADA	95% ADA	95% ADA	English Learners	98% ADA	98% ADA	98% ADA	98% ADA	98% ADA	Socioecon. Disadv./Low Income Students	95% ADA	95% ADA	95% ADA	95% ADA	95% ADA	Foster Youth	93% ADA	93% ADA	93% ADA	93% ADA	93% ADA	Students with Disabilities	95% ADA	95% ADA	95% ADA	95% ADA	95% ADA	African American Students	95% ADA	95% ADA	95% ADA	95% ADA	95% ADA	Latino Students	98% ADA	98% ADA	98% ADA	98% ADA	98% ADA
Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024																																												
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English Learners	98% ADA	98% ADA	98% ADA	98% ADA	98% ADA																																												
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African American Students	95% ADA	95% ADA	95% ADA	95% ADA	95% ADA																																												
Latino Students	98% ADA	98% ADA	98% ADA	98% ADA	98% ADA																																												
<b>Outcome #2:</b> AMA will maintain an absenteeism rate that is lower than the district average or 3%, whichever is less																																																	
<b>Metric/Method for Measuring:</b> Monthly Attendance Reports																																																	
GOAL #13																																																	
AMA will support all students to facilitate four-year cohorts graduate on time.	<div style="border: 1px solid black; padding: 5px;">         Related State Priorities:  <input type="checkbox"/> 1    <input type="checkbox"/> 4    <input type="checkbox"/> 7  <input type="checkbox"/> 2    <input checked="" type="checkbox"/> 5    <input type="checkbox"/> 8  <input type="checkbox"/> 3    <input type="checkbox"/> 6       </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">         Local Priorities:  <input type="checkbox"/>:  <input type="checkbox"/>:       </div>																																																
Specific Annual Actions to Achieve Goal																																																	
<ul style="list-style-type: none"> <li>Annual audits will be conducted to ensure students are progressing towards meeting all criteria and requirements for earning their high school diploma</li> <li>Credit recovery opportunities will be provided</li> </ul>																																																	

- Individual supports will be provided to address academic, physical and social-emotional needs
- Teacher advisors will identify and together with the Health and Wellness Center monitor and address the needs of students who are facing overwhelming challenges, appear emotionally vulnerable and/or are chronically truant
- Implement Tier 2 and/or Tier 3 interventions with identified students
- Communicate with the parents to determine a plan of action

### Expected Annual Measurable Outcomes

**Outcome #1:** AMA will graduate students at rates that meet or exceed the District average

**Metric/Method for Measuring:** District graduation data/school data

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		N/A	N/A	N/A	AMA will graduate at a rate of at least 1% better than the district average	AMA will graduate at a rate of at least 3% better than the district average
English Learners		Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students		Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth		Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities		Same as above	Same as above	Same as above	Same as above	Same as above
African American Students		Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students		Same as above	Same as above	Same as above	Same as above	Same as above

**Outcome #2:** AMA will have a dropout rate that does not exceed the District average.

**Metric/Method for Measuring:** School data

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		AMA will have a dropout rate that is equal to or less than LAUSD's average for all numerically significant subgroups	AMA will have a dropout rate that is equal to or less than LAUSD's average for all numerically significant subgroups	AMA will have a dropout rate that is equal to or less than LAUSD's average for all numerically significant subgroups	AMA will have a dropout rate that is equal to or less than LAUSD's average for all numerically significant subgroups	AMA will have a dropout rate that is equal to or less than LAUSD's average for all numerically significant subgroups
English Learners		Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students		Same as above	Same as above	Same as above	Same as above	Same as above

Foster Youth		Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities		Same as above	Same as above	Same as above	Same as above	Same as above
African American Students		Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students		Same as above	Same as above	Same as above	Same as above	Same as above

GOAL #14	
AMA will develop a school culture that is culturally responsive and addresses students' social emotional needs an inclusive learning environment.	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 type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
<ul style="list-style-type: none"> <li>All staff will participate in annual PD that develops their cultural sensitivity, cultural competence and interpersonal skills, including Positive Behavioral Interventions and Supports; Restorative Practices/Justice, the Eight (8) Principles of Cultural Responsiveness and Responsive Classroom Management Strategies</li> <li>The Health and Wellness Center will support teachers with identifying students who have exceptional needs through individualized treatment plans that utilize human and other resources to systematically address the issues</li> </ul>

Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> The suspension rate at AMA will be less than the District average						
<b>Metric/Method for Measuring:</b> Monthly Suspension/Expulsion Data						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		The suspension rate at AMA will be 1% or less	The suspension rate at AMA will be 1% or less	The suspension rate at AMA will be 1% or less	The suspension rate at AMA will be 1% or less	The suspension rate at AMA will be 1% or less
English Learners		Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students		Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth		Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities		Same as above	Same as above	Same as above	Same as above	Same as above
African American Students		Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students		Same as above	Same as above	Same as above	Same as above	Same as above

<b>Outcome #2:</b> The expulsion rate at AMA will be less than the District average						
<b>Metric/Method for Measuring:</b> Monthly Suspension/Expulsion data						

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		The expulsion rate at AMA will be 1% or less	The expulsion rate at AMA will be 1% or less	The expulsion rate at AMA will be 1% or less	The expulsion rate at AMA will be 1% or less	The expulsion rate at AMA will be 1% or less
English Learners		Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students		Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth		Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities		Same as above	Same as above	Same as above	Same as above	Same as above
African American Students		Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students		Same as above	Same as above	Same as above	Same as above	Same as above

### GOAL #15

<p>AMA will create a school culture that promotes a climate of safety, respect and support for stakeholder learning.</p>	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 type="checkbox"/> 3	<input checked="" type="checkbox"/> 6				
Local Priorities:						
<input type="checkbox"/> :						
<input type="checkbox"/> :						

### Specific Annual Actions to Achieve Goal

- AMA will give two surveys a year:
  - A mid-year ten question survey and
  - An end of year extended survey to gain feedback on strengths and areas for improvement

### Expected Annual Measurable Outcomes

**Outcome #1** 80% of stakeholders (staff, students, parents, and Board members) will indicate that they agree or strongly agree on all items on the surveys that address safety, respect and support

**Metric/Method for Measuring:** Mid-Year and End-of-Year Surveys

**Outcome #2:** All students and parents will feel satisfied with the curricular program (academic and non-academic)

**Metric/Method for Measuring:** Mid-Year and End-of-Year Surveys

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		80% of students and parents indicate satisfaction	80% of students and parents indicate satisfaction	80% of students and parents indicate satisfaction	80% of students and parents indicate satisfaction	80% of students and parents indicate satisfaction
English Learners		Same as above	Same as above	Same as above	Same as above	Same as above

Socioecon. Disadv./Low Income Students		Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth		Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities		Same as above	Same as above	Same as above	Same as above	Same as above
African American Students		Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students		Same as above	Same as above	Same as above	Same as above	Same as above

GOAL #16	
Students will be provided with a broad course of study across multiple disciplines, including new media arts and engage in interdisciplinary, real world experiences utilizing various resources.	<b>Related State Priorities:</b> <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
	<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
<ul style="list-style-type: none"> <li>A course of study will be offered that includes all of the required core academics, as well as foreign language, AP course and the new media arts</li> <li>Teachers will engage in PD with the Buck Institute each year followed by coaching and at least one site visit from Buck Institute personnel. They will utilize established units and also plan their own for utilization</li> <li>Students will complete a minimum of two project based learning that integrate the content, skills and activities from multiple content areas, using appropriate processes and protocols.</li> </ul>

Expected Annual Measurable Outcomes
<b>Outcome #1:</b> All students will be enrolled and complete required and elective coursework in English, Math, History-Social Science, Science, Physical Education (grade 9), and New Media Arts <b>Metric/Method for Measuring:</b> Master Schedule, Course Transcripts, PBL Unit Plans and Exhibitions

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		100% of students will complete coursework and PBL units	100% of students will complete coursework and PBL units	100% of students will complete coursework and PBL units	100% of students will complete coursework and PBL units	100% of students will complete coursework and PBL units
English Learners		Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students		Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth		Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities		Same as above	Same as above	Same as above	Same as above	Same as above
African American Students		Same as above	Same as above	Same as above	Same as above	Same as above

Latino Students		Same as above	Same as above	Same as above	Same as above	Same as above
GOAL #17						
Every student will make a presentation highlighting a completed product within his/her new media arts pathway at a special learning forum.				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 checked="" type="checkbox"/> 8
				<input type="checkbox"/> 3	<input type="checkbox"/> 6	
				Local Priorities:		
				<input checked="" type="checkbox"/> : Career Technical Ed		
				<input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"><li>Teachers will provide instruction in the content, skills and technologies associated with the new media arts offerings of 3D game design, music production, computer science and leveled design/architecture.</li><li>Students will engage in mentoring, job shadowing, internships and other community-based learning</li><li>Presentation days will be scheduled and community members will be invited to participate in the forums</li></ul>						
Expected Annual Measurable Outcomes						
Outcome #1 Students will present a product from either music production, 3D Game Design, Level Design/Architecture or Computer Science and receive a grade of “B” or better						
Metric/Method for Measuring: Presentation Forums, Rubrics						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)		100% of students will participate in the forum	100% of students will participate in the forum	100% of students will participate in the forum	100% of students will participate in the forum	100% of students will participate in the forum
English Learners		Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students		Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth		Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities		Same as above	Same as above	Same as above	Same as above	Same as above
African American Students		Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students		Same as above	Same as above	Same as above	Same as above	Same as above

## INSTRUCTIONAL DESIGN

*“The best way to prepare for the future is to take part in its creation with an attitude and mindset open to curiosity, research, and experimentation.” Alfonso Molina*

Academy of Media Arts will utilize a student-and learning-centered instructional design that focuses on the types of thinking students do, the intellectual skills they must develop and what they will take away



from the classroom experiences to affect their long-term goals.<sup>40</sup> The curriculum is designed to prepare scholars in response to the current and future needs of the labor market. Regardless of whether a scholar chooses to attend college or go directly into a career, they will have access to high quality educational and training opportunities appropriate to each individual's aspirations and abilities. AMA will accomplish this, guided by our design principles, through the implementation of project-based learning, career pathways programming, and new media arts.

### **Project Based Learning (“PBL”)**

Project based learning is a student-centered approach to instruction that ensures students have opportunities to gain knowledge and skills through investigating and responding to an authentic, engaging and complex question, problem, or challenge over an extended period of time. Academy of Media Arts chose this approach precisely because it is an excellent vehicle for learning academic content through new media arts.

AMA will use the “Gold Standard PBL,” of the Buck Institute (BIE), which when done with fidelity, will be rigorous and authentic, thereby producing high quality outcomes. Gold Standard PBL has three parts - student-centered learning goals, essential project design elements and project-based teaching practices.<sup>41</sup> The Academic Director will be monitoring the implementation of the “Gold Standard PBL” to ensure it is implemented with fidelity. AMA will ensure effective implementation of the “Gold Standard PBL” by engaging in ongoing professional development and evaluation.

**Student learning goals** demand that projects are well designed and centered around students learning academic content and developing skills. It is most critical that through the projects, students are prepared for school success and life experiences. Gold Standard PBL aligns teaching of the Common Core Standards within projects to ensure students understand and can apply the knowledge learned to the real world, in order to solve problems, answer complex questions, and create high-quality products. Cognitive research shows that educational programs should challenge students to link, connect, and integrate ideas and to learn in authentic contexts, taking into account their perception of real-world problems.<sup>42</sup> Gold Standard PBL also builds students 21st century skills of thinking critically and evaluating; engaging in problem solving of complex, multidisciplinary and open-ended problems; and communicating and collaborating with others while managing oneself and one’s own work - skills necessary in the workforce that AMA students will enter.<sup>43</sup>

Gold Standard PBL incorporates **seven elements for project design** that when not present in total will negate the benefits of this approach.<sup>44</sup> Therefore, it is imperative that planning must include:

1. A challenging problem or question that is meaningful and drives the investigation;
2. Inquiry that is iterative in nature, ensuring that students go through the process of investigating, researching and questioning deep into the project before it culminates;

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<sup>40</sup> Reeves, (2011)

<sup>41</sup> Larmer & Mergenholler, 2015

<sup>42</sup> Bransford, Brown, & Cocking, 1999; diSessa, 2000; Linn & Hsi, 2000

<sup>43</sup> Partnership for 21st Century Skills

<sup>44</sup> <https://www.bie.org/>

3. An opportunity for contextual or personal authenticity so that students experience “real world” processes or a connection to their own concerns, interests, cultures, identities, and issues in their lives. This is where true motivation is tapped;
4. Student ownership, which ensures students feel that they have a choice of projects and then can participate fully and equitably;
5. Reflective experiences about what they are learning, how they are learning and why they are learning throughout the project;
6. Opportunities to give and receive constructive feedback, as formative evaluation, from peers; teachers; and experts; as well as other adult audiences outside of the school; and
7. The work is made public through presentation of a product or solution.

With student learning being the focus of PBL, it is highly necessary that teachers use **project based teaching practices**. Many of these practices are the same in any classroom using effective instructional practices; in project based learning, they are simply “reframed” into the context of a project. Teachers must still design and plan (with the seven design elements in mind), align to standards, manage activities, scaffold student learning and assess student learning. In addition, they must consciously prepare to build a strong culture of collaboration, inquiry, quality work and interdependence. Teachers must also recognize that they are engaged in the learning alongside their students and know when to teach, coach, redirect and cheer students towards success. Teachers will submit weekly lesson plans to the Academic Director to ensure that classroom instruction is PBL focused. The Academic Director will monitor and support teachers to ensure that PBL is implemented with fidelity.

Academy of Media Arts’ scholars will be constantly engaged in the interdisciplinary design of PBL, so that they experience the real world context of the content they are learning in their core academics. Scholars at AMA will have a new opportunity each semester to demonstrate their learning through project based learning with autonomy to choose their groups and topics, with clear roles and individual ownership for expected academic outcomes. This will prepare scholars for team dynamics when they enter a professional career setting, and also allows scholars to understand the importance of delegating tasks with everyone playing a different but key part to success. Scholars will also be able to identify and make connections to the skills they have learned and how those skills are transferrable to different industries (e.g., automotive, medical, aerospace, etc.) within and outside of the creative economy in the current media arts industry.

### **Career Pathways Programming**

Academy of Media Arts’ alignment to the evolving world we live requires an educational model that reflects the changes within the global/ digital age. While AMA’s project-based learning curriculum will be geared towards a college readiness pipeline, AMA’s uniqueness lies within creating a pipeline that serves as an incubator for Media Arts/Career-to-pathway industries while preparing scholars for the future of work.<sup>45</sup>

AMA is invested in the future of its scholars from both an academic and career perspective. Every curricular decision is aimed at providing opportunities for scholars to explore and find their niche, particularly related to their chosen profession. In order to do this well, AMA will design multiple career pathways that will lead students to making informed decisions about their future. For example,

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<sup>45</sup> Authored by Academic Senate for California Community Colleges: Structured Career Pathways and Student Support

a student who selects 3D Design as his/her career pathway will enroll in the sequential courses from Intermediate to Advanced to 2.0, in grades 10-12, as described in the curriculum section of this petition. In addition to the knowledge and skill sets learned in the classroom, s/he will engage in experiential opportunities beginning with job-shadowing in the field, followed by an internship in grade eleven and a second internship at a different work site as a senior. A student graduating from AMA may choose a career pathway in digital media preparing them for an expanding job market (i.e., technology industry, medical, engineering, creative economy and New Media Arts industries. This is of the highest priority for us, as we work to impact the local workforce and the goals of the United States.

In 2014, the Workforce Innovation and Opportunity Act (“WIOA”) replaced the Workforce Investment Act in defining the necessity for the United States to strengthen and improve our nation's public workforce system.<sup>46</sup> In particular, it states that we must ensure that our youth and those with significant barriers to employment, be prepared to enter high-quality jobs and careers. In Section 3, a career pathway is defined as “a combination of rigorous and high-quality education, training, and other services that--

- (A) Aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (Referred to individually in this Act as an “apprenticeship”, except in section 171);
- (C) includes counseling to support an individual in achieving the individual's education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for an occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.”<sup>47</sup>

Closer to home, the California Department of Education has an advisory committee - The California Workforce Pathways Joint Advisory Committee whose responsibility is to make recommendations regarding coordinated delivery of career technical education programs and workforce pathways.<sup>48</sup> In their most recent meeting (September, 2017), several agenda items addressed apprenticeships, pre-apprenticeships, and work-based learning, highlighting schools that are successfully implementing career pathways.

Locally, LAUSD received a \$15 million Career Pathways Trust grant for 15,000 high school students to participate in one of the district’s 36 career pathways in fields including agriculture, construction,

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<sup>46</sup> [https://www.edd.ca.gov/jobs\\_and\\_training/Workforce\\_Innovation\\_and\\_Opportunity\\_Act.htm](https://www.edd.ca.gov/jobs_and_training/Workforce_Innovation_and_Opportunity_Act.htm)

<sup>47</sup> Public Law No: 113-128, 2014

<sup>48</sup> Cde.ca.gov?

hospitality and tourism, fashion and design, art and new media, and construction.<sup>49</sup> Schools like Bernstein High have all of its students enrolled in a pathway.

It is obvious that high schools need to engage its students in an intentional manner to ensure they are prepared for careers and the traditional pathways engage students in hospitality and tourism, health/medicine, fashion and design, business, culinary and even digital media. Academy of Media Arts will leverage community need and the area of **new** media arts to ensure students are prepared for this rapidly growing industry.

Every student, through structured learning experiences, will be introduced to various genres of our pathways and as sophomores; they will select one area in which they want to specialize. With that specialization, they will engage in community-based learning, internships, apprenticeships and job shadowing with current professionals in the field. The goal is to prepare every student for the workforce and in some cases, ready for employment upon graduation.

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<sup>49</sup> Find resource again and tell year

## **New Media Arts**

Visual and Performing Arts is a well-known term that includes dance, music, theater and visual arts (e.g., drawing and painting). Students have studied its history, learned to appreciate the nuances and have been expected to perform. While still relevant to the interests of students, there is a new media of contemporary art created through the advancements of technology.

**New media arts** refers to artworks created with new media technologies, including but not limited to digital art, computer graphics, computer animation, 3D design, video games and music production.<sup>50</sup>

Given these technologies combined with the re-creation of the Harlem Renaissance, students will design unique products/projects that have a message of cultural significance, social justice and/or insights to the future of technology.

Academy of Media Arts will offer all of its students the opportunity to choose which area of new media arts they wish to pursue as a pathway into their future career, while also meeting the university entrance requirements.

## **Structure and Staffing**

Academy of Media Arts will structure our educational program as creatively as possible within the constraints of the traditional high school model. AMA intends to use grade level structure for core academics that have prerequisites. However, for other academic areas, electives and career pathways, we will use performance levels and interests/choice to promote growth, self-worth and success.

Our staffing will consist of credentialed teachers and other school personnel; however, we will also have part-time workforce staff in our new media arts classrooms in co-teaching assignments. These co-teaching assignments will pair AMA new media arts full-time teachers with an industry professional certified in his/her field to provide instruction in the new media arts elective classes. Because each class is specific to its craft (e.g., level design/architecture), the industry professional can work only in his/her field, resulting in the need for only part-time employment. The additional advantage to this format is the reduction in the teacher to student ratio allowing for more small group and individualized instruction. With the combination of personnel working with scholars and scholars being personally involved in making decisions about their learning experiences (i.e., which career pathway), as well as differentiating for the various needs we know our students will bring to the classroom, AMA can successfully serve our targeted community.

## **Curriculum and Instruction**

The curriculum at the Academy of Media Arts will be grounded in the Common Core State Standards (“CCSS”) and meet both graduation and university entrance requirements. AMA believes that the rigor of CCSS involves creating an environment conducive to growth and high expectations for learning. This means believing in students, encouraging students to not give up, and supporting student learning. In addition to assessment, AMA scholars will demonstrate learning of CCSS using a variety of ways such as through the use of technology, projects, and presentations which will highlight students’ creativity, collaboration, critical thinking, and communication skills. As a new school, we will spend our planning

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<sup>50</sup> <http://www.oxfordbibliographies.com/view/document/obo-9780199920105/obo-9780199920105-0082.xml>

year (2018-19) engaged in developing and/or selecting high quality course outlines and PBL units of study, as well as reviewing and selecting instructional materials that are aligned with our mission, methodologies and the needs of our targeted student population.

### **English Language Arts\_{core & college preparatory}**

The CCSS for ELA/Literacy are rigorous, research-based standards designed to ensure educators truly prepare students to be fully literate in the twenty-first century. From close reading and analyzing critical works of literature and informational texts to completing research to engaging in collaborations, students must be able to listen, speak, read and write proficiently. These standards also help build creativity and innovation, critical thinking and problem solving, collaboration and communication - the 21st century skills that AMA strives to embody.

To further solidify application of knowledge and skills, all scholars will engage in PBL projects, curated by the Buck Institute, each semester that highlight the media arts. For example, in grade 9, scholars will participate in *Cyrano's Funk*, which focuses on the classic story of *Cyrano de Bergerac* by Edmond Rostand. Scholars will complete assignments that parallel character traits and literary themes in the play to their favorite music. They will ultimately assemble a song or spoken word and create a live performance or video to showcase to an audience.

***Course Offerings: English 1:*** This course exposes students to classic and contemporary fiction and nonfiction texts, all aligned to the Common Core State Standards for Grade 9. These texts become a launch for writing in three genres: argumentative, expository, and narrative. The course also includes a thorough review of the principles of grammar and punctuation, and strategies of effective writing.

***English 2:*** This course guides students in developing strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Writing activities are extensions of experiences developed through reading literary and nonfiction works. Students will engage in a variety of expository and creative writing tasks that connect literature and their life experiences. Students will use writing process activities in a variety of genres including persuasive, expository, narrative, and literary analysis of texts. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.

***English 3:*** This course will allow students to engage in a variety of academic and creative writing tasks that connect both literature and nonfiction to their life experiences. Students explore themes found in American literature and the American experience through a balanced, integrated program of literature and language study. Students read and respond to historically and/or culturally significant works of American and non-fiction texts tracing the development of American writing from the colonial period forward. Students will use writing process activities in a variety of genres; persuasive, expository, narrative, reflective and literary analysis of texts and continue instruction in the conventions of written language and effective oral communication.

***AP English Literature and Composition:*** The AP English Literature and Composition course focuses on the careful reading and critical analysis of imaginative literature. It includes intensive study of representative works from various genres, periods, and cultures, concentrating on works of recognized literary merit. The reading in this course builds on the reading done in previous English courses. Students will learn to read deliberately and thoroughly, taking time to understand a work's complexity,



to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. They will also learn to consider the social and historical values a work reflects and embodies. Writing assignments in the course will address the critical analysis of literature and will include expository, analytical, and argumentative essays. In addition, creative-writing assignments such as response and reaction papers, freewriting, or keeping a journal will increase students' ability to explain clearly and cogently what they understand about literary works and their ability to interpret them.

***AP English Language and Composition:*** This course focuses on composition and literature to prepare students for the Advanced Placement Language and Composition exam. It is a rigorous course for those students who have excellent academic skills. Students will focus on extensive reading of non-fiction, essays, short stories, drama, novels and poems and analysis of that reading through writing. Students will also be expected to demonstrate competency through writing essays exhibiting narration, description, argument, and exposition as well as produce research papers and timed writings. Students will become familiar with rhetorical techniques and how authors employ them. The course is based on the California State Standards. Students who obtain a score of 3 or better on the AP exam may receive college credit for the class.

***Creative Writing:*** This one-year creative writing course is for college bound seniors to enable them to read and write effectively and creatively and to increase their mastery of various literary genres. Writing is viewed as a means of expression, a means of communication, and a highly intellectual activity. Each participant is a writer and an artist in a community of writers that serves as a sounding board, editor, audience, etc. This rigorous course is built around in-depth studies of various non-fiction and fiction genres, such as memoir, essay, poetry, short story, screenplays, novel, and drama. Pivotal to the curriculum is the deepening of student's critical reading, writing and thinking skills and their ability to extend their understanding of complex material in reading and writing. In addition, they will be expected to increase their awareness and application of the techniques employed by authors. They will read closely to examine relationships between an author's purpose or theme and his or her audience and purpose, to analyze the impact of structural and literacy strategies, and to examine and practice techniques of revision and editing.

### **English Language Development/English as a Second Language {core}**

***DESIGNATED ELD:*** This course will provide a protected time during the regular instructional day for English Learners (ELs). ELD instruction will be based on the CA English Language Development standards to develop grade level proficiency. Academy of Media Arts will address the needs of English Language Development program through the implementation of the new English Language Arts/English Language Development Framework for CA Public Schools. Intentional planning and follow through will occur to ensure we address the stages of cognitive development and native literacy in both integrated and designated instruction. AMA will follow the LAUSD EL Master Plan and LAUSD LTEL Framework.

***ADVANCED DESIGNATED ELD:*** This course will provide a protected time during the regular instructional day for Long Term English Learners (LTELs). ELD instruction will be based on the CA English Language Development standards to develop grade level proficiency. Academy of Media Arts will address the needs of English Language Development program through the implementation of the new English Language Arts/English Language Development Framework for CA Public Schools. Intentional planning and follow through will occur to ensure we address the stages of cognitive development and native literacy in both integrated and designated instruction. AMA will follow the LAUSD EL Master Plan and LAUSD LTEL Framework. Long Term English Learners (LTELs) are defined in LAUSD as students who have not reclassified after completing five years in U.S. schools.

### **History/Social Sciences {core & college preparatory}**

The California Common Core State Standards for English Language Arts and Literacy clearly delineates Standards for Literacy in History/Social Studies, Science, and Technical Subjects for grades 6–12.<sup>51</sup> However, it is important to recognize that the Reading standards are intended to complement the specific content demands of the disciplines, rather replace them. Therefore, our curricula will be guided by both the California Content Standards for History/Social Science and the ELA standards. In history/social studies courses, students need to be able to analyze, evaluate, and differentiate primary and secondary sources, as well as read complex informational texts with independence and confidence. Project-based learning, as well as other active learning strategies are critical to engaging students in the learning of history and can help students with making connections from the past to the present.

### ***Course Offerings:***

***World History and Cultures/Geography:*** This history/social science course examines the major turning points of the modern world from approximately 1750 to the present. Students should develop an understanding of the historic as well as the contemporary geographic, social, political and economic contributions of various world cultures and their challenges. Students will also study the physical, cultural, political and economic geography of the world by applying an understanding of the five themes of Geography, which include location, place, region, movement and human-environmental interaction.

***U.S. History:*** In this year-long course, the Stanford-developed curriculum, *Read like a Historian*, will be utilized.<sup>52</sup> The goal of this curriculum is to engage students in historical inquiry while improving literacy skills, fostering a love of learning and of history, and increasing critical thinking and reading comprehension. Students will learn about the Vietnam War, women's suffrage, civil rights, the Great Depression and other major events in U.S. history by analyzing journal writings, memoirs, speeches, songs, photographs, illustrations and other documents of the era. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills. This curriculum teaches students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues and learn to make historical claims backed by documentary evidence.

***US Government/Economics:*** In this year-long course, will pursue a deeper understanding of the institutions of American Government. In addition, they draw on their studies of world and American history and geography and other societies to compare differences and similarities in world governmental systems today. This course is the culmination of history/social sciences classes to prepare students to solve society's problems, to understand and to participate in the governmental process, and to be a responsible citizen of the United States and the world. The second semester focuses on student mastery of the

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<sup>51</sup> <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

<sup>52</sup> <https://sheg.stanford.edu/history-lessons>



fundamentals in order to appreciate how the principal concepts of economics relate to each other and understand the structure of economic systems. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues. They will engage in a PBL around creating their own business enterprise in connection with their career pathway.

**AP History:** This college level course is designed to prepare students for the AP US History exam in May. A college-level survey of American history from the founding of the 13 British colonies through the end of the Cold War, the course requires extensive analytical thinking and writing, and is intended for only the able college-bound juniors. Students who obtain a score of 3 or better on the AP exam may receive college credit for this class.

**AP U.S. Government:** AP American Government examines the foundations and workings of government in the United States. It will follow the College Board standards for AP Government while also covering the California State Content Standards for 12th grade Social Science. The course will be taught at a collegiate pace and requires significant amounts of additional reading. An intense focus will also be placed on essay writing, and a significant amount of writing will also be assigned. Students who obtain a score of 3 or better on the AP exam may receive college credits for the class.

### **Mathematics {core & college preparatory}**

Mathematics will be a rigorous learning experience connected to real world implementation. Scholars will embrace math as more than a series of equations and begin to relate math to careers in technology, engineering, coding, computer science, and game design. Scholars will see how their coursework aligns with the demands of the technology industry. In order to mirror the creative process of solving complex issues, scholars in mathematics will explore, engage, and evaluate equations from various perspectives. Being able to complete and communicate problems through various avenues is indicative of the creativity and diverse mindsets of the scholars we serve. Math will be used as a guiding conversation to understand the relationship between concepts in class, and the mathematical skills needed to build a business and to understand financial literacy.

The skills built through math instruction will allow our scholars to be active participants in new tech industries, or to cultivate and create future careers that have yet to exist in today's technological career field upon graduation. Scholars will have a common knowledge of academic language/essential terms that build their math fluency and math literacy through each advancing course level. Scholars will have an opportunity to engage in a traditional pathway of math acquisition; however, Geometry may be taken before or after Algebra 1.

### **Course Offerings:**

**Algebra I:** This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Algebra 1 focuses on linear, quadratic, and exponential expressions and functions as well as some work with absolute value, step, and functions that are piecewise defined. Instructional time will concentrate on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

**Geometry:** In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Important differences exist between this course and the historical approach taken in geometry classes. For example, transformations are emphasized in this course. Instructional time will focus on five critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plan; and (5) prove basic geometric theorems.

**Algebra II/Trigonometry:** In this course, students expand their knowledge/skills beyond the foundations they received in Algebra I. They will work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time will focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

**AP Calculus AB:** Calculus AB is a rigorous course equivalent to a first year college level calculus class. Students will learn about limits, asymptotes, domain, range and numerical integration. Other topics will include: max and min applications, related rates, area, volume, and exponential growth/decay. This course will give the student an excellent foundation in college level mathematics. A graphing calculator is highly recommended for this class. Taking the AP exam is strongly recommended. Students who obtain a score of 3 or better on the AP exam may receive college credit for this class.

**AP Calculus BC:** Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics. Both courses represent college-level mathematics for which most colleges grant advanced placement and credit. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. Students who obtain a score of 3 or better on the AP exam may receive college credit for this class.

Science {core & college preparatory}

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

## Science {core & college preparatory}

Next Generation Science Standards will be used to guide instruction through a conceptual progression of courses (NGSS for All Students, 2015) with a blended learning model structure in order to provide student centered instruction. The rigor and concepts behind NGSS include the expectation that all students can gain science proficiency when they are provided with opportunities for scientific inquiry and investigations which helps to develop students' questioning, logical reasoning, analysis, and communication skills. The NGSS will engage students in the use of scientific explanations, evidence, practices, and discourse across disciplinary core ideas with connections to cross cutting concepts. Blended learning leverages media and exposes scholars to virtual labs, photos and videos of settings beyond our community, with connections to scientists and scholars across the globe.

Scholars will be required to combine the content knowledge learned in mathematics and science to complete an interdisciplinary project that makes connections between their coursework and a career in New Media Arts. By having a truly interdisciplinary project, scholars can appreciate the variety of knowledge needed in order to make a significant contribution to society.

### *Course Offerings:*

**Biology:** This course is a standards-based study of living things: origins, structures, functions, heredity, growth and development, interactions among, and behavior of living things. Content is built around major biological concepts such as biochemistry and the biology of cells, genetics, evolution, ecology, physiologic systems, and the diversity of living things. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included, as is consideration of the impact of human activity on biological systems.

**Chemistry:** This course is a standards-based study of fundamental chemical concepts, such as atomic theory and its relation to chemical behavior, chemical bonding, the mole and stoichiometry, molecular kinetics, energy relationships, solution dynamics, acids-bases, equilibrium, organic and biological chemistry, and nuclear interactions. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included.

**Conceptual Physics:** This course is designed to facilitate students understanding of the interactions of space, time, matter and energy in a conceptual non-mathematical form with emphasis on logical reasoning in order to derive the fundamental laws of nature and to derive conclusions from these laws. This will facilitate students understanding of the rules of nature by learning their foundations, not by learning their mathematical derivations. This conceptual base will also foster their critical and analytical thinking for use throughout their lifetime. Through regular laboratory experiences students will learn to predict, control, calculate, measure, and observe their interactions with the physical world around them on a daily basis.

**AP Biology:** Emulating a first year biology course for those intending to major in this field or related areas, this course significantly differs from the usual first biology course offered in high schools with respect to the textbook, and range and depth of material to be covered. The textbooks and required laboratory activities are equivalent to those found in today's college classrooms. This course will provide students with the conceptual equivalent to those found in today's college classrooms. This course will provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

### **New Media Arts (Visual and Performing Arts) {core & college preparatory}**

The Visual and Performing Arts offered at AMA will not be the traditional courses that are offered in most high schools. However, one year of Visual Performing Arts will be required of all students to meet the UC "f" requirement for college entrance. Based on the course criteria and guidelines, as well as the goals for VPA found on the UC A-G Guide (<https://www.ucop.edu/agguide/a-g-requirements/f-visual-performing-arts/>) the coursework that AMA will submit is aligned. In addition, subsequent courses taken by students will incorporate the unique features described here per approval for electives. The courses will be guided by both the Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve and the Career Technical Education Framework for California Public Schools. Grades Seven Through Twelve and approved by UC Doorways

As described in our instructional design, the arts at AMA will focus primarily on the new media arts and courses will merge science, technology, engineering, art, math, and education into a bridge of career development opportunities within the digital age. Students will also receive instruction in digital citizenship (Common Sense Education) during their Advisory Period.

Exposure to future life changing technologies such as 3D printing/ scanning, Motion tracking, Virtual Reality simulations, and Augmented Reality is essential, as these technologies will be accessible to the public in five to ten years.

### ***Course Offerings:***

***Introduction to Media Arts:*** This year-long course will be divided into three 12-week modules designed to expose scholars to the career pathways that will guide their new media arts journey through grade twelve. The course will be guided by both the Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve and the Career Technical Education Framework for California Public Schools. Grades Seven Through Twelve.

Each introductory cohort curriculum is designed to enable scholars who have never been exposed to 3D design, music or computer science to dive into the content through a peer to peer learning structure and hands-on curriculum to acquire a digital skill.

#### ◇ ***Introduction to 3D Design*** (12 weeks)

- This course is designed to introduce students to concept art, 3D modeling, and texturing. Scholars will create various types of characters, vehicles, and environment content for a video game. Scholars will use industry professional software (Autodesk Maya and Z-Brush) to design these models. Before creating, scholars will learn the basics of navigation, tools, and general rules for creating objects in 3D. In addition, students will learn texturing

as the process for creating color information for 3D models and Adobe Photoshop to create imagery for game development.

◇ ***Introduction to Music Production*** (12 weeks)

- In this course, scholars will learn about music from a variety of genres. They will be exposed to new skills, like producing, composing, and reading music. Scholars will also learn how to play the piano or drums, and learn about the components of a recording studio.

◇ ***Introduction to Computer Science*** (12 weeks)

- Utilizing curriculum from Project Lead the Way (PLTW), students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. They will also have an opportunity to use

### ***Intermediate 3D Design***

Students will continue to delve into concepts that advance their skills in 3D design, as they move towards product development. Scholars will learn 3D animation (by utilizing industry software, Z-Brush) and begin to create characters, as well as write storyboards. Additionally, they will learn rigging and coding by combining 3D modeling, textures, environment content, storyboards, and 3D animation which all make-up a video game. Rigging is the process of giving static 3D models the ability to move by inserting "bones". Bones allow for 3D models to be animated and react properly to physics. Bones must be carefully created, as there is a structure to how they are placed and controlled.

### ***Advanced 3D Game Design***

Armed with the foundational skills of 3D Design and game development, students will learn scripting/coding as a major process of game development. UNREAL ENGINE 4 will be utilized as it has its own visual scripting language. This scripting language works by creating modules that then affect a game engine. Students go through an entire design process to create a paper prototype and move into creating their chosen "level" using existing and custom 3D models.

### ***2.0 3D Game Design***

As students enter into their final course of their career pathway, they will be exposed to the most advanced concepts around 3D game design, including virtual reality.

### ***Advanced Level Design/Architecture***

Utilizing several tools in both Maya and UNREAL ENGINE 4, scholars are able to achieve different art styles and layouts. The design process is started by sketching out ideas on paper. Preparing a paper prototype is essential for a successful design, it allows the scholars to evaluate their ideas without spending valuable time trying to create a finalized design. Utilizing UNREAL ENGINE 4 the scholars then created their desired levels using existing and custom 3D models. UNREAL ENGINE 4's drag and drop system allows for multiple iterations and multiple art styles. Each individual scholar will create their own level.

### ***2.0 Level Design/Architecture***

Scholars within the 2.0 Level design skill demonstrate their need to be assigned to an internship site off campus. However, on campus scholars will work collaboratively in teams. They will be split into three

teams: terrain decoration, props, and structures. Instructors will function as the level design lead and guide the teams as necessary. Students will collaborate on the types of assets that they can place in the level. It is important that the teams remain in constant communication and the instructor must facilitate an atmosphere of teamwork and cohesion. Scholars will explore the many area in which architecture is used throughout various industries. Whether it is urban planning, parks & recreation, homes, schools, office building, or city planning.

### ***Intermediate Music Production***

In this course, scholars will delve more into music notation/reading music, learning musical terms and rhythmic patterns by recreating a movie/television score (or a song by Grammy nominated artists). Scholars will learn to compose for film and explore genres specifically for film and video games.

### ***Advanced Music Production***

The Music composition classes will employ some formal and informal approaches to composing music.

**Formal approach:** Students are taught the basic elements of music fundamentals, reviewing musical terms, notation, rhythm, scales, musical forms, and media genres.

**Informal Approach:** Instructors will use computers garage band and logic music software to teach participants how technology is the vehicle used to create their composition. Scholars will learn the fundamentals of using Mac computers to create their composition. They will compose music using selected instruments in different genres of music. They will also learn the origin and history surrounding each style.

### ***2.0 Music Production***

Scholars within 2.0 Music Production have the opportunity to bring existing songs they've created in previous courses and apply the skills they've obtained. Similar to all AMA's 2.0 level scholars, they will be placed in an internship with partners like Otis College or another relevant location that is aligned with his or her project.

### ***PLTW Computer Science Essentials***

Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles and Computer Science A.

### ***PLTW Computer Science Principles***

Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they've learned to tackle challenges like app development and simulation. This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit.

### ***PLTW Computer Science A***

Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases, as well as creating a game for their friends or an app to serve a real need in their community. This course is aligned to the AP CSA framework.

### **World Languages {non-core & college preparatory}**



Academy of Media Arts will offer Spanish courses beginning in Year 2 in a face-to-face classroom format; however, in the first year, if a student wishes to take it, s/he can do so through the online coursework with Rosetta Stone.

### ***Course Offerings:***

***Spanish 1:*** This is a comprehensive introduction to Spanish emphasizing fundamental communicative-based competencies, grammar, and Spanish-language cultures. Students will actively learn to understand, speak, read and write simple questions and sentences on a variety of familiar topics in Spanish by the end of the second semester. The course goals and objectives are based on Stage I of the World Language Content Standards for California Public Schools (2009).

***Spanish 2:*** Spanish 2 continues and expands on the communicative-based competencies, grammar, and Spanish-language cultures learned in Spanish 1. Students will actively learn to understand, speak, and write in extended discourse on familiar topics using an increasing variety of grammatical structures. They will also read simple texts written in Spanish. AMA will also seek to connect scholars with students from secondary schools in Spain or other Spanish –speaking countries via Skype (or other platforms) to create a community of practice. The course goals and objectives are based on Stages I and II of the World Language Content Standards for California Public Schools (2009).

***Spanish 3:*** Spanish 3 continues to expand and refine students’ communicative-based listening, speaking, reading, writing competencies from Spanish 1 and 2. Students will use increasingly complex grammar with improving accuracy and read a variety of authentic texts. Students will also deepen their understanding of the history, literature and arts of Spanish-language cultures, as well as the cultural, educational, and economic implications that the Spanish language plays out within society. The course goals and objectives are based on Stages II and III of the World Language Content Standards for California Public Schools (2009). Students who perform exceptionally well in this course may be recommended for Advanced Placement Spanish Language class.

***Spanish for Heritage Speakers 1:*** This course is designed for students who speak Spanish as their native language and possess strong oral language skills with the basics of reading and writing in Spanish. This is also a space for newcomers who are recent arrivals (native Spanish speakers) to U.S. schools are served well here, as they are able to continue to express themselves and learn, while they become acclimated. In addition, students who have participated successfully in dual immersion programs can take this course. Students will be given opportunities deepen their skills in their home language, as they build academic literacy through academic writing, reading and oral communication skills. Students completing this course successfully may take the next course – Spanish for Heritage Speakers 2.

***Spanish for Heritage Speakers 2:*** This course continues the work that students began in Spanish for Heritage Speakers 1. This course will delve deeper into Hispanic cultures by reading works from Spanish and Latin American authors as well as authentic online resources that focus on high-interest and culturally-relevant themes, so that students gain an appreciation for the cultural products and practices of the Spanish-speaking world. While the course reinforces academic writing, reading and oral communication skills, particular attention is also given to grammar structures, spelling, accents and to expanding the students’ vocabulary beyond their particular region of origin. Students completing this course successfully may take AP Spanish Language and/or AP Spanish Literature.

***AP Spanish Language:*** AP Spanish Language is an advanced curriculum which provides students with a learning experience equivalent to that of a third-year college course in Spanish. The course offers frequent opportunities for students to integrate the listening, speaking, reading and writing through the use of authentic materials representing a variety of types of discourse, topics, and registers. Extensive training in the organization and writing of compositions is an integral component. Teachers and students use Spanish almost exclusively. The course goals and objectives are based on Stage IV of the World Language Content Standards for California Public Schools (2009).

***AP Spanish Literature:*** AP Spanish Literature is an advanced curriculum that provides students with a learning experience equivalent to that of a third-year introduction to Spanish literature college course. Students read, discuss and analyze critically in Spanish representative works of Peninsular and Latin American literature through class discussion and essay writing. These works include prose, poetry, and drama from different periods with a consideration of their cultural context. Teachers and students use Spanish almost exclusively. The course goals and objectives are based on Stage V of the World Language Content Standards for California Public Schools (2009).

### **College Preparatory Electives {non-core & college preparatory}**

Scholars at AMA will have additional courses beyond the core that will be required to graduate and/or for university preparation (A-G). These courses will focus on areas that give students opportunities to extend their knowledge and skills that span across disciplines and career interests

### ***Course Offerings - per UC Doorways approval:***

***Ethnic Studies:*** Based on the CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, scholars will read a variety of classic and multicultural literature, including complex texts that require critical-thinking, problem-solving, and analytical skills. Instruction will provide scholars with cultural and artistic historical content about various ethnicities including but not limited to African Americans and Latinos. Students will also develop a social justice lens through which they will analyze the past, present and future in the context of creative innovation. Academy of Media Arts seeks to recreate a community, much like that of the Harlem Renaissance to engage scholars in academic content with curiosity and passion. Scholars will understand societal influences, and contributions from “people who look like them” in order to understand that they too can be contributors and innovators of new industries beyond the technical industries. The goal is for scholars to develop an intrinsic love and appreciation of their cultural history that has played a role in a greater context.

***AP Environmental Science*** The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

### ***PLTW Cybersecurity***

Whether seeking a career in the growing field of cybersecurity or learning to defend their own personal data or a company’s data, students in Cybersecurity establish an ethical code of conduct while learning to defend data in today’s complex cyber world.

### ***PLTW Introduction to Engineering Design***



Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.

***PLTW Engineering Design and Development***

Students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers.

## Comprehensive Course List

Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>English Language Arts</b> 4 years required 40 credits	English 1 (2 semesters, “b” subject requirement)	English 2 (2 semesters, “b” subject requirement)	English 3 (2 semesters, “b” subject requirement)	AP English Literature and Composition AP English Language and Composition Creative Writing (2 semesters, “b” subject requirement)
<b>History/Social Science</b> 4 years required 40 credits	Ethnic Studies (2 semesters, “a” subject requirement)	World History and Cultures/Geography (2 semesters, “a” subject requirement)	US History – “Read Like An Historian” (2 semesters, “a” subject requirement)	US Government/Economics (2 semesters, “a” subject requirement)
<b>Mathematics</b> 3 years required 30 credits	Algebra I OR Geometry (2 semesters, “c” subject requirement)	Geometry OR Algebra 2/Trigonometry (2 semesters, “c” subject requirement)	Algebra 2/Trig OR Pre-Calculus OR Applied Mathematics OR Elective AP Course (2 semesters, “c” subject requirement)	Recommended - see Electives
<b>Science Laboratory</b> 3 years required 30 credits Students may choose the order to take these courses	Conceptual Physics OR Biology OR Chemistry (2 semesters, “d” subject requirement)	Conceptual Physics OR Biology OR Chemistry (2 semesters, “d” subject requirement)	AP Physics OR Biology OR Chemistry (2 semesters, “d” subject requirement)	Recommended - see Electives
<b>Visual and Performing Arts/New Media Arts</b> 4 years 40 credits	Intro to Media Arts (this course will provide information that allows students entering grade 10 to pick one of the career pathways designated in the following years. (2 semesters, “f” subject requirement)	Intermediate 3D Design  PLTW Computer Science Essentials  Intermediate Music Production (2 semesters, “f” subject requirement)	Advanced 3D Game Design  Advanced Level Design/Architecture  Advanced Music Production  PLTW Computer Science Principles (2 semesters, “f” subject requirement)	2.0 3D Game Design  2.0 Level Design/Architecture  2.0 Music Production  Computer Science A (2 semesters, “f” subject requirement)
<b>Foreign Language</b> 2 years required 20 credits Can be taken any two of the four years	Spanish 1 Spanish for Heritage Speakers 1 (2 semesters, “e” subject requirement)	Spanish 1 Spanish 2 Spanish for Heritage Speakers 1 Spanish for Heritage Speakers 2 (2 semesters, “e” subject requirement)	Spanish 1 Spanish 2 Spanish 3 Spanish for Heritage Speakers 1 Spanish for Heritage Speakers 2 AP Spanish Language and Culture AP Spanish Literature and Culture (2 semesters, “e” subject requirement)	Spanish 2 Spanish 3 Spanish for Heritage Speakers 1 Spanish for Heritage Speakers 2 AP Spanish Language and Culture AP Spanish Literature and Culture (2 semesters, “e” subject requirement)
<b>Electives</b>			<i>Math</i>	<i>Math</i>

2 years required 20 credits			AP Calculus AB AP Calculus BC AP Statistics <i>Science</i> AP Biology AP Chemistry AP Physics (2 semesters, “g” subject requirement)	AP Calculus AB AP Calculus BC AP Statistics Applied Mathematics <i>Science</i> AP Biology AP Chemistry AP Physics AP Environmental Science PLTW Cybersecurity PLTW Introduction to Engineering Design PLTW Engineering Design and Development (2 semesters, “g” subject requirement)
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### Curricular and Instructional Materials

Academy of Media Arts will work relentlessly to create a high quality, standards-aligned learning experience for its scholars, taking into account the many performance levels that are inherent in a diverse student body. As some of our students will arrive significantly below grade level, we will utilize a variety of instructional strategies in the classroom to support student learning. We will also utilize a variety of curricular resources in our Incubator Labs to accelerate their growth and development. Several platforms, such as Lexia PowerUP Literacy and ZEAL will allow students to close the gaps in reading and math in a supportive and non-threatening environment. All curricula choices will align with one or more of the CCSS (e.g. and Next Generation Science Standards) required for implementation in California high schools. These will be used to set the foundation for rigorous, challenging, comprehensive and accessible units and lessons for learning.

The chart below provides titles and/or publishers of materials that teachers at AMA will draw from in addition to other quality resources that are selected as we learn more about our students’ needs. It will be important to expand our curricular materials, when they are necessary to meet the needs of all students. All italicized texts are either on the Recommended Literature: Prekindergarten through Grade Twelve (Recommended Literature List) <sup>53</sup>an award-winning novel (i.e., National Book Award)<sup>54</sup> or from the AP College Board Learning Lists.<sup>55</sup>

Performance Level	English	Mathematics	History/Social Science	Laboratory Science
9	<b>Sample Text:</b> <i>Daisies in the Junkyard, Drinking Coffee Elsewhere, 20,000 Leagues Under the Sea; Death in Venice, The Fault in Our Stars, Flowers for Algernon, Holes, House on Mango Street, Port Chicago 50</i>	Eureka Math, <i>Diablo de los numeros, El (The Number Devil: A Mathematical Adventure); Hot X: Algebra Exposed</i>	Race, Class, and Gender in the United States: An Integrated Study, Tenth Edition; Racial and Ethnic Relations in America, 7th Edition ; <i>Pedagogy of the Oppressed; Casi Una Mujer, The Souls of Black Folks</i>	Conceptual Physics, 12 <sup>th</sup> edition Hewitt, Glencoe Biology, 2017, Glencoe Chemistry, 2017

<sup>53</sup> <https://www3.cde.ca.gov/reclitlist/search.aspx>

<sup>54</sup> <http://www.nationalbook.org/nba77fictionwinners.html#.W2YqQyhKiM8>

<sup>55</sup> <https://www.collegeboard.org/membership/all-access/academic/learning-list-helping-identify-best-ap-instructional-materials-your>

<b>10</b>	<b>Sample Text:</b> <i>Cantora; Chronicle of a Death Foretold; Concrete River, Of Mice and Men, Shooter, The Trial, Archimedes to Hawking: Laws of Science and the Great Minds Behind Them, Animal, Vegetable, Mineral: A Year of Food Life, Born Confused, Lord of the Flies</i>	Eureka Math, <i>Archimedes' Revenge</i>	Modern World History: Patterns of Interaction, McDougal Littell, © 2006; History Social Science Framework Resources (2016)	Conceptual Physics, 12 <sup>th</sup> edition Hewitt, Glencoe Biology, 2017, Glencoe Chemistry, 2017
<b>Performance Level</b>	<b>English</b>	<b>Mathematics</b>	<b>History/Social Science</b>	<b>Laboratory Science</b>
<b>11</b>	<b>Sample Text:</b> <i>Fire Next Time, The Great Gatsby, Catcher in the Rye, The Joy Luck Club, The Things They Carried, The Scarlet Letter, the Kite Runner, Bury My Heart at Wounded Knee, 200% of Nothing: An Eye-Opening Tour Through the Twists and Turns of Math Abuse and Innumeracy</i>	Eureka Math, College Board	The Americans: Reconstruction to the 21st Century, McDougal Littell, © 2006, History Social Science Framework Resources (2016)	Conceptual Physics, 12 <sup>th</sup> edition Hewitt, Glencoe Biology, 2017, Glencoe Chemistry, 2017; AP Edition, AP Physics 1. 11th edition.
<b>12</b>	ReMix: Reading + Composing Culture; The Harper American Literature. 3rd edition <b>Sample Text:</b> <i>Blood Wedding; Hamlet; Siddhartha; Fences; Invisible Man; In the Time of Butterflies; Parrot in the Oven: Mi vida, Between the World and Me</i>	Eureka Math College Board, <i>Archimedes' Revenge; Five Golden Rules: Great Theories of 20th-Century Mathematics - and Why They Matter</i>	Magruder's American Government, Prentice Hall, © 2006, Economics: Principles in Action. Prentice Hall, © 2007; History Social Science Framework Resources (2016)	A textbook will be selected from the AP College Board's <i>Learning List</i> for each AP course offered as an Elective.
<b>Designated ELD</b>	LAUSD ELD Master Plan, LAUSD LTEL Framework, LTEL Novels, Edge & Inside Curriculum, ELD Start Smart & Resiliency Lessons			
<b>PBL</b>	Buck Institute, High Tech High PBL Library			
<b>Intervention</b>	Springboard Math, <i>Crimes and Mathdemeanors, Diablo de los numeros, El (The Number Devil: A Mathematical Adventure), Africa Counts: Number and Pattern in African Culture</i> , TCI History/Social Science Curriculum			
<b>Enrichment</b>	<i>Beyond Reason: Eight Great Problems That Reveal the Limits of Science, In Pursuit of the Unknown,</i>			

<b>Language other than English</b>	Realidades, Rosetta Stone
<b>New Media Arts</b>	<b>Project Lead the Way (PLTW)</b> , <i>Code Book</i> , <i>The</i> , <i>Frank O. Gehry: Outside In</i> , <i>Clayton Byrd Goes Underground</i> ,

### **Innovative Curricular Components of the Educational Program**

In addition to the innovation delivered to students through the New Media Arts Pathways, AMA will incorporate two components that build, strengthen and support the academic, social-emotional and physical development of our adolescents.

#### **Incubator Labs**

Differentiation will be built into the Incubator Lab in a different way than that going on in classrooms. The Incubator Lab will serve as hubs with various resources to address the academic needs of students. It will take on the aspects of a hybrid environment incorporating human support and online learning platforms. The Incubator Lab is a physical space in which some classes may be held and where students can choose as one of their “Flex” Friday flex choice blocks. The appropriate subject teacher will offer support to students (i.e., a student needing additional support with Math will receive it from their Math teacher).

#### ***Intervention***

Additional intervention support to ensure academic mastery will be provided during regular daily instruction and in the Incubator Labs during flex periods as needed. Academic mastery is determined by the student’s ability to demonstrate the knowledge and skills necessary to meet CCSS and/or CTE Standards. Data will be used to determine which students will benefit most from intervention strategies designed to improve subject matter knowledge and skills. Math intervention will be addressed via Multi-Tiered Systems of Support (MTSS) with ongoing student progress monitoring to verify that interventions are working and to move students across tiers as needed. Intervention will be data based with frequent progress monitoring to support student growth and to identify areas that a student may need additional support to achieve academic mastery.

For students in grade 9, one of their daily instructional learning blocks will take place in the Incubator Lab space as part of each student’s required course work. Upon entering, each student will log into his/her account (via Padlet) that holds their assignments for completion. Padlet is a virtual space where teachers and students can collaborate and share items in a secure location. This work that is uploaded can be something that the student decides s/he needs additional assistance or one that one of his/her teachers has uploaded for intervention or additional support. The Resource Specialist and English Learner Specialist along with the assigned Instructional Aide for that period will provide support with individuals or small groups. This intervention support will be in alignment with the in-classroom intervention support provided by the Core Teacher. This could also include work associated with a PBL unit that students are working on. Core Teachers will support students in grades 9-12 in the classroom through Multi-Tiered Systems of Support (MTSS), a framework focused on supporting the “whole child”. While examples were given using

a 9th grade student in this section, students in all grade levels (9-12) will be supported based on their actual needs via assessment, observation and/or self-referral. Their support could look similar to the example provided or it may be less intensive and include a combination of use of a learning platform, individual tutoring or small group instruction.

There will also be various online learning platforms that students may utilize to strengthen foundational skills or receive a deeper level of instruction in a particular area. For example, if a 9<sup>th</sup> grade student is determined to be reading at a 4<sup>th</sup> grade level, s/he will complete the prescribed number of daily minutes working in Lexia PowerUp Literacy. This software is designed to help older readers gain proficiency in reading as it addresses gaps they may have in reading fundamentals while also addressing higher order skills needed to engage in their English coursework.

During the next day's Advisory period, the advisory teacher will check in with students to determine the plan for the following day, so that when the students arrive in the Lab for their next session, the work will be updated.

### ***Enrichment***

Enrichment is designed to provide accelerated and/or advanced learning opportunities for students at and above grade level, as well as for any student who has a particular area of interest.

Students will have opportunities to choose a topic to study for a semester and apply the knowledge and skills they have learned in their academics and media arts courses to complete an interactive, self-directed project. This enrichment opportunity will provide students a chance to explore areas not offered at AMA or to learn more about a topic on their own. As part of AMA's goals, students will complete projects that integrate the content, skills and activities from multiple content areas, using appropriate project based learning processes and protocols which will be monitored by classroom teachers. Providing students who are accelerated in their academic capacity ample opportunities that address the common learning characteristics such as "speed of learning, depth of insight, and persistence in their areas of interest" is critical to challenging their cognitive abilities.<sup>56</sup>

Joseph Renzulli, director of the National Research Center on the Gifted and Talented at the University of Connecticut recommends seven strategies to ensure that highly talented and/or gifted students remain engaged and motivated. The Incubator Lab will allow AMA to use the strategy of allowing students to pursue independent study or project work. One way to keep them engaged is to pose a few questions and let them choose one to solve. To be consistent with the content and themes of their current learning, the student's classroom teachers can collaborate to determine what direction the work will take and what questions will be used to guide the student's work. In addition, the teachers will determine who will be responsible for mentoring/monitoring the student's progress and how the student will be assessed upon completion of the project (e.g., performance with a rubric; written paper with a grade, etc.)

When students are working independently, they will have access to the software being used in their New Media Arts courses, as well as platforms that will help them with their interventions and enrichment

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<sup>56</sup> Tomlinson, C.A. (1996) Good teaching for one and all: Does gifted education have an instructional identity? *Journal for the Education of the Gifted*, Vol. 20, No. 2, 1996, pp. 155–174

projects. These platforms will include, but not be limited to: PowerUP, Lightsail, Newsela, Khan Academy, Wolfram Alpha, Focus Booster, ZEAL, Arithmeticsolutions.com and/or Prezi.

Inherent to AMA's culturally responsive culture will be our focus on building the growth mindset of all students. This will be accomplished through two intentionally focused innovations – PLAIT and the Health and Wellness Center.

## **PLAIT**

To ensure that we are building upon the talents of our students and their executive functioning skills, AMA will implement the PLAIT leadership program. We will use a scholar's leadership style to help them develop habits that utilize their strengths, while acknowledging and adjusting for their individual challenges. Scholars will select their goal to become one of the following and focus on the goal daily in Advisory and through their actions both in and outside of the classroom.:

**P**ioneer: team leader, follows instructions, an originator

**L**eader: directs others, creates their own way

**A**rtist: skilled creator, desires to do their own thing, knowledge is strong enough to help others.

**I**con: ideal citizen, conscientious contributor

**T**itan: influential scholar, meets challenges and helps peers

## **Health and Wellness Center ("HWC")**

In high school, students must adapt to the expectations of many different teachers at once, who may schedule project due dates and tests on the same day. Teens have to be productive amidst the distractions of phones and computers. It is also common knowledge that the population of students that we wish to serve at AMA are in some instances, members of trauma-inflicted communities, where adverse childhood experiences are some of the most intensive and frequently occurring sources of stress for children.<sup>57</sup> The statistics paint a picture of an issue that must be addressed as more than 25% of American youth experience a serious traumatic event by their 16th birthday, and many children suffer multiple and repeated traumas including: abuse; neglect; traumatic loss; serious accidental injury; experiencing or witnessing violence in neighborhoods, schools and homes; treatment for life-threatening illness (medical trauma); accidents and fires. Twenty-one percent of youth aged 13-18 have a mental illness that causes significant impairment in their daily life.<sup>58</sup> The cultural responsiveness to students' circumstances is a must in our holistic environment.

There is a multitude of research that has proven a person's learning is heavily affected by their emotional state.<sup>59</sup> Learning can only occur, when the student's state of mind has been addressed and s/he feels safe. As adolescents, some of the challenges that will be experienced derive from:

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<sup>57</sup> Sporleder, J. Forbes. H. 2016. The trauma-informed school: A step-by-step implementation guide for administrators and school personnel. Beyond Consequences Institute, LLC. Boulder.CO

<sup>58</sup> Merikangas KR, Avenevoli S, Costello EJ, Koretz D, Kessler RC. The National Comorbidity Survey Adolescent Supplement (NCS-A): I. Background and Measures. Journal of the American Academy of Child and Adolescent Psychiatry 2009; 48(4):367-369. Retrieved from [http:// www.ncbi.nlm.nih.gov/pmc/articles/PMC2736858/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2736858/)

<sup>59</sup> <http://www.cdl.org/articles/the-connections-between-emotions-and-learning/>



- ☐ Organizational challenges - difficulties organizing class materials, keeping track of and turning in homework, etc.
- ☐ Behavior or emotion management challenges - poor relationships with teachers, other students and or parents, have difficulty settling down to do work, give up easily on challenging or tedious tasks, etc.
- ☐ Time management challenges – leaving work until the last minute, anxiety, stress, etc.
- ☐ Academic challenges - lacking persistence to begin and/or complete assignments, ineffective study habits, etc.

AMA intends to address the emotional intelligence and executive functioning skills of each student by meeting their needs in whatever way is needed. The Center will be led by a licensed/credentialed school psychologist who will serve as the Health and Wellness Center Coordinator (“HWCC”) and coordinate the various services and facilitate resources. We will provide access to professional counseling, peer counseling (in Years 2-5), exercise, mindfulness activities and connections to local, state and county resources. Our Center will be a quiet and inviting space where students can feel safe to deal with the emotions that come with being a teen in today’s society.

AMA also recognizes the importance of the research done by the California Department of Public Health with more than 9500 adults in California around the impact of adverse childhood experiences on their lives. This means that the Center cannot only attend to the needs of its students; it must also include the family in the strategies and resources made available to minimize or mitigate the stressors creating the mental health issues.

The Health and Wellness Center will be located within the walls of the “school building,” and not as a separate entity. It will be designed to accept referrals and self-referrals 24/7, so that the moment trauma occurs AMA can be ready to support. The system will operate as follows:

1. Advisory teachers, as well as other Charter School staff, may refer a student for support. This can be done at any time of the school day. The referral will be immediately screened by the Health and Wellness Center Coordinator to determine if it is a Level 1 case (e.g., student needs breakfast) or greater. If it is a Level 3-4 case, the Academic Director will be consulted. Level 4 cases will always require a conferring with parents/guardians to obtain consent for services/treatment and/or their presence.
  - a. Level 1 – Student needs his/her basic physiological needs met (food, drink, rest, etc.)
  - b. Level 2 – Students needs his/her safety addressed (physical/emotional well-being)
  - c. Level 3 – Students needs require support that addresses a mental health issue when more than basic/general counseling is necessary
  - d. Level 4 – Students needs require intensive intervention and outside resources (caregiver, legal, emergency, etc.)
2. An intake and assessment process will be completed by the HWCC. When outside resources are consulted/used, AMA HWC staff will work collaboratively with other health and social services agencies.
3. Case management will be coordinated by the HWCC either internally or in cooperation with other agencies.



Rather than completely recreate the idea of a Health and Wellness Center, AMA will use best practices that are found in centers supporting LAUSD students (e.g., the Locke Wellness Center).<sup>60</sup> We feel it is in the best interest of our students to utilize proven strategies; however, at the same time, AMA will implement additional strategies geared around our school culture. Some of these strategies will include the use of mindfulness activities, kinesthetic release (e.g., cycling), journaling and artistic release (e.g., painting). We believe that students must have resources to address the preferred method of refocusing their social emotional state, during times of high stress, and our Health and Wellness Center will be a place that this can be achieved.

The goal of the Center is to ensure that all students have the opportunity to be their best 100% of their high school career through the support of every adult and peer on campus.

### **Industry Professionals**

In an effort to ensure high-quality, current and rigorous instruction in the new media arts, Academy of Media Arts will hire industry professionals with certifications in their field, as well as the Designated Subjects CTE Teaching Credential. In addition, student interns from Otis College of Art and Design, a national leader in art and design education will be used as teacher assistants. Otis is tied with 11 other top colleges (e.g., Rensselaer Polytechnic Institute) at #33 of the U.S. News Best Graduate Fine Arts Programs. AMA has a proposal with Otis College of Art and Design to recruit student interns to be used as teacher assistants in an unpaid internship partnership pending approval of agreement. The student interns will receive training and will require DOJ and TB clearance. Otis' mission is to "prepare diverse students of art and design to enrich our world through their creativity, skill, and vision."<sup>61</sup> AMA has specifically selected Otis as a conduit for engaging these professionals because of the correlation in mission and CGI has been successfully using this model for the last few years.

AMA considers this an innovative component because this strategy is not a common one used in high schools. The new media arts and the software used needs to be modeled and taught by someone in the industry who knows, understands and is competent in its implementation. AMA's ability to hire industry professional or Otis graduates with a teaching credential allows us to fulfill our vision of merging science, technology, engineering, arts and math into a cultivating bridge for career development opportunities within the digital age.

### **Instructional Methodologies and Strategies**

Academy of Media Arts will have one critical pedagogy that will guide every interaction that occurs whether academic or non-academic. Students enter the education space armed with funds of knowledge and cultural integrity that must be included in the learning environment. Schools have consistently pushed the Eurocentric way of being into our educational institutions through the curriculum, policy and rules. This approach has oppressed students of color and other cultures so that they either became invisible or silent. AMA by design has determined that the use of culturally relevant pedagogy is the key to academic success, cultural competence and critical consciousness in our students.<sup>62</sup>

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<sup>60</sup> <https://www.centerforhealthjournalism.org/2018/03/22/los-angeles-school-district-wrestles-epidemic-levels-childhood-trauma>

<sup>61</sup> <https://www.otis.edu/otis-glance>

<sup>62</sup> Ladson-Billings, G.

Culturally responsive pedagogy is a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being.<sup>63</sup> AMA intentionally chose culturally responsive practices to guide our curriculum development, selection of instructional resources and instructional strategies.

As a school, our instructional methodologies and strategies are intended to engage scholars in the learning process, and allow scholars to see how their cultural identity will create innovations that are vital to creating a better future. As a cultural and educational community, we will examine how our cultural products have been monetized in the technology and business industry. Many scholars are active consumers of media and we want them to produce new innovations rich with cultural content through media arts.

Our instruction will embrace and foster social justice which focuses on a curriculum grounded in the lives of our students, student-initiated dialogue, a questioning/problem posing approach, an emphasis on critiquing bias and attitudes and the teaching of activism for social justice. The foundation is based on collaboration and student participation furthering our goals of leadership and personal growth.

Bishop asserts that there are three purposes and priorities of teaching. The first is to inspire, the second to challenge and the third is to impart information.<sup>64</sup> Academy of Media Arts will utilize a variety of research-based instructional methodologies and strategies that focus on metacognition and the act of learning. Teachers will be facilitators of learning – guides on the side, to ensure that students are co-constructors of knowledge and meaning, thereby embodying our constructivist approach to teaching and learning. AMA believes that it is critically important that students be engaged in active learning and thinking about the things that they are learning.

As was stated in our instructional design of the curricular program, our main instructional methodology is **project-based learning**. Every aspect of this methodology lends itself to students creatively and collectively engaging in learning the interdisciplinary nature of academia and life. AMA will adopt and utilize the Buck Institute design of Gold Standard PBL to create a system of structures and supports that will ensure fidelity and success of our implementation. All instructional staff will engage in professional development before school begins and continue this throughout the school year. Our training representative from the Buck Institute will make 2-3 sustained support visits to provide coaching services and feedback, as well as assist anyone who may find planning and/or implementation a challenge. As teachers begin instruction in the classroom, they will use lessons previously developed by High Tech High, San Diego. This will give our teachers an opportunity to gain a better understanding of how a unit must be taught through a strong model and get a sense for the depth in content, process and product that they must achieve when planning their own units. AMA's Academic Director will also serve as an instructional coach between visits from Buck, as additional support to teachers in our initial years.

Project-based learning is a facilitated experience and teachers must use specific skills to guide and direct groups of students in the organization of the work they will do. As a PBL facilitator, teachers support everyone to do their best thinking. They create an environment where everyone is encouraged to

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<sup>63</sup> Ibid.

<sup>64</sup> Bishop, J. M. (1984). Infuriating tensions: Science and the medical student. *Journal of Medical Education*, 59(2), 91-102

participate, understand one another's point of view and share responsibility. In doing so, the teacher will foster self-discovery of alternatives and solutions.

Teachers will begin each unit of study by introducing a driving question that guides the work that students do. As students get into small groups, the teacher will help them focus on defining their outcomes and how they want to achieve them. This may include teaching them how to conduct research; how to challenge their findings and formulate questions; and/or how to communicate effectively as collaborators. Once students begin the work, the teacher becomes observer and coach to foster student ownership, support and encourage participation of all members, and provide guidance only when there is a need for adult intervention (e.g., the group gets “stuck” or a group member being intentionally or unintentionally excluded). It is also the teacher's responsibility to include outside professionals to come in and share their background and experiences with students to provide the real world context to the unit.

Students are able to learn through self-discovery and collaboration as they access a variety of resources that include, but are not limited to the teacher, industry professionals, the Internet, materials provided in class and research outside of the classroom that may be a part of their plan for learning. Students will also be guided and supported through the rubrics specifically designed for PBL. These range from concepts like creativity and innovation to student presentation (see example below).

C R E A T I V I T Y   &   I N N O V A T I O N   R U B R I C f o r   P B L (for grades 6-12; CCSS ELA aligned)				
<i>Creativity &amp; Innovation Opportunity at Phases of a Project</i>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Above Standard</b> ✓
<i>Launching the Project</i> <b>Define the Creative Challenge</b>	<ul style="list-style-type: none"> <li>may just “follow directions” without understanding the purpose for innovation or considering the needs and interests of the target audience</li> </ul>	<ul style="list-style-type: none"> <li>understands the basic purpose for innovation but does not thoroughly consider the needs and interests of the target audience</li> </ul>	<ul style="list-style-type: none"> <li>understands the purpose driving the process of innovation (Who needs this? Why?)</li> <li>develops insight about the particular needs and interests of the target audience</li> </ul>	

<i>Creativity &amp; Innovation Opportunity at Phases of a Project</i>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Above Standard ✓</b>
<i>Building Knowledge, Understanding, and Skills</i> <b>Identify Sources of Information</b>	<ul style="list-style-type: none"> <li>uses only typical sources of information (website, book, article)</li> <li>does not offer new ideas during discussions</li> </ul>	<ul style="list-style-type: none"> <li>finds one or two sources of information that are not typical</li> <li>offers new ideas during discussions, but stays within narrow perspectives</li> </ul>	<ul style="list-style-type: none"> <li>in addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature)</li> <li>promotes divergent and creative perspectives during discussions</li> </ul>	
<i>Developing and Revising Ideas and Products</i> <b>Generate and Select Ideas</b>	<ul style="list-style-type: none"> <li>stays within existing frameworks; does not use idea-generating techniques to develop new ideas for product(s)</li> <li>selects one idea without evaluating the quality of ideas <ul style="list-style-type: none"> <li>does not ask new questions or elaborate on the selected idea</li> </ul> </li> <li>reproduces existing ideas; does not imagine new ones</li> <li>does not consider or use feedback and critique to revise product</li> </ul>	<ul style="list-style-type: none"> <li>develops some original ideas for product(s), but could develop more with better use of idea-generating techniques</li> <li>evaluates ideas, but not thoroughly before selecting one</li> <li>asks a few new questions but may make only minor changes to the selected idea</li> <li>shows some imagination when shaping ideas into a product, but may stay within conventional boundaries</li> <li>considers and may use some feedback and critique to revise a product, but does not seek it out</li> </ul>	<ul style="list-style-type: none"> <li>uses idea-generating techniques to develop several original ideas for product(s)</li> <li>carefully evaluates the quality of ideas and selects the best one to shape into a product</li> <li>asks new questions, takes different perspectives to elaborate and improve on the selected idea <ul style="list-style-type: none"> <li>uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product</li> </ul> </li> <li>seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience</li> </ul>	
<i>Presenting Products and Answers to Driving Question</i> <b>Present Work to Users/Target Audience</b>	<ul style="list-style-type: none"> <li>presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features)</li> </ul>	<ul style="list-style-type: none"> <li>adds some interesting touches to presentation media</li> <li>attempts to include elements in presentation that make it more lively and engaging</li> </ul>	<ul style="list-style-type: none"> <li>creates visually exciting presentation media</li> <li>includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience</li> </ul>	

Project-based learning creates a new and exciting instructional realm for teachers and students. Teachers must collaborate and exchange ideas with other teachers and subject-area experts thereby removing the invisible barriers that tend to isolate one from another. They face and conquer the fear of embarking on an unfamiliar process and understand that the process means experiencing different levels of success along the way. Just as important, PBL opens the doors for stronger communication with colleagues, administrators and parents. Students are encouraged to become independent workers, critical thinkers, and lifelong learners. They develop skills for living in a knowledge-based, highly technological society with the recognition that they can solve problems and create solutions. Ultimately, PBL is not just a way of learning; it's a way of working together. If students learn to take responsibility for their own learning, they will form the basis for the way they'll work with others in their adult lives.

Focusing on the whole child is a must at AMA; therefore, in taking a holistic approach to engaging our students, we must focus on the **multiple intelligences** that our scholars will possess. According to Gardner (1999), intelligences are the skills and abilities we need to solve problems, create effective products, or provide services that are valuable in one's culture. He has identified eight intelligences: (1) linguistic, (2) logical-mathematical, (3) musical-rhythmic, (4) visual-spatial, (5) bodily-kinesthetic, (6) interpersonal, (7) intrapersonal, and (8) naturalist. By using the theory of multiple intelligences, we can determine students' learning strengths and build upon those, as we also seek to strengthen those that are not so prevalent.

AMA will incorporate the eight multiple intelligences by implementing the following:

- **Linguistic:** In efforts to prepare AMA scholars for global leadership, scholars within AMA's foreign language electives will work on projects with scholars from other countries to understand the cultural significance through guided real world learning projects. Scholars within AMA music production will learn 5-10 words from the different musical genres they compose within their music production electives. Throughout AMA's academic design, scholars will explore the cultural significant of the innovative industry of the past.
- **Logical-mathematical:** AMA's instruction team will use creative resources such as Khan Academy to demonstrate the connection of financial literacy and academic subjects. Scholars will learn how music is monetized through streaming, music publishing and licensing. By doing so, AMA demonstrates how New Media Arts intersects with the creative economy and academic subjects.
- **Musical-Rhythmic:** AMA's scholars' ability to compose music for different musical genres requires them to be trained on how to listen to music. AMA instructors will incorporate ear training techniques that enable scholars to increase their ability to identify instrumentation, understand emotion, song structure, and creative writing.
- **Visual-Spatial:** AMA's PBL model is structured for each instructor to incorporate real world learning examples. Both academic and new media arts instructors will provide scholars with visuals that are aligned with their specific project. Reviews via Skype with industry professionals will serve as an example of how their projects are used within real world experiences.
- **Bodily Kinesthetic:** The open space classroom design encourages collaboration between scholars in efforts to promote a peer to peer and blended learning environment. AMA's open space classroom design concept calls for learning spaces that are open for collaboration and multiple use to create a welcome space for all. In addition, having students going into the community for job-shadowing and internships, AMA is also creating a space not typical of high school classrooms today. Working in groups provides scholars the flexibility to engage on projects while standing, working at specific tables, or working with their instructor in small groups.
- **Interpersonal:** AMA's PLAIT character development leadership serves as vehicle that enables scholars to build their interpersonal skillset through the daily practice of their leadership style. AMA scholars select the type of leader they believe aligns with their personality.
- **Intrapersonal:** Through AMA's PLAIT character development provides scholars the ability to identify their leadership profile that promotes self-efficacy, self-esteem, and, soft skills needed to compete within the digital era.
- **Naturalist:** AMA scholars who utilize this level of intelligence will easily connect with music production and thrive from the open concept of the workspace. Scholars who also have an interest, particularly in the sciences, will be able to excel.

As we plan for how to present concepts and ideas in the classroom, we will use each student's strength as an entry point into the content. This also supports our ability to use flexible groupings of pairs, triads, quads, and small groups in our implementation of project-based learning, subject matter and the Socratic Method.

**The Socratic Method** is basically a shared dialogue between teacher and students in which both are responsible for pushing the dialogue forward through questioning.<sup>65</sup> It has been introduced and implemented in many different formats; at AMA we will use a process known as the “Harkness Method.” The Harkness method of teaching was established in 1930 with funding from Edward Harkness to Philip Exeter Academy in New Hampshire.<sup>66</sup> They have successfully implemented this style of “democratic learning,” and in 2014 began to extend their reach, as they helped Noble Academy in Chicago implement the methodology. Academy of Media Arts envisions its use as transformational for our targeted student population, as they grapple with ideas and concepts in their classrooms. English classes will be an initial space of using this method, as students meet a myriad of characters in their readings. Given that they will read *Cyrano de Bergerac*, as part of a PBL unit, they will have the opportunity to discuss the main character, as well as the villain, Comte de Guiche. This could take the form of the teacher providing an excerpt to launch the discussion or a student might lead with a question. The importance of this method lies in the students doing the work and the teacher taking on the role of a facilitative group member. We will utilize the protocols developed in by Noble Academy, which promote gathering of data of student participation and comments.

It will be critical to engage in professional development with either of these academies to ensure fidelity. We feel confident that this approach to problem solving and learning will further enrich our scholars’ lives as we prepare them for college and careers.

Academy of Media Arts will also use **active learning strategies** that will allow teachers to maximize instructional time helping students develop their understanding and skills to promote deeper learning and provide students opportunities to apply and demonstrate what they are learning with the advantage of receiving immediate feedback from peers and/or the teacher.

Active learning strategies that capitalize on various forms of small group learning have produced high achievement test scores, more positive student attitudes and higher levels of student persistence in STEM courses.<sup>67</sup> With the new media arts grounded in STEAM subject matter, the use of these strategies is key.

All teachers will be trained and coached to use a menu of active learning strategies. An example of several strategies is listed in the table below and structurally can be used with any content.

Key Strategy	Student Engagement
Harkness Tables	Students will utilize inquiry and discussion to share and discover relevant classroom content with one another

<sup>65</sup> <https://tilt.colostate.edu/teachingResources/tips/tip.cfm?tipid=53>

<sup>66</sup> <https://www.exeter.edu/about-us/harkness-gift>

<sup>67</sup> [https://www.jstor.org/stable/1170643?origin=JSTOR-pdf&seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/1170643?origin=JSTOR-pdf&seq=1#page_scan_tab_contents)

Classroom Demonstrations	Students will make predictions about the outcome(s) of the teacher’s demonstrations, share and discuss their ideas and post demonstration, discuss the correlations/differences
Reflections	Students will have opportunities to reflect on their learning experiences to promote internalization of knowledge and skills
Video vignettes	Used to engage student interest, students are also stimulated to use their critical thinking and/or problem solving skills
Public Service Announcements	Students are challenged to research a topic, synthesize the findings, and communicate the most important information learned in a short segment of time.
Integration of Technology	Students will first engage in critical evaluation of information found on the web using the SEEK strategy. <sup>68</sup> Students will have opportunities to create web pages, apps, blogs, discussion boards, etc.

Given our vision for the scholars of Academy of Media Arts, the methodologies that we will utilize are natural fits for a holistic approach to educating the next generation of creative, collaborative, and digitally responsible global citizens.

“The first objective of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily.” (Jerome Bruner)

The instructional methodologies, curriculum, materials and resources that Academy of Media Arts has chosen to utilize will support implementation of California content and performance standards because each course will be succinctly developed using each as guidance. In preparing this section, we took great care in aligning these concepts so that they complement and support one another. For example, we have included texts in mathematics to correlate with the English Language Arts and English Language Development that also supports Science (e.g., Archimedes to Hawking: Laws of Science and the Great Minds Behind Them). A project-based learning unit, such as Our Mathematical Adventure,<sup>69</sup> (footnote) demonstrates how we can use a basic PBL unit to ensure our ninth grade students have foundational math understandings that will serve them well in Algebra 1. In addition, we will build academic language and comprehensibility for our English learners and all scholars will have an opportunity to write a narrative. Ensuring that students master the standards requires an intentional scaffolding, bridging and challenging our scholars through every activity in which they engage to demonstrate mastery. Teacher training will be provided to align instructional methods to the CCSS. Teacher planning will include alignment to CCSS. Teachers will monitor student progress to ensure that scholars demonstrate mastery of the CCSS.

### **Student Development of Technology Related Skills**

<sup>68</sup> [https://www.researchgate.net/publication/228351082\\_Teaching\\_students\\_to\\_evaluate\\_source\\_reliability\\_during\\_Internet\\_research\\_tasks](https://www.researchgate.net/publication/228351082_Teaching_students_to_evaluate_source_reliability_during_Internet_research_tasks)

<sup>69</sup> <https://www.hightechhigh.org/htm/project/our-mathematical-adventure/>



Academy of Media Arts integrates technology into all aspects of our educational platform, making no assumptions that even in the 21<sup>st</sup> century that all students have experience using technological hardware and platforms.

Scholars at AMA will take a hands-on pre-assessment on the use of technological hardware, including but not limited to a Chromebook and an iPad/tablet. They will also demonstrate their ability to use Microsoft Office products. Based on the results of these assessments, students will be provided instructional support in the Incubator Lab to develop and strengthen their capabilities. In advisory, scholars will engage in digital citizenship lessons (Common Sense Education) and be taught how to use the Internet responsibly and effectively. Any scholar who is found to be struggling with computer (literacy) after taking the assessment will be assigned to an Incubator Lab to gain the necessary skills for success.

The vision for AMA's academic model is to ensure new media arts is infused throughout the school day. We accomplish this by using Google Expedition platform that provides scholars virtually reality and augmented reality expeditions for their PBL projects.

For example, Google Expeditions Augmented Reality (A/R) allows scholars and instructors to bring physical objects into the classroom resulting in bringing abstract objects to life. Whether it be a DNA strand or an image of a whirling tornado, scholars learn how A/R is connected to their unique science projects.<sup>70</sup>

Another example would be creating a virtual reality experience around issues of racism and homeless in efforts to promote empathy that is aligned with a PBL project. Google's Virtual Reality ("V/R") allows a scholar to use his/her cell phone and Google Cardboard Goggles to have a VR experience that demonstrates the effects of racial bias, discrimination, and the colorism dilemma that people of color experience within society.<sup>71</sup>

Online assessments will be used as a performance measure with quizzes and exams set up to mirror the format of the Smarter Balance Assessments. This will provide every scholar with the appropriate skills needed to take the state standardized tests each spring. Any scholar who is struggling with computer skills to access the curriculum or assessments will be assigned to an Incubator Lab to gain the necessary skills for success.

## **Graduation Requirements**

All students who graduate from AMA must meet the graduation requirements, as set out on the chart below. They must earn a total of 220 semester periods of credit in grades 9 through 12 in order to graduate and receive a high school diploma. These credits will include:

1. Required Courses (all students) – 200 credits
  2. Other electives – 20 credits
- Total = 220 credits

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<sup>70</sup> <https://edu.google.com/expeditions/#about>

<sup>71</sup> <https://vhil.stanford.edu/projects/2016/examining-racism-with-virtual-reality/>



Scholars must receive at least a “C” to receive credit for high school graduation. Grades of “C” or higher will earn 5 credits per semester.

In addition, every scholar at AMA must be computer literate by the end of 10th grade to master the technological aspects of AMA, which are designed to prepare them for 21<sup>st</sup> Century living. This requirement is addressed in **Element 1: Student Development of Technology Related Skills (CAASP)**.

AMA Curriculum/Graduation Requirements			
Subject	AMA	CA Grad.	UC Entry
English	<b>4 years/40 credits:</b> English 1, English 2, English 3, AP English Literature and Composition, AP English Language and Composition	3 years	4 years
Math	<b>3 years/30 credits:</b> Algebra I, Geometry, Algebra 2/Trigonometry, Pre-Calculus, Applied Mathematics, AP Calculus A/B, AP Statistics	2 years	3 years
Laboratory Science	<b>3 Years/30 credits:</b> Conceptual Physics, Biology, Chemistry, AP Physics, AP Environmental Science, AP Biology, AP Chemistry	2 years	2 years
Social Studies	<b>4 years/40 credits:</b> World History and Cultures/Geography, U.S. History, U.S Government/Economics, AP U.S. History, AP U.S. Government/AP Economics	3 years	2 years
Foreign Language	<b>2 years/20 credits:</b> Spanish 1, Spanish 2, Spanish 3, Spanish for Heritage Speakers 1, Spanish for Heritage Speakers 2, AP Spanish Literature and Culture, AP Spanish Language and Culture, Rosetta Stone Spanish Level 1, Rosetta Stone Spanish Level 2	1 year of either	2 years
Visual/ Perf. Arts New Media Arts	<b>4 years/40 credits:</b> Introduction to New Media Arts, Intermediate 3D Design, Computer Science Intermediate Music Production, Advanced 3D Design, Computer Science, Advanced Music Production, Advanced Level Design/Architecture, 2.0 3D Game Design, 2.0 Level Design/Architecture, 2.0 Music Production, Computer Science		1 year
Electives	<b>20 credits:</b> May be taken in any core or non-core area of study	N/A	1 year

### **Ensuring Scholars Success: Credit Recovery**

AMA is committed to ensuring that all high school scholars will pass all core, non-core and college preparatory courses with a grade of “C” or better to graduate in 4 years with a minimum of 220 credits. To best serve scholars who are not on track to meet these goals, the following supports are provided:

#### ☐ Summer Session Credit Recovery

Students will have an opportunity to recover full course credit by completing a four-week summer session. The session will be either onsite (budget dependent) or an online course in conjunction with National University Virtual High School. Students taking part in the onsite session must complete an action plan with the subject matter teacher of the class s/he failed. This action plan will guide the instructional need and work that the student needs to complete with a grade of “C”

or better. The student must be in class, at minimum 4 of 5 days each week, and submit all assignments on time. Students who successfully complete their plan and meet these requirements will be scheduled as appropriate for their next set of courses. Students who do not meet their plan or requirements are subject to retaking the year-long course or have the option of enrolling simultaneously in another instructional setting (e.g., online school).

Students enrolling in the online course will meet with the teacher who will lead the online course for an orientation. Students will complete the class online as presented with an expectation of completing all modules in four weeks with passing marks. Students who pass will be scheduled as appropriate for their next set of courses. Students who do not pass the online course will meet with the Academic Director to determine the best course of action, whether it be retaking the entire course or engaging in a personalized plan that specifies targeted needs and resources.

☐ Online and/or Independent Study Credit Recovery

Students will have a choice of recovering credits in an extended period of time by taking courses through an online school (e.g., National University Virtual High School). AMA will assist the student in finding a resource that meets the student's academic needs and then support the student in regular check-ins during Incubator Lab.

☐ Academic Support in Incubator Lab

Students will always have access to the Incubator Lab for academic support. However, students who are in need of credit recovery will automatically be scheduled into the Incubator Lab for one of their scheduled periods during the week.

These supports are provided for all scholars in need including all subgroups and scholars transferring to the Charter School.

### **Ensuring Scholars Success: Transfer Students**

Students who transfer into AMA and are in need of credit recovery will be offered the same options as all AMA scholars. In addition to those listed above, transfer students eligible to attend a local community college will have this additional option of earning credits. Credits will be transferred upon submission of official transcripts showing satisfactory completion of the course.

To address the new media arts graduation requirement, should a transfer student enter AMA as a junior or senior without any transferable coursework, the initial year of the graduation requirement will be waived. As noted, ninth grade students are provided an introductory wheel to gain an idea of the career pathways available. Transfer students will participate in a mandatory three-hour orientation with new media arts school personnel to gain knowledge of those pathways and will have to choose their pathway. They will then be scheduled into the Intermediate section of the course and Incubator Lab to receive scaffolds from the industry professionals that will be on site. AMA will also offer access to dual enrollment at other institutions, like Otis College of Art and Design, ArtCenter College, and USC Iovine and Young Academy, where a student could take part in their teen classes; allow online participation in appropriate digital arts courses; and/or provide additional tutoring at mutually agreeable times. Any of these efforts to accelerate will earn the relevant credits needed to meet the graduation requirement. Fortunately, students in grades 11 and 12 are job-shadowing and participating in internships which will provide the student with

hands-on experiences to accelerate the learning. AMA will also consider students earning college credits, if the student is able to participate at the workspace outside of school hours, including being hired as an employee.

## **WASC Accreditation**

AMA will seek accreditation from the Western Association of Schools and Colleges by the end of its first academic year (2019-2020). We will complete and submit the ACS WASC Affiliation Request and return it to the ACS WASC office by September 30, 2019 to ensure a spring 2020 initial school visit. Once WASC confirms our eligibility, AMA will complete the required Initial Visit School Description Report and submit this by December 31, 2019. Upon receiving the accreditation outcome from the Accrediting Commission, we will have earned either initial accreditation or candidacy for a period not to exceed three years. Should candidacy be the decision, AMA will submit a first-year progress report, as directed and continue our steps to full accreditation. Should initial accreditation be granted, AMA will engage in the ACS WASC/CDE Focus on Learning Self Study to earn an additional 6-year accreditation, which will ensure our first and successive graduating classes matriculate from our accredited high school program

## **Transferability of Courses**

AMA will serve high school scholars in grades 9 through 12 and its courses will meet UC/CSU course entrance requirements. Therefore, all parents and guardians of scholars at AMA will be informed of the transferability of its courses to other public schools and/or colleges/universities, prior to the enrollment of their student. This will be accomplished during our annual Orientation, through the Student/Parent Handbook and again at the time of enrollment. Parents will be informed consistently about their scholars' progress towards fulfilling graduation requirements through progress reports, parent/teacher conferences, and/or home visits. Parent workshops will be held each semester to educate parents about their child's educational program including the grading process and university "A- G" credit completion. Any senior who is at risk of not graduating, especially transfer students, will be prioritized for academic advising, intervention, summer school, and credit recovery opportunities. AMA will take steps to flag these students in the student information system to ensure that they are prioritized and monitor their progress. Every student will have an advisory teacher that monitors the student's academic plan throughout their grades 9-12 at AMA. Additionally, the Academic Director and teachers of senior students will conduct a review of all seniors during the summer before their 12th grade year to ensure everyone is on track to graduate with successful completion of UC/CSU requirements. Should there be a concern, the student and caregiver(s) will be invited to a senior advisement meeting to address a plan of action. Transfer students' records will be evaluated by the Academic Director and a similar process will be implemented. All parent notification and communication regarding transferability of courses will be provided in both English and Spanish.

## **ACADEMIC CALENDAR AND SCHEDULES**

Academy of Media Arts will operate on an extended day calendar, offering the needed supports to ensure that all students are ready for success in college and career. The school year consists of at least 180 calendar days. For entering 9<sup>th</sup> grade students and new students, we will have a mandatory orientation scheduled each August, in order to acculturate them to AMA. Furthermore, academic recovery courses (i.e., National University Virtual High School) during July may be required for students who do not meet grade level standards and/or promotion requirements at the end of the regular academic year or those incoming 9th grade students who need additional assistance as determined by placement tests.

Academy of Media Arts 2019-2020 Instructional Calendar (180 Instructional Days)																														
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
July 0					August 9					September 20					October 22					November 15										
1	2	3	4	5				1	2	2	3	4	5	6		1	2	3	4					1						
8	9	10	11	12	5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8						
15	16	17	18	19	12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15						
22	23	24	25	26	19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22						
29	30	31			26	27	28	29	30	30					28	29	30	31		25	26	27	28	29						
December 14					January 14					February 19					March 21					April 17										
2	3	4	5	6			1	2	3	3	4	5	6	7	2	3	4	5	6			1	2	3						
9	10	11	12	13	6	7	8	9	10	10	11	12	13	14	9	10	11	12	13	6	7	8	9	10						
16	17	18	19	20	13	14	15	16	17	17	18	19	20	21	16	17	18	19	20	13	14	15	16	17						
23	24	25	26	27	20	21	22	23	24	24	25	26	27	28	23	24	25	26	27	20	21	22	23	24						
30	31				27	28	29	30	31						30	31				27	28	29	30							
May 19					June 10							Summer Professional Development Institute for All Staff / End of Year Professional Development for All Staff																		
				1	1	2	3	4	5			First Day of School & Last Day of School for Students																		
4	5	6	7	8	8	9	10	11	12			Professional Development / Late Start “Flex” Fridays																		
11	12	13	14	15	15	16	17	18	19			Holidays (No School for Students and Staff)																		
18	19	20	21	22	22	23	24	25	26			Pupil-Free / Staff In-Service (5 total)																		
25	26	27	28	29	29	30						Minimum Day (7 total)																		
# of Instructional Days per Month (indicated in calendar next to month)												180 Total Instructional Days																		
Important Dates:  Summer PD Institute (All Staff) – July 22-August 16, 2019 Student-Parent Orientations – August 13-August 15, 2019												Semester 2 Begins – Tuesday, January 28, 2020 Minimum Day – Friday, February 14, 2020 Minimum Day / Open House – Friday, March 13, 2020																		

Pupil-Free Day – Monday, August 19, 2019 First Day of School / Semester 1 Begins– Tuesday, August 20, 2019 Minimum Day / Back-to-School – Wednesday, September 18, 2019 Pupil-Free Day – Monday, October 14, 2019 Progress Report – Monday, October 23, 2019 (45 days of instruction) Minimum Day – Thursday, October 31, 2019 Pupil-Free Day – Friday, December 20, 2019 Semester 1 Report Card – Monday, January 27, 2020 (90 days of instruction)	Pupil-Free Day – Monday, March 16, 2020 Progress Report – Monday, April 1, 2020 (45 days of instruction) Minimum Day – Friday, April 3, 2019 Minimum Day / Open House – Monday, May 4, 2020 Pupil-Free Day – Friday, May 22, 2020 Minimum Day / Last Day of School – Friday, June 12, 2020 Semester 2 Report Card – Friday, June 12, 2020 (90 days of instruction) End of the Year Professional Development (All Staff) – June 15-19, 2020
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## **High School Daily Schedule**

AMA’s class schedule will allow scholars to engage deeply and creatively with the academic instruction, as well as their New Media Arts Instruction. Scholars at Academy of Media Arts will begin their school day at 9:00 a.m. and end at 4:30 p.m. We will use a flex schedule that will engage students for 385 minutes on regular schedule days, 320 minutes on late start (early dismissal) PD days and 215 minutes on minimum day schedule.

On “Flex Friday” students will engage in Flex Choice Blocks to allow time for scholars to engage in PBL for an extended time period and opportunities to gain additional study in core subject areas. AMA has chosen to use this non-traditional flex schedule to allow teachers and students to develop stronger interpersonal relationships, as they get to know and learn the needs of each person. The extended time also increases the interaction time between teacher/student and student to student. This is critical for collaboration activities like PBL.

Flex scheduling also increases instructional time, for better teaching and learning, and lightens the load of classes, quizzes, and homework assignments in a given day, for students. This schedule allows for block periods on Fridays which research has found helps students with understanding and retaining material, reduces transitions between classes, allows more courses per year, and achievement levels have increased.<sup>72</sup>

### **“Flex” Friday Schedule (Late Start PD Day)**

On Fridays, teachers will participate in professional development before the school day begins. Professional development will occur from 8:00AM-10:00AM and will include activities and topics such as Culturally Responsive Teaching, Restorative Justice Practices, Common Core State Standards (ELA/ELD, Math, etc.) and Next Generation Science Standards, Career Technical Education and New Media Arts, Project-Based Learning – Buck Institute’s Gold Standard, Multiple Tier System of Supports, etc. Students will arrive at 10:30AM (late start arrival). These are the sample schedules for all 9 – 12 grade students based upon their scheduled sequence of classes.

Academy of Media Arts will offer 66,030 minutes of instruction annually, which exceeds the required minimum of 64,800 minutes.

<sup>72</sup> <https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/block.pdf>

### Grade 9 – Daily Instructional Schedule

<b>Regular Day Schedule</b> (Mondays-Thursdays)	<b>“Flex Friday” Schedule</b> (Fridays)	<b>Minimum Day Schedule*</b>
<b>Advisory</b> 9:00AM-9:35AM (35min)	<b>Advisory</b> 10:30AM-11:50AM (80min)	<b>Advisory</b> 9:00AM-9:35AM (35min)
<b>Passing</b> 9:35AM-9:40AM (5min)	<b>Passing</b> 11:50AM-11:55AM (5min)	<b>Passing</b> 9:35AM-9:40AM (5min)
<b>English 1 (English Language Arts)</b> 9:40AM-10:30AM (50min)	<b>Flex Choice Block A</b> 11:55AM-1:15PM (80min)	<b>English 1 (English Language Arts)</b> 9:40AM-10:10AM (30min)
<b>Nutrition</b> 10:30AM-10:40AM (10min)	<b>Passing</b> 1:15PM-1:45PM (30min)	<b>Passing</b> 10:10AM-10:15AM (5min)
<b>Algebra 1 (Mathematics)</b> 10:40AM-11:30AM (50min)	<b>Flex Choice Block B</b> 1:45PM-3:05PM (80min)	<b>Algebra 1 (Mathematics)</b> 10:15AM-10:45AM (30min)
<b>Passing</b> 11:30AM-11:35AM (5min)	<b>Passing</b> 3:05PM-3:10PM (5min)	<b>Passing</b> 10:45AM-10:50AM (5min)
<b>Conceptual Physics (Science)</b> 11:35AM-12:25PM (50min)	<b>Flex Choice Block C</b> 3:10PM-4:30PM (80min)	<b>Conceptual Physics (Science)</b> 10:50AM-11:20AM (30min)
<b>Passing</b> 12:25PM-12:30PM (5min)		<b>Passing</b> 11:20AM-11:25AM (5min)
<b>Ethnic Studies (History/Social Science)</b> 12:30PM-1:20PM (50min)		<b>Ethnic Studies (History/Social Science)</b> 11:25AM-11:55AM (30min)
<b>Lunch</b> 1:20PM-1:50PM (30min)		<b>Lunch</b> 11:55AM-12:25PM (30min)
<b>Physical Activity (Health &amp; Wellness Center)</b> 1:50PM-2:40PM (50min)		<b>Intro to New Media Arts (New Media Arts)</b> 12:25PM-12:55PM (30min)
<b>Passing</b> 2:40PM-2:45PM (5min)		<b>Passing</b> 12:55PM-1:00PM (5min)
<b>Intro to New Media Arts (New Media Arts)</b> 2:45PM-3:35PM (50min)		<b>Designated ELD or Special Projects</b> (Incubator Lab) 1:00PM-1:30PM (30min)
<b>Passing</b> 3:35PM-3:40PM (5min)		
<b>Designated ELD or Special Projects</b> (Incubator Lab) 3:40PM-4:30PM (50min)		
<i>385 total instructional minutes</i>	<i>320 total instructional minutes</i>	<i>215 total instructional minutes</i>

### Grade 10 – Daily Instructional Schedule

<b>Regular Day Schedule</b> (Mondays-Thursdays)	<b>“Flex Friday” Schedule</b> (Fridays)	<b>Minimum Day Schedule*</b>
<b>Advisory</b> 9:00AM-9:35AM (35min)	<b>Advisory</b> 10:30AM-11:50AM (80min)	<b>Advisory</b> 9:00AM-9:35AM (35min)
<b>Passing</b> 9:35AM-9:40AM (5min)	<b>Passing</b> 11:50AM-11:55AM (5min)	<b>Passing</b> 9:35AM-9:40AM (5min)
<b>English 2 (English Language Arts)</b> 9:40AM-10:30AM (50min)	<b>Flex Choice Block 1</b> 11:55AM-1:15PM (80min)	<b>English 2 (English Language Arts)</b> 9:40AM-10:10AM (30min)
<b>Nutrition</b> 10:30AM-10:40AM (10min)	<b>Passing</b> 1:15PM-1:45PM (30min)	<b>Passing</b> 10:10AM-10:15AM (5min)
<b>Geometry (Mathematics)</b> 10:40AM-11:30AM (50min)	<b>Flex Choice Block 2</b> 1:45PM-3:05PM (80min)	<b>Geometry (Mathematics)</b> 10:15AM-10:45AM (30min)
<b>Passing</b> 11:30AM-11:35AM (5min)	<b>Passing</b> 3:05PM-3:10PM (5min)	<b>Passing</b> 10:45AM-10:50AM (5min)
<b>Biology (Science)</b> 11:35AM-12:25PM (50min)	<b>Flex Choice Block 3</b> 3:10PM-4:30PM (80min)	<b>Biology (Science)</b> 10:50AM-11:20AM (30min)
<b>Passing</b> 12:25PM-12:30PM (5min)		<b>Passing</b> 11:20AM-11:25AM (5min)



<b>World History and Cultures/Geography</b> (History/Social Science) 12:30PM-1:20PM (50min)		<b>World History and Cultures/Geography</b> (History/Social Science) 11:25AM-11:55AM (30min)
<b>Lunch</b> 1:20PM-1:50PM (30min)		<b>Lunch</b> 11:55AM-12:25PM (30min)
<b>Physical Activity</b> (Health & Wellness Center) 1:50PM-2:40PM (50min)		<b>Intermediate 3D Game Design</b> (New Media Arts) 12:25PM-12:55PM (30min)
<b>Passing</b> 2:40PM-2:45PM (5min)		<b>Passing</b> 12:55PM-1:00PM (5min)
<b>Intermediate 3D Game Design</b> (New Media Arts) 2:45PM-3:35PM (50min)		<b>Designated ELD or Special Projects</b> 1:00PM-1:30PM (30min)
<b>Passing</b> 3:35PM-3:40PM (5min)		
<b>Designated ELD or Special Projects</b> (Incubator Lab) 3:40PM-4:30PM (50min)		
<i>385 total instructional minutes</i>	<i>320 total instructional minutes</i>	<i>215 total instructional minutes</i>

### Grade 11 – Daily Instructional Schedule

<b>Regular Day Schedule</b> (Mondays-Thursdays)	<b>“Flex Friday” Schedule</b> (Fridays)	<b>Minimum Day Schedule*</b>
<b>Advisory</b> 9:00AM-9:35AM (35min)	<b>Advisory</b> 10:30AM-11:50AM (80min)	<b>Advisory</b> 9:00AM-9:35AM (35min)
<b>Passing</b> 9:35AM-9:40AM (5min)	<b>Passing</b> 11:50AM-11:55AM (5min)	<b>Passing</b> 9:35AM-9:40AM (5min)
<b>English 3 (English Language Arts)</b> 9:40AM-10:30AM (50min)	<b>Flex Choice Block 1</b> 11:55AM-1:15PM (80min)	<b>English 3 (English Language Arts)</b> 9:40AM-10:10AM (30min)
<b>Nutrition</b> 10:30AM-10:40AM (10min)	<b>Passing</b> 1:15PM-1:45PM (30min)	<b>Passing</b> 10:10AM-10:15AM (5min)
<b>Pre-Calculus (Mathematics)</b> 10:40AM-11:30AM (50min)	<b>Flex Choice Block 2</b> 1:45PM-3:05PM (80min)	<b>Pre-Calculus (Mathematics)</b> 10:15AM-10:45AM (30min)
<b>Passing</b> 11:30AM-11:35AM (5min)	<b>Passing</b> 3:05PM-3:10PM (5min)	<b>Passing</b> 10:45AM-10:50AM (5min)
<b>AP Physics (Science)</b> 11:35AM-12:25PM (50min)	<b>Flex Choice Block 3</b> 3:10PM-4:30PM (80min)	<b>AP Physics (Science)</b> 10:50AM-11:20AM (30min)
<b>Passing</b> 12:25PM-12:30PM (5min)		<b>Passing</b> 11:20AM-11:25AM (5min)
<b>US History (History/Social Science)</b> 12:30PM-1:20PM (50min)		<b>US History (History/Social Science)</b> 11:25AM-11:55AM (30min)
<b>Lunch</b> 1:20PM-1:50PM (30min)		<b>Lunch</b> 11:55AM-12:25PM (30min)
<b>Spanish 1 (Foreign Language)</b> 1:50PM-2:40PM (50min)		<b>Spanish 1 (Foreign Language)</b> 12:25PM-12:55PM (30min)
<b>Passing</b> 2:40PM-2:45PM (5min)		<b>Passing</b> 12:55PM-1:00PM (5min)
<b>Advanced 3D Game Design</b> (New Media Arts) 2:45PM-3:35PM (50min)		<b>Advanced 3D Game Design</b> (New Media Arts) 1:00PM-1:30PM (30min)
<b>Passing</b> 3:35PM-3:40PM (5min)		
<b>Internship</b> 3:40PM-4:30PM (50min)		
<i>385 total instructional minutes</i>	<i>320 total instructional minutes</i>	<i>215 total instructional minutes</i>

## Grade 12 – Daily Instructional Schedule

<b>Regular Day Schedule</b> (Mondays-Thursdays)	<b>“Flex Friday” Schedule</b> (Fridays)	<b>Minimum Day Schedule*</b>
<b>Advisory</b> 9:00AM-9:35AM (35min)	<b>Advisory</b> 10:30AM-11:50AM (80min)	<b>Advisory</b> 9:00AM-9:35AM (35min)
<b>Passing</b> 9:35AM-9:40AM (5min)	<b>Passing</b> 11:50AM-11:55AM (5min)	<b>Passing</b> 9:35AM-9:40AM (5min)
<b>AP English Literature and Composition</b> (English Language Arts) 9:40AM-10:30AM (50min)	<b>Flex Choice Block 1</b> 11:55AM-1:15PM (80min)	<b>AP English Literature and Composition</b> (English Language Arts) 9:40AM-10:10AM (30min)
<b>Nutrition</b> 10:30AM-10:40AM (10min)	<b>Passing</b> 1:15PM-1:45PM (30min)	<b>Passing</b> 10:10AM-10:15AM (5min)
<b>AP Statistics (Mathematics)</b> 10:40AM-11:30AM (50min)	<b>Flex Choice Block 2</b> 1:45PM-3:05PM (80min)	<b>AP Statistics (Mathematics)</b> 10:15AM-10:45AM (30min)
<b>Passing</b> 11:30AM-11:35AM (5min)	<b>Passing</b> 3:05PM-3:10PM (5min)	<b>Passing</b> 10:45AM-10:50AM (5min)
<b>PLTW Cybersecurity</b> 11:35AM-12:25PM (50min)	<b>Flex Choice Block 3</b> 3:10PM-4:30PM (80min)	<b>PLTW Cybersecurity</b> 10:50AM-11:20AM (30min)
<b>Passing</b> 12:25PM-12:30PM (5min)		<b>Passing</b> 11:20AM-11:25AM (5min)
<b>US Government/Economics</b> (History/Social Science) 12:30PM-1:20PM (50min)		<b>US Government/Economics</b> (History/Social Science) 11:25AM-11:55AM (30min)
<b>Lunch</b> 1:20PM-1:50PM (30min)		<b>Lunch</b> 11:55AM-12:25PM (30min)
<b>Spanish 2</b> 1:50PM-2:40PM (50min)		<b>Spanish 2</b> 12:25PM-12:55PM (30min)
<b>Passing</b> 2:40PM-2:45PM (5min)		<b>Passing</b> 12:55PM-1:00PM (5min)
<b>2.0 3D Game Design (New Media Arts)</b> 2:45PM-3:35PM (50min)		<b>2.0 3D Game Design (New Media Arts)</b> 1:00PM-1:30PM (30min)
<b>Passing</b> 3:35PM-3:40PM (5min)		
<b>Internship</b> 3:40PM-4:30PM (50min)		
<b>385 total instructional minutes</b>	<b>320 total instructional minutes</b>	<b>215 total instructional minutes</b>

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	141	385	32	320	7	215	0	0	180	64800	66030	1230
10	Yes	141	385	32	320	7	215	0	0	180	64800	66030	1230
11	Yes	141	385	32	320	7	215	0	0	180	64800	66030	1230
12	Yes	141	385	32	320	7	215	0	0	180	64800	66030	1230

## **Professional Development**

### **Teacher Recruitment**

Staff members will be recruited through various communication channels, including local newspapers; Internet assets, such as Edjoin.org, Teacher-Teacher.com, and idealist.org; job fairs; local university career fairs; the Charter School website; and word of mouth referrals.

AMA will engage in a thorough review of the qualifications of candidates that apply for employment at the Charter School. Academic Director and other lead staff will review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates will be interviewed for positions. For our first year, the Academic Director will bear primary responsibility for all teacher hiring. In future years, he/she will be joined by a hiring committee that includes teachers.

Candidates for teaching positions will be pre-screened through phone interviews, as a first step. Should it be determined that they should continue in the process, an in-person interview will be conducted. In addition to responding to additional questions, the candidate will be asked to teach a lesson to a classroom of scholars, where feasible and/or return for a second round of interviews. For the demonstration lesson, the Academic Director may observe candidates teaching a lesson in their current position or s/he will complete his/her demonstration lesson in an AMA classroom.

Following interviews, the Academic Director and/or the committee will review the outcome of the lesson and contact references. The Academic Director will notify each person of his or her status, once

a decision is made. Candidates that are offered employment will receive a written offer of employment. This offer will be contingent upon the person obtaining DOJ/FBI clearance, as well as producing a negative TB test and I-9 documentation. In addition, the Charter School will verify the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and ESSA requirements to teach the subject that he/she is being hired to teach.

AMA will make every effort to recruit teachers who are committed to the vision and mission of the Charter School. Job postings for teachers will clearly state the education philosophy and teaching pedagogy that are supported by the Charter School so that teachers who are ultimately selected for employment possess the desire, capacity, and dedication to work successfully at the Charter School. To attract and retain outstanding teachers, the Charter School will provide: competitive salaries; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; and, the opportunity to participate in innovative, creative endeavors and research within a model school program.

Per the requirements of the California Commission on Teacher Credentialing, AMA will adhere to these regulations by ensuring that teachers will be 100% Cross-cultural, Language, and Academic Development (“CLAD”) certified or in the process of obtaining CLAD certification. In the event that we should enter into a Memorandum of Understanding with local universities to employ interns, they will have to meet all of the conditions of employment, including evidence of successful subject matter completion and issuance of the appropriate credential.

### **Professional Development Plan**

AMA will offer engaging, interactive and ongoing professional development, incorporating principles outlined by Linda Darling-Hammond and other leading experts, including activities that are experiential, collaborative, sustained and intensive, supported by modeling, coaching, and problem-solving around specific problems of practice.<sup>73</sup> The Academic Director will serve as the instructional leader. Academic Director will serve as lead supervisor of instructors, conducting formal and informal observations, setting goals for performance, and providing regular feedback to teachers. General observations that have school wide implications will inform plans for professional development. Additional instructional leaders, will visit teachers regularly to observe teaching. In addition, the Academic Director will work closely with teachers in providing professional development and individualized expertise in strategies and targeted interventions for scholars in need. Data collected through classroom observations will help determine professional development topics.

Teachers will be surveyed annually to determine whether or not the practices of high quality professional development are in place at the Charter School. Common professional development activities that will occur on a regular basis include:

- A mandatory Summer Professional Development and Staff Training Institute for all teachers and staff prior to the start of each school year (four weeks before the first day of school) to review the Charter School’s vision, mission, philosophy, values, goals, and teaching methodologies; to

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<sup>73</sup> Darling-Hammond, L and McLaughlin, M W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*. 76(8), pp 597–604

discuss professional readings and research; to analyze and discuss instructional practices and student outcomes; and to engage in collaborative planning for the year ahead.

- The Academic Director and instructional leaders will develop induction for new teachers. This will include additional summer professional development, new teacher support meetings, and mentoring.
- Grade level and subject matter collaborative planning/professional development each week, typically during conference periods.
- Pupil-free days planned strategically throughout the year to intensely analyze student achievement data and engage in collaborative planning.
- Opportunities to attend professional development workshops or conferences on topics are aligned with our PD plan or have a direct correlation to improving teacher performance. These must be pre-approved by the Academic Director following our procedures and processes.
- Independent Study utilizing our professional development library and other professional resources (e.g., ASCD)

Clearly articulated expectations with respect to professional development outcomes will be provided and teachers will be surveyed annually to determine needs. Consistent with the work begun in Summer Institute, teachers will examine and discuss research and collaborate in discussions as they synthesize what they know about the aspects of learning that works best with their scholars. Teachers will continually reflect to ensure that they are using the most effective strategies for helping all of their scholars become active and motivated learners who master the knowledge necessary for life-long learning and success.

As we ramp up to our launch in August 2019, the professional development will be much more intense than subsequent summer and school years. We will engage with experts to learn our methodologies well and participate in follow-up sessions, as well as annual refresher development. The topics will include, but not be limited to:

- Mission and vision of the Charter School and review of the charter petition
- Culturally Responsive Teaching and Classroom Management
- Positive Behavior Intervention and Supports and Restorative Practices
- Common Core State Standards (ELA/ELD, Math, etc.) and Next Generation Science Standards
- Career Technical Education and New Media Arts
- Project-Based Learning – Buck Institute’s Gold Standard
- Socratic Method – Harkness Tables
- Universal Design for Learning
- Multiple Tier System of Supports
- Special Education: legal timelines, policies and procedures, Student Success Team process, assessments, and strategies for working with scholars with special needs
- Strategies and approaches for instruction of low-achieving and high-achieving scholars
- Multiple Intelligences
- Meeting the needs of English learners including designated and integrated ELD
  - (Guided Language Acquisition Design (“GLAD”) strategies)
- Technology – Individual use as well as integration in the classroom
- Online curriculum
  - Credit Recovery (e.g., The Virtual High School)
  - Lexia PowerUp Literacy

- ST Math: High School Intervention
- Assessment: standardized tests (CAASPP, ELPAC, etc.) and NWEA MAP (Language, Algebra and Geometry)
- Use of Student Information System (SIS) – taking attendance, assessments, data capability, etc.
- Health & Safety Policies and Procedures, including mandated child abuse reporting
- Teacher evaluation: the evaluation rubric, teacher expectations, the Learning Walk process

## **MEETING THE NEEDS OF ALL SCHOLARS**

The key to meeting the needs of all scholars lies in the cycle of Assessment, Curriculum, Instruction, and Reflection. If we intend to provide equity and access in the teaching and learning process, including curricular materials, we must first know who students are through various modes of gathering information. Then we must plan based on that data to provide relevant instruction. At AMA, we all agree that high expectations will be explicit for every member of our school community and a rigorous core academic curriculum will be provided to all students. In turn, our students are expected to demonstrate their understanding of key competencies, and their relevance to the world. This demands that we meet our students where they are and strive relentlessly to take them to the next level.

One of the ways that this will be done is through the use of Universal Design for Learning (“UDL”). UDL is a “scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. These practices should also reduce barriers in instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are limited English proficient.”<sup>74</sup>

Planning and developing educational experiences for students must be guided by three primary principles to ensure we meet the differing learning needs. Teachers must provide multiple means to give students access to the curriculum so that it is comprehensible. This would include auditory and visual representations for students for students who need one or both mediums to learn or it could be making cultural connections for students of color. Teachers must also provide multiple ways to engage students in learning that makes learning relevant to their culture, background knowledge and their cognitive abilities. Finally, teachers must provide students with multiple ways to demonstrate their learning. This means having the flexibility to let students go beyond paper/pencil or even computer-based assessments. It should allow choice and expression through speaking, writing, movement and/or other technologies.

AMA has been thoughtful in its design to use UDL as a basis for selecting culturally relevant pedagogy, project-based learning, multiple intelligences, and PLAIT as means to address the needs of all learners.

## **ENGLISH LEARNERS**

The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status,

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<sup>74</sup> <http://www.udlcenter.org/aboutudl/udldefined>

monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

AMA will provide an educational program guided by the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve* and the implementation of the LAUSD English Learner Master Plan and LAUSD LTEL Framework, which the school will adopt and implement.

### **Identification of English Learners**

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). All students with a home language other than English, are tested using English Language Proficiency Assessments for California ("ELPAC"). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The Charter School will notify parents of the Charter School's responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results.

### **ELPAC**

A student will only take the Initial Assessment once. For all students already with an EL designation, AMA shall administer the ELPAC annually, between February 1<sup>st</sup> and May 31<sup>st</sup>, in accordance with state requirements.

### **Professional Development**

All teachers and paraprofessionals will be provided initial and ongoing professional development regarding EL program components, in addition to the Framework and ELPAC information. They will also be provided with the California Department of Education's (CDE) website, as a resource for materials that can be use with students and parents.

### **Educational Program for English Learners**

To ensure that ELs are engaged in the learning process as they develop their English proficiency, students will receive integrated and designated ELD instruction. During integrated instruction, which takes place in all of their core academic classes, teachers use Specially Designed Academic Instruction in English or SDAIE strategies. The use of Academic Language is key for students in content areas, so that they can access the curriculum and this will be the emphasis. Teachers will facilitate and guide conversations using academic vocabulary that has been explicitly taught, practiced through activities and supported through visual means (i.e., texts, word walls, sentence starters, etc.) Teachers will also use materials adapted to



meet the language and content needs of ELs. Tapping into students' prior knowledge is also critical and when there are gaps, teachers must build background knowledge. AMA teachers know that every student brings something unique to the learning; so content area teachers affirm the value of each student by acknowledging the individual cultural contributions and multiple perspectives. Additional strategies teachers use include but are not limited to cooperative strategies, graphic organizers, higher order thinking skills and questioning techniques.

Teachers are also expected to ensure the integration of listening, speaking, reading and writing across the curriculum. Therefore, students are given ample opportunities to listen to the new academic language as the teacher uses visuals, manipulatives, and realia, to physically convey the meaning of the academic language. Students are encouraged to speak the new academic language through active learning instructional activities and to see the new academic language (e.g., posted graphic organizers). When this is done well, AMA students are able to read and write to demonstrate their proficiency.

Designated ELD instruction is provided in Designated ELD courses during the instructional day by the English Learner Specialist. Additional support and intervention will be provided to EL/LTEL students in the Incubator Labs by the English Learner Specialist Teacher and assigned Instructional Aide. Students will be clustered based on their identified level of language development from ELPAC results. The instruction during this time is focused on developing the mastery of how the English language works. This includes teachers providing instruction and activities that focus on linguistics aspects of the English language (i.e., phonemic awareness, root words, language structures), formal and informal registers, grammatical structures, sentence structure and paragraph structure. Student learning during designated ELD instruction supports the work they do in their integrated content area courses and every effort is made to provide scaffolds that support each student during regular daily instruction.

AMA also recognizes that English Learners who are not progressing through one ELD level per year must receive additional and extended learning opportunities to assist them in meeting reclassification criteria and to reach benchmarks. If a student does not make adequate progress after systematic interventions, s/he is referred to the MTSS team for a review of the student's work and assessments. The process includes parents or guardians.

The English Learner Specialist Teacher will be responsible for evaluating instructional implementation and providing support where needed, facilitating the monitoring process and the annual evaluation of the program. The English Learner Specialist Teacher will also support core teachers with integrated ELD instructional strategies and professional development as needed.

## **Annual Evaluation**

AMA will use our LCFF goals as the primary means of evaluating the effectiveness of the EL program with other measurable outcomes to include:

- The percentage of students achieving one level of proficiency;
- The percentage of students reclassified
- EL students' growth on NWEA MAP assessments;
- the percentage of EL students performing at various achievement levels on the SBAC in reading and math;
- PBL rubrics evaluating presentation skills
- Annual surveys of students, parents, teachers and members of ELAC; and
- The English Learner Specialist's evaluation and monitoring of instruction.

AMA will make Instructional and programmatic adjustments throughout the year based on students need. AMA will design professional development for teachers and instructional aides based on the results of the annual evaluation. This will include consideration of additional instructional resources and if indicated, more effective ways to organize EL designated classes.

## **Redesignation**

The English Learner Specialist will conduct an annual review of student records to determine eligibility for redesignation of English Learners. The review will look at several measures that provide evidence of mastery of academic English:

- ELPAC overall proficiency score of 3 maximum or above with scores of 3 maximum or above in Oral Language and Written Language
- Teacher Evaluation – grade of C or better in grade level English, LTEL course (Advanced ELD), Credit Recovery English course, or Adult School English course
- Basic Skills Assessment – score of Basic, Proficient, or Advanced on Reading Inventory (RI) assessment or score of Standard Met or Standard Exceeded on ELA SBAC (grade 11 only)

For students who meet the above criteria, a redesignation conference will be held to consult with the parents or guardians, as we explain AMA’s decision to reclassify the student. The parents or guardians will receive a written notification and acknowledges that the student has been reclassified as fluent English proficient.

## **Monitoring the Progress of English Learners, RFEPs and those “At Risk” of becoming Long Term English Learners (LTELs)**

AMA continuously monitors the progress of English Learners using the annual results from the ELPAC. However, regular formative assessments are used to monitor progress throughout the year (i.e., student work, assessments, rubrics, etc.). Informal and formal methods of monitoring progress will occur in the designated ELD sessions by the English Learner Specialist. As stated earlier, students not making progress are provided with additional, appropriate intervention.

Students who have been reclassified must also be continuously monitored per the District’s Master Plan to ensure they not only maintain, but increase their levels of proficiency in English. Teachers will continue to provide appropriate instruction and supports for these students. Their progress is also monitored through formative assessments that include student work, especially written and formal oral reports, content areas assessments, benchmark assessments, and summative assessments in English and Math courses.

AMA, like most high schools, is prepared to address the needs of the Long Term English Learner (LTEL) who has been enrolled in a U.S. school for more than six years, and has not had sufficient progress toward English proficiency, and is struggling academically. AMA will closely monitor their progress through multiple actions:

1. Assessment of students’ foundational reading skills using Lexia Powerup to determine the need for intensive reading intervention.

2. Use the ELPAC to determine a student's strengths and weaknesses in each domain. This will provide helpful information for instructional planning and intervention with the English Learner Specialist.
3. Use NWEA MAP Learning Continuum resource to identify specific instructional strategies for areas of need.
4. Use the NWEA MAP to monitor RIT growth (fall to winter to spring)
5. Monitor and evaluate students' responses to interventions and ELD instruction—especially growth in speaking and listening, because it is the foundation for continued development of English Language skills.
6. Look for increased participation and motivation to participate in collaborative situations (e.g. PBL units)

While the EL Specialist will take the lead in monitoring the progress of all EL students, s/he will be joined by the Advisory Teacher and content area teachers on a quarterly basis to review LTELs progress and assist in instructional planning. With the goal of having every AMA student college-and career-ready, this population of students must cross the English proficiency threshold.

### **Parent Notice**

AMA will also be attentive to parents' needs and provide parent outreach services in order to meaningfully inform parents with limited English proficiency of important information in their home language. Should it be a language in which there is no school personnel to translate, AMA will reach out to community resources or LAUSD to acquire the services of such person.

### **English Learner Advisory Council ("ELAC")**

AMA will have an ELAC, should the Charter School serve over 21 EL students, to provide an active voice to parents of ELs.

### **GIFTED AND TALENTED STUDENTS ("GATE") AND STUDENTS ACHIEVING ABOVE GRADE LEVEL**

The research on strategies, typically used for gifted students, points out evidence that all students of every level can benefit.<sup>75</sup> However, what is different is the pace at which they learn, how insightful they can be and the persistence they exhibit in their areas of interest.<sup>76</sup> With this in mind, AMA will provide students who are achieving above grade level opportunities to accelerate and excel.

AMA will not formally identify students as GATE; yet we will review the records of enrolled students to determine if they were identified earlier in their educational career. AMA will evaluate every student for achievement through review of his or her grades, standardized test scores (e.g., SBAC ELA) and initial benchmark assessments. For students who meet the initial evaluation criteria (Standards Exceeded on both SBAC ELA and Math Assessments – Grade 8) and/or advanced proficiency levels on initial benchmarks (all grade levels), teachers and parents will be asked to complete the Renzulli Scales: Scales for Rating the Behavioral Characteristics of Superior Students. AMA has chosen to use this instrument because it

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<sup>75</sup> Tomlinson, C.A.

<sup>76</sup> Ibid.

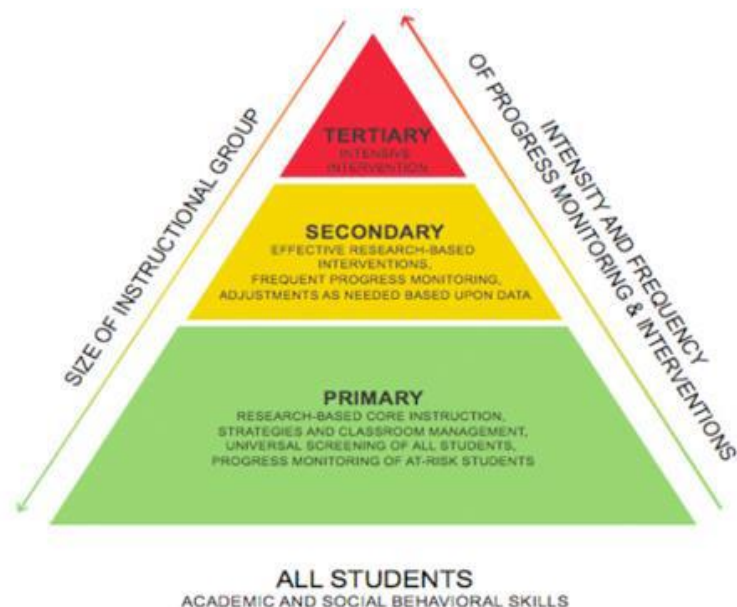
assesses giftedness in eight (8) different areas based on student characteristics. Once all data points are reviewed, a conference will be held with the Academic Director, the Advisory teacher, the parents and the student to discuss the results and to develop the student's personalized plan. This plan will be designed to ensure the student's needs are met in an appropriate and relevant manner. The conference will also occur for any student who had been identified in a previous school setting.

Additionally, any other student who demonstrates consistent evidence of being potentially gifted will be have the same access to Advanced Placement ("AP") courses, dual enrollment, ability grouping and/or clustering, online learning, enrichment in the Incubator Lab and early entry into internships. Teachers in the core academic areas (i.e., English, math, science and social studies) will complete the Purdue Academic Rating Scale for each student, every nine weeks, as an additional "failsafe" in monitoring progress. The Academic Director and the Advisory Teacher will be responsible for monitoring this process and ensuring that their needs are met. As part of the process and supporting the student, the team (including the parents) will meet at the end of each semester or by appointment, should any team member feel it necessary to address any challenges or recommendations that need attention.

#### **STUDENTS ACHIEVING BELOW GRADE LEVEL**

AMA will evaluate every student through the review of their grades, standardized test scores (e.g., SBAC – Standards Nearly Met or Not Met) and initial benchmark assessments to determine achievement levels. Once students are identified as achieving below grade level, the Academic Director, the Advisory teacher, the parents and the student to discuss the results and to develop the student's personalized plan. This plan will be designed to ensure the student's needs are met and will automatically include being scheduled into the Intervention Incubator Lab to ensure the Charter School fulfills the plan, as designed.

AMA will implement a Multi-Tiered System of Supports ("MTSS") to address the needs of all students, yet in particular, those achieving below grade level. Utilizing the tiered concept of support, students below grade level will be provided appropriate supports. These may range from intervention to counseling from the Health and Wellness Center to the use of outside resources.



Blending learning opportunities will maximize access to multiple academic supports. For example, PowerUp, a Lexia product designed specifically for secondary students assists with the acquisition of fundamental literacy skills.<sup>77</sup> The student begins the online portion of the program by taking an assessment which places him/her in an instructional portal where gaps were determined to be. It also prescribes a number of minutes per day that the student should complete to make grade level progress by the end of a school year. When a student demonstrates a struggle that they can't overcome nor proceed forward, the teacher will see that s/he needs actual individual instructional support. Lexia PowerUp Literacy provides the lesson plan, materials and extended suggestions for the teacher to use with the student. Once the teacher and student are confident that the support and practice have closed the gap, the student returns to the skill and continues in the program. Since students may be working on more than one skill at a time, they are always able to continue working in Lexia, while receiving the teacher support. When used with fidelity, student growth is assured. The Academic Director and the Advisory Teacher will be responsible for monitoring this process and ensuring that their needs are met. As part of the process and supporting the student, the SSPT team (including the parents) will meet every 6-8 weeks or sooner, should any SSPT team member feel it necessary to address any challenges or recommendations that need attention. These meetings may also become less frequent should the student accelerate his/her progress towards meeting his/her plan. The Academic Director will oversee this process to ensure that is followed with fidelity.

Students achieving below grade level may also have experienced circumstances in their earlier years that impacted their development and/or performance. Therefore, AMA will review records for gaps in attendance, migration patterns/number of schools that the student has attended, health concerns, guardianship and other factors that have concerning impact. The Health and Wellness Center will be utilized to stabilize and/or support more intensive needs.

#### **SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS**

Students who are considered socio-economically disadvantaged/low income students may fall into any of the other categories addressed in this petition – gifted/high achieving, below grade level, EL, RFEP or students with disabilities. As is done in most school communities, the first identifier utilized is the Free and Reduced Program application of the National School Lunch Program. AMA will also use any information that is self-disclosed by parents during personal interactions (e.g. homeless, no employment, etc.) In addition to addressing the needs specific to other designations, it will be most important to determine first, if their basic needs are being met.

In 1943, Maslow determined that there was a hierarchy of needs that motivate people.<sup>78</sup> Beginning with the first level of physiological needs, students attending AMA will be nourished and attended to in terms of food, rest and clothing. The Health and Wellness Center will provide these basic necessities for these students immediately. We will also ensure through our culturally responsive practices that all students feel safe and secure while in our care. This comes with building relationships, which is tantamount to all stakeholders' psychological needs. There will be a focus on teacher-to-student relationships, as well as

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<sup>77</sup> <https://www.lexialearning.com/products/powerup>

<sup>78</sup> <https://www.simplypsychology.org/maslow.html>

student-to-student. The use of PBIS and restorative practices will support this for our most affected students. As needs at the basic and psychological level are met, students also need to know that they are capable. The Health and Wellness Center will continue to be a major contributor to this need, as will the implementation of PLAIT and most importantly the success they are experiencing in their classrooms. The success is grounded in how often and how much their teachers are tapping into their funds of knowledge, their cultural competency and their sense of belonging.

With the goal of meeting their needs to ensure that they achieve to their full potential, AMA will have a Collaborative Care Team (CCT) that consists of the core academic teachers at each grade level, the Advisory teacher, the EL Specialist teacher, the HWCC and the Academic Director, to monitor progress. They will meet quarterly to discuss the progress of each student. Prior to these meetings, classroom teachers will review assessments, work samples and the student self-reflection survey in preparation for their five-minute input. The Advisory teacher will bring the personalized plan, which will be updated as necessary and the HWCC will provide any data related to the health and wellness of the student (e.g., visits to the HWC, family support, etc.). The CCT will determine any relevant adjustments to meet the students' needs and make contact with parents, if this is deemed necessary.

### **STUDENTS WITH DISABILITIES**

The District Required Language, found at the beginning of Element 1, contains those provisions necessary to address matters related to students with disabilities and special education.

### **STUDENTS IN OTHER SUBGROUPS**

AMA will utilize CALPADS to identify which of its students are foster youth. It will be important to review the system often, as it is updated on a weekly basis. However, this is also a subgroup that might self-identify, within a school year, due to a change in family dynamics. We would utilize strategies similar to that of socio-economically disadvantaged as this segment of youth will need their basic needs met, first and foremost. One advantage AMA has that may not be common is that the founder and Chief Executive Officer of AMA, Dana Hammond, was a foster child and is able to provide a realistic and relevant perspective on what is most important in meeting the needs of foster youth. Many of them are forced into adulthood faster than their peers who are not in foster care, given the intense circumstances in their lives. They're not provided the luxury of time or support and typically need intense preparation academically, socially, emotionally, and in some cases, physically. AMA's ability to provide its foster youth viable options through their high school education will create a sense of value.

To that end, AMA will assign a "mentor" (a Charter School personnel who has established a positive relationship with the student) to work with the HWCC and the caregiver(s) to ensure there is a support system from home to school. Research shows that students in care are more likely to miss more school days than their peers, so this will be an important step to help maintain attendance. This team will also have bi-weekly academic check-ins because it is also a fact that students in care have the highest dropout rate and lowest graduation rate of any student subgroup<sup>79</sup>. These students will have the same options of selecting their career pathways and participating in rigorous academics; however, they will have the added supports of Incubator Labs, as well as the Health and Wellness Center with its array of resources

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<sup>79</sup> <https://www.nfyi.org/issues/education/>



intentionally provided through a carefully structured plan, as determined by the team. While this team will monitor the academic and social-emotional well-being of the students through the approaches noted above, the CEO will also attend the first meeting with the team to provide insight and support for the work and then attend any subsequent in-person conferences. AMA intends to break the traditional perspective of the capacity of these youth by improving upon attendance, graduation and dropout rates typically experienced in the high school setting.

As described in the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve*, we have two distinct populations of Standard English Learners – African American English Speakers and Chicano/Chicana English Speakers. Once again, when in a culturally responsive environment, what students bring to the classroom is valued and considered an addition rather than a deficit. Based on this belief, students will be supported in all of their classrooms through awareness of linguistic variety and understanding that all languages are valued, as well as learning that we all use different registers in different situations and that is what is important to learn for success. Since Advisory teachers are the primary gatekeepers of their specific groups of students, they will be responsible for monitoring the progress of those students (i.e. no more than 25). This will be accomplished through the data analysis process after each set of benchmarks is given, when teachers are working in small groups to ascertain the progress of their students and determine next steps in instruction.

At the end of the day, it is important to remember that AMA will engage in Universal Design for Learning to support the growth and achievement of students. It is our responsibility as we make decisions about student learning that we provide multiple means of representation to give students various ways of acquiring, processing, and integrating information and knowledge; multiple means of action and expression so students have options for navigating and demonstrating learning and multiple means of engagement to tap individual learners' interests; and challenge them appropriately, so that they are motivated to learn.<sup>80</sup>

### **“A Typical Day”**

The traditional school model of attending a set of required courses with pre-arranged electives has not provided scholars with connections to real world application and realistic career options. AMA shatters the stereotypical secondary education by engaging scholars in new ways that promote 21<sup>st</sup> century skills of communication, collaboration, critical-thinking and creativity with choice based upon genuine scholar interest. Scholars will have selections that include the structure of their day, the projects utilized to demonstrate proficiency and how they prefer to interact in their communities (e.g., internships).

The following narration is based on a typical day for ninth grade scholar named Mary on a Monday morning.

#### **9:00AM-9:35AM – Advisory**

*(All Advisory teachers hold a Community Circle (class meeting) as this is their homeroom and to immediately engage the students and determine their emotional state – this may trigger a Health and Wellness Center recommendation)*

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<sup>80</sup> <http://www.udlcenter.org/aboutudl/whatisudl/3principles>



As Mary and her classmate Tiffany enter their first period Advisory class, her Advisory teacher Mr. Jackson greets them. The students recite their daily PLAIT characteristic and are provided with their motivational thought and positive reinforcement for the day. Mr. Jackson takes attendance and makes important announcements. Students who are scheduled for the day for a one-on-one advisory meeting with Mr. Jackson discuss their goals for the week while other students are engaged in PBL planning or blended learning activities. During the last 10 minutes of Advisory period, the class engages in their daily Community Circle (class meeting).

#### **9:40AM-10:30AM – Designated ELD**

Mary is an English Learner who has been an EL since 1<sup>st</sup> grade. She is challenged by grade level reading and her 8<sup>th</sup> grade teacher told her she was only about a year behind and would catch up with her continued practice. She is in her Designated ELD class with Mrs. Martinez, the English Learner Specialist Teacher, who is helping her with understanding Cyrano de Bergerac while they work on vocabulary, grammar and syntax, especially academic content language. Mary has noticed that she is understanding more in her other classes and is eager to share this with Mrs. Martinez.

#### **10:30AM-10:40AM – Nutrition**

Mary goes to the multi-purpose room to get a piece of fruit and string cheese. Her mother didn't have money for groceries this week, so Mary skipped breakfast, but knew that there would be something to eat at Nutrition.

#### **10:40AM-11:30AM – Conceptual Physics**

As Mary walks into her Conceptual Physics class, she is greeted by Mr. Amir. Today's lesson is on the star life cycle so Mary and her classmates will explore this concept by looking through Google goggles to view the star life cycle as Mr. Amir circulates the classroom as students are viewing and discussing.

#### **11:35AM-12:25PM – Algebra 1**

Mary heads into her Algebra 1 class, she is eager to engage in a project based learning group activity in which she and her classmates must use algebraic concepts to determine the best location for their hypothetical business and present their findings regarding locations that will best address company needs.

#### **12:30PM-1:20PM – Ethic Studies**

As Mary and her friend Joree enter their Ethnic Studies class, they hear the beautiful sounds of music from the Harlem Renaissance era. Their teacher, Mr. Rich, shows them images of important innovators of the Harlem Renaissance and Mary and her classmates are tasked with describing the contributions of each figure and how they resonate with the era as Academy of Media Arts scholars. Before the end of the class period, Mr. Rich presents a special guest (Latin musician) to speak with the class.

#### **1:20PM-1:50PM – Lunch**

Mary is particularly excited about Lunch today because a local Latin musician, who spoke to the Ethnic Studies class will be playing his guitar and then mingling with the students. She hopes to ask him for any ideas he has on how to incorporate a Latin twist into her ideas for her groups PBL product. She also wants to ask him to be one of the audience members at the exhibition to provide industry feedback.

#### **1:50PM-2:40PM – Physical Activity**

Mary catches up with her peers at lunch and they make their way to the Health and Wellness Center for physical activity. They just started their unit on rhythm and dance, which should be easy as Mary is involved in Balletfolklorio.

### **2:45PM-3:35PM – Introduction to Media Arts**

Mary quickly makes her way to the Media Arts Studio where she will begin by practicing her instrument (as are others) for the first 20 minutes, while the other half of the class is on the recording studio side. She is working on composing the music that is part of the PBL project, so she will team up with Marco, Elsa and James, who are also practicing on piano and drums. After working together on their music, they go over to the recording studio to spend the final 30 minutes learning how to record the composed music.

### **3:40PM-4:30PM – English 1**

Mary and her classmates are greeted at the door by Mr. Cox, their English 1 teacher. Mr. Cox begins the day's lesson by reminding students of the Driving question for the PBL unit. He then gives them 5 minutes to get their materials and into their groups to continue their analysis of the characters in *Cyrano de Bergerac*.

## **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 school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

### **Measurable Goals of the Education Program**

The measurable goals of the education program at Academy of Media Arts are aligned to the State’s eight priorities. Please refer to the completed LCFF State Priorities table provided in Element 1.

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

The performance targets for our measurable pupil outcomes on summative assessments are aligned to the State’s eight priorities. Please refer to the completed LCFF State Priorities table provided in Element 1.

## **Other Performance Targets**

Additional performance targets related to AMA's innovative components are aligned to the State's eight priorities. Please refer to the completed LCFF State Priorities table provided in Element 1.

## **Assessments**

Academy of Media Arts with use a variety of formative and summative assessments to monitor and measure of student progress toward mastery of state standards and other learning goals.

The chart below outlines the assessments we will use to gather data for analysis and reporting purposes.

<b>NAME OF ASSESSMENT</b>	<b>TYPE OF ASSESSMENT</b>	<b>GRADE LEVEL AND/OR SUBJECT</b>	<b>PERFORMANCE EXPECTATION</b>
CAASPP/SBAC: English Language Arts/Math	Summative	11 <sup>th</sup> Grade	Standard Met or Exceeded
CAASPP/CAST – Science	Summative	11 <sup>th</sup> Grade	Standard Met or Exceeded
CAASPP/CAA ELA/Math/Science	Summative	11 <sup>th</sup> grade Students with Disabilities	Standard Met or Exceeded
ELPAC	Summative	9-12 English Learners	One Proficiency Level Per Year or Redesignation
Advanced Placement Exams	Summative	10-12 in courses offered	Score a 3, 4 or 5 on each exam taken
College Entrance Exams, PSAT, SAT I, SAT II, ACT	Summative	11-12	Meet the established College Readiness Benchmark
End of Course Exams	Summative	9, 10, 12 - ELA, Math, Science 9-12 – HSS, Foreign Language	Achieve a score of 80% or better
NWEA MAP: Language, Algebra, Geometry	Formative	9-12 – Language 9/10 – Algebra, Geometry	Meet identified Growth RIT
Benchmarks (e.g., I-Ready)	Diagnostic/Formative	9-12	N/A
Project-Based Learning Exhibitions	Formative/Summative	9-12	Achieve at or above standard on PBL rubrics

NAME OF ASSESSMENT	TYPE OF ASSESSMENT	GRADE LEVEL AND/OR SUBJECT	PERFORMANCE EXPECTATION
New Media Arts Presentations	Formative/Summative	9-12	Achieve at or above standard on NMA presentation rubric
Eureka Math	Formative/Summative	9-12	Achieve a score of 80% or better on end of unit exams
SBAC Interim Assessment Blocks	Formative	9-11 ELA/Math	Standard Met or Exceeded
Teacher Created Assessments and Rubrics	Formative	9-12	Achieve a score of 80% or better
Teacher Created Quizzes <sup>81</sup>	Formative	9-12	Achieve a score of 80% or better
Physical Fitness Testing (FITNESSGRAM)	Annual	9	Healthy Fitness Performance Zones

### **Methods for Measuring Pupil Outcomes Progress toward Outcomes: Formative Assessment**

Formative assessments will be the key to monitoring and measuring students' growth towards mastery of standards. AMA will utilize the Interim Assessment Blocks provided by the state to ensure students and teachers are familiar with the format, types of questions and level of rigor of the SBAC assessments. Eureka Math has programmatic assessments that accompany each unit, so these will be used for measurement in math along with the exit tickets and debriefs that are integral part of the program.

Teachers will also have opportunities to engage students in formative assessments that they create specific to the learning targets indicated in their daily lesson plans. In an effort to capitalize on the use of technology and demonstrate how even common items can be used as a productive learning tool (e.g., cell phones), teachers can utilize various devices to assess students with quizzes, exit tickets, reflections, etc. "Plickers" can even be used when all students do not have cell phones or as an alternate way to get input from every student.<sup>82</sup>

As a principle of Universal Design for Learning, it is imperative that students have multiple means of expression, which can be done easily with formative assessments. AMA has built into its assessment plan, these opportunities through PBL and the New Media Arts Presentations. Additionally, the use of rubrics allows students to be a part of determining what constitutes meeting objectives particularly with performance-based assessments. Ultimately, formative assessments must be authentic, relevant and incorporate the four methodologies of a critical classroom (i.e., collaborative learning, experiential

<sup>81</sup> Teachers will use various technology tools to engage students in formative assessment thereby making "how" taking an assessment can be relevant and fun. 65 different options are found at <https://www.nwea.org/blog/2018/the-ultimate-list-65-digital-tools-and-apps-to-support-formative-assessment-practices/>

<sup>82</sup> <https://www.plickers.com/>

learning, problem-based learning and standards-driven learning) thereby supporting the characteristics of a 21<sup>st</sup> century learner.

To gather consistent data that provides measures of growth, AMA will utilize NWEA's Measures of Academic Progress in the areas available for high school students – Language, Algebra and Geometry. Teachers will administer these tests, as appropriate to student enrollment, at the beginning of the year to get a baseline for where the student is starting. The assessment will be administered two additional times in the year and used to guide instruction.

## **Data Analysis and Reporting**

Academy of Media Arts will engage in a cycle of assessing, analyzing, reflecting, planning and instruction to address our capacity to deliver a high quality, rigorous educational program to all students. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

At AMA, pupil free days have been built into the school year for instructional leadership and faculty to engage in the intensive and extensive nature of this task. We will use the assessments outlined in the table above, based upon when they are administered, to engage in a regular cycle of analysis. For example, the summative data from standardized assessments will be reviewed at the beginning of the school year to analyze student, subject, grade level and school performance. We will then combine those results with specific diagnostic data that has been collected in the first weeks of the year to determine instructional plans that will address the strengths and needs of students in relationship to the planned curriculum.

AMA has designated Friday mornings (8:00 am – 10:30am), as our professional development/data analysis time. One hour of this time will typically be spent on professional development and one hour will be spent on data analysis (except for major benchmarks, when the full time will be data analysis). The time allocated for data analysis will allow grade level teachers to analyze formative data from quizzes, tests, anecdotal notes, etc. Every four weeks, departments will meet by subject matter and analyze the cumulative grade level data in relation to curricular needs. On other pupil free days schedule strategically throughout the year, AMA will analyze benchmark data and NWEA results.

AMA will use a school information system (e.g., Illuminate) to house and manage performance and achievement data, as well as student information. This will allow teachers to create, administer and score assessments within the same system that will be used to monitor and communicate progress. This will also facilitate the collection, analysis and subsequent reporting of data.

AMA will use the information gained from data in multiple ways:

1. To inform our decisions about curricula choices from texts to instructional materials
2. To inform the methodologies and strategies that we are using universally and in subject matter areas
3. To inform our action plans for students in Tier 2 and 3 of our MTSS, so that we can provide the most appropriate interventions
4. To gauge our impact on our subgroups to determine the progress towards the proposed levels of achievement
5. To inform professional development offerings for teachers

6. To reset goals and objectives, when necessary

Ultimately, the data has to tell us, throughout the year, if we are making progress towards our goals within the State priorities.

On a monthly basis, the Board will receive a report from the Academic Director that provides an overview of data findings, the plan of action that is being implemented to strengthen and/or improve curriculum/instruction and any budgetary implications that need approval. It is critical that they Board stay abreast of what is occurring with achievement and how they may need to get engaged. On an annual basis, the Charter School will develop a report that provides not only academic data, but also data regarding finances, school climate, personnel, etc. so that all stakeholders are aware of the Charter School's performance.

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

#### **Grading Policy**

To remain consistent with the institutional expectations of grade point average, report card grades will follow the A-F (0-100%) standard manner of grading (A=100-90%, B=89-80%, C=79-70%). AMA will only use grades of "C" or above; therefore, if a student earns anything below 70%, s/he will receive an Incomplete. The report card will show numerical scores of 1-4 (4=A, 3=B, 2=C, and 1=F).

Since teachers will be using rubrics and curriculum, such as Eureka Math, grading will be done using the numerical scores of 1-4, with a 4=A, 3=B, 2=C and 1=F. Non-academic reporting (e.g., PLAIT) will also follow this grading scoring system.

#### **Type and Frequency of Progress Reporting**

AMA will issue quarterly student progress reports, which will utilize a 4 point scale:

- 4 – Meeting/Exceeding expectations or standards
- 3 – Making adequate progress towards meeting expectations or standards
- 2 – Making minimal progress towards meeting expectations or standards
- 1 – Making no progress towards meeting expectations or standards

The reports will be based on multiple measures including teacher assessments, PBL exhibitions and other assessments that contribute to giving a clear picture of student growth and performance. The progress reports will be issued and delivered to parents through the Student Information System and in some cases, parent conferences. Formal parent conferences will be held twice per year; however, additional ones will be expected, when a student is performing below expectations or experiencing challenges that are affecting his/her performance.

AMA will also complete their annual School Accountability Report Card ("SARC") to provide school demographic data and performance measures to the California Department of Education and the public.



## Promotion/Retention Policy and Procedures

Scholars at AMA will be eligible for promotion to the next grade level, as long as they have earned the minimum number of credits at the end of each year: Grade 9 = *60 credits*, Grade 10 = *120 credits*, Grade 11 = *180 credits* and Grade 12 = *220 credits*.

Based on AMA's procedures for actively monitoring the progress of students, all team members and the scholars will know where a scholar stands at all times. Should a scholar not meet the minimum requirements by the end of any year, a retention conference will be held to determine the best plan of action for that scholar's well-being, including but not limited to tutoring, summer school, credit recovery, etc. The action plan will include a statement that ensures that the student and parent agree to complete the plan and if it is not, the scholar will be subject to retention with right to appeal.<sup>83</sup> The action plan will be signed by the scholar, parent and Academic Director, who will be responsible for following up at the prior to the first day of the next school year.

AMA is consciously aware of the significant stigma and social-emotional implications of retention for adolescents and expects to promote every scholar to the next grade at the end of every year. This is due to three specific aspects of our program – the use of MTSS, PLAIT and our Health and Wellness Center Support. We believe that it is the responsibility of every adult on our campus to support, mentor and care for every scholar. By meeting the basic, physiological, and psychological needs of our students AND offering non-grade level pairings, as well as credit recovery, every scholar should experience growth, development and progress to move forward.<sup>84</sup>

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<sup>83</sup> Should a legitimate reason for not completing the plan arise (i.e., medical emergency, illness, traumatic event, etc), AMA will make adjustments to the plan to ensure fairness and equity. This may include allowing the student to promote, while completing the unearned credits. Each case will be carefully reviewed for its merits.

<sup>84</sup> AMA recognizes that any student who enrolls within the last quarter of a school year, and enters with less than adequate performance, will need to be thoroughly evaluated to determine their standing.

## Element 4 – Governance

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>85</sup>

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

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

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

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<sup>85</sup>The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

## **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

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

### **PARENT ENGAGEMENT**

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

### **FEDERAL PROGRAM COMPLIANCE**

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

demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

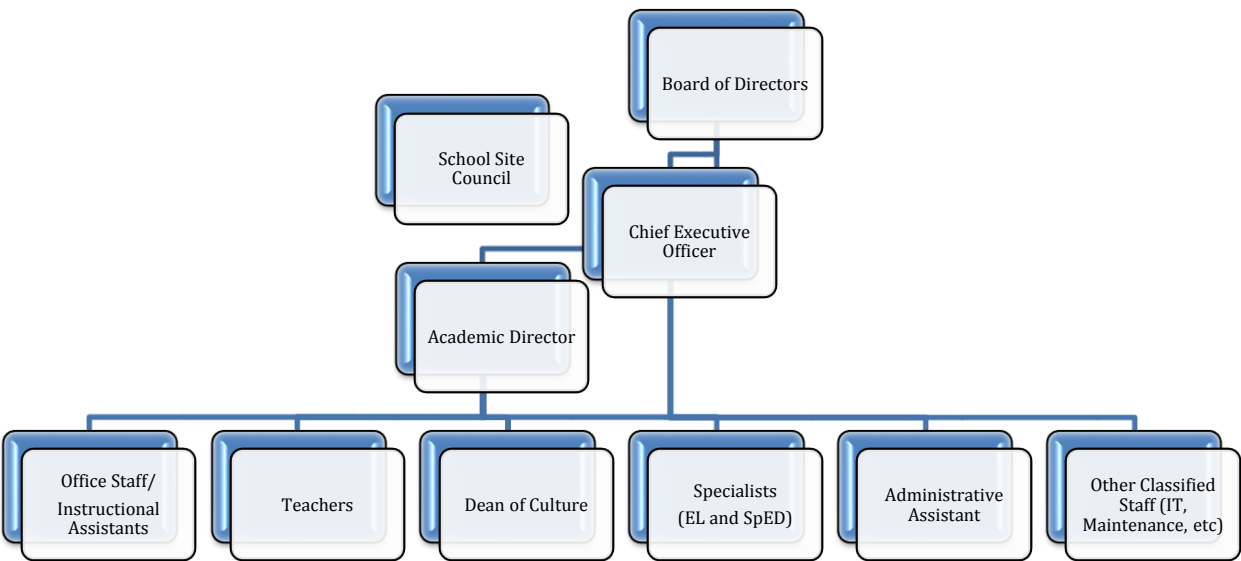
**Governance Structure**

Academy of Media Arts will be a directly funded, independent charter school and will be operated as Academy of Media Arts, a newly formed California nonprofit public benefit corporation that has received tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and any contracted services as may be negotiated between the District and the Charter School. As outlined in Education Code Section 47604(c), LAUSD shall not be liable for the debts or obligations of the Academy of Media Arts or for claims arising from the performance of acts, errors, or omissions by AMA as long as LAUSD has complied with all oversight responsibilities required by law.

**Board of Directors**

Academy of Media Arts will be governed by a nonprofit Board of Directors (or “Board”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Chief Executive Officer will lead the Charter School, supported by an Academic Director and a host of other academic and support staff, as detailed in the organizational chart below.



**Organizational Chart**

## Major Roles and Responsibilities

The Board is fully responsible for the operation and fiscal affairs of the Academy of Media Arts, including, but not limited to, the following:

- Strategic planning;
- Annual budget development and approval;
- Fiscal oversight;
- Hiring (or contracting for), supervision, evaluation, discipline, and dismissal of the Chief Executive Officer;
- Adoption of the school calendar;
- Oversight of curricular and extra-curricular programs;
- Approval of community service programs;
- Approval of graduation requirements;
- Oversight and adoption of policies regarding AMA's school facilities and safety;
- Oversight and adoption of policies regarding student behavior and performance including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open campus and other privileges, participation in extracurricular activities, and discipline proceedings;
- Maintenance of strong AMA-community relations;
- Establishment of ad hoc hiring committees composed of a variety of stakeholder representatives, depending on the position;
- Regular measurement of progress toward pupil outcomes;
- Approval major contractual agreements; Approval of major contractual agreements, defined as those lasting longer than one fiscal year with a cost in excess of the threshold set in AMA's financial policies
- Approval and monitoring of the general policies of AMA;
- Approve annual independent fiscal audit and performance report; and,
- Appoint an administrative panel and take action on recommended student expulsion appeals.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the AMA any of those duties with the exception of budget approval or revision, approval of the fiscal audit, hiring and evaluation of the Chief Executive Officer, and the adoption of Board policies. These delegated duties will focus on implementation rather than policy setting as this is the responsibility of the Board. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Academy of Media Arts shall abide by an adopted a Conflicts of Interest Code Bridge Policy, aligned with the LAUSD's Conflict of Interest Code, that complies with the Political Reform Act, Government Code

Section 1090, and a Conflict of Interest Policy consistent with the Corporations Code conflict of interest rules and IRS tax-exempt entity regulations, and which shall be updated with any charter school-specific conflicts of interest laws or regulations applicable in the future.

The Board will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act. Board member orientation training will also be provided to all new members of the Board.

The Chief Executive Officer will be primarily responsible for the Charter School's operations to ensure the integrity of AMA's governance, financials and day-to-day management of the site. The Academic Director will be the instructional leader focused on school culture, student performance and achievement, as well as teachers and their development. As a leadership team, they will ultimately support each other within their defined roles to create a successful learning and work environment.

The roles and responsibilities of the Chief Executive Officer and the Academic Director are fully detailed in Element 5.

### **Governing Board Composition and Member Selection**

The Board shall be comprised of community members with experience in education, nonprofits, entrepreneurial growth companies, legal, real estate, philanthropy, media and education policy. This composition will reflect the diversity of cultural, academic, and professional expertise that is essential for fulfilling AMA's unique mission because of the meaningful connections that they possess to understand, support and embody the AMA culture.

The AMA Board shall have no fewer than five (5) and no more than (9) directors. All directors shall be elected by the Board, and shall serve rotating terms of either three (3) years, two (2) years or one year. Board members may serve no more than three terms.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors.

In our initial year of operation, all Board members will attend a Board conference that includes training on roles and responsibilities, self-evaluation, effective board leadership, and will be updated on state regulations that may impact our school. In addition, AMA will contract with an outside organization to provide extensive training on implementing the Brown Act and non-profit Corporations Code, as well as Conflict of Interest training, including the Political Reform Act and Government Code 1090. Thereafter, Board members will continue professional development at our annual Board retreat with Brown Act training, as well as other identified areas of need to ensure they have the capacity to be effective. Anytime a new Board member is elected, s/he will be provided the equivalent initial trainings.

When necessary the existing Board of Directors will bring candidates to the attention of all current Board members to consider for election, when it has been deemed necessary to fulfill a need. A need will be constituted as a vacancy of an area of expertise that has not yet been filled or a vacancy due to resignation, removal or death. Candidates for consideration should meet the following qualifications:

- Belief, commitment, and foundational values aligned with the AMA mission and vision



- An innovative mindset about public education and the future of the workforce
- The ability to complete the work required of a Director
- Professionalism and character
- Specific expertise in grades 9-12 education, development/fundraising, law, real estate, philanthropy, media arts and human resource and operations.

A candidate's resume will be presented along with a written statement of the "nominating" Board member, defining why the candidate is a fit to meet the Board's needs. The Board Chair will schedule a visit to the school site, which will consist of a tour of the school; classroom observation(s); and an interview with the CEO. Should the CEO and Board member determine that the qualifications are met and there is a mutual desire from the candidate to serve, a formal nomination will be made and put forth to the Board for a vote at the next Board meeting. Per the by-laws, a quorum is all that is needed to secure the election; however, AMA will always strive for a unanimous decision for Board members.

### **Governance Procedures and Operations**

The Board will meet regularly on AMA's charter school site, at least once per month during the school year, and in accordance with the Brown Act. All Board meetings will be open to the public, with notice posted 72 hours in advance of regular meetings. (*NOTE: Special meeting agendas will be posted at least 24 hours in advance*). All items to be discussed by the Board will be agendaized, and the meeting minutes will be available to the public upon request. Board agendas will be posted at a location that is accessible at any time at the Charter School and on the Charter School's website. Board meeting dates will be included in the school's annual calendar of events, which will be scheduled by the last Board meeting of the prior school year. All Board meeting agendas will include location and time of meeting.

At Board meetings, a majority of directors then in office constitutes a quorum of the Board for the transaction of business. Board action will only be taken on items listed on the agenda for action. Members of the Board may participate in any meeting through the use of video or telephone conference equipment pursuant to the teleconferencing rules of the Brown Act. Per the Brown Act, should the means of any meeting be by teleconference:

1. At a minimum, a quorum of the Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the school operates;
2. All decisions made during a teleconference meeting shall be made by roll call;
3. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
4. All locations where a Director participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
5. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location in accordance with section 54954.3; and
6. Each teleconference meeting must be conducted in such a manner so as to protect the statutory and constitutional rights of the public. Members of the public attending a meeting conducted via teleconference need not give their name when entering the call conference call.

## **Stakeholder Involvement**

All stakeholder groups within the Charter School community will play a vital role in advancing the vision and mission of the Charter School and its programs. Academy of Media Arts is committed to engaging in a collaborative decision-making process with staff, families, students and community members when appropriate, and ensuring that all stakeholder groups have a voice in matters critical to the Charter School's success.

The School Site Council will help ensure that parents and staff are involved in the governance decisions at the Charter School and contribute to the Charter School's operations and growth. The School Site Council will be comprised of peer elected members annually each fall (by end of September) of the school year. An orientation meeting will be held 10 days prior to the election in which SSC members will be selected by peer vote. The SSC will have a total of 12 members (1 principal, 4 classroom teachers, and 1 other school staff member, 3 parent/community members, and 3 students). The election process will ensure that parents of English Learners, as well as students who receive Title I funding will be represented. If the charter school twenty-one or more English learner (EL) students, not including Reclassified Fluent English Proficient (RFEP) students, then it will also establish an English Learner Advisory Committee (ELAC). The election format for ELAC will also be by peer vote. The number of ELAC members will be based on the number of EL students (for example, 21-75 EL students would mean 3 ELAC members). If the charter school has an ELAC, it will meet monthly when school is in session (meetings will be separate from SSC).

The School Site Council will meet monthly when school is in session. The Council also makes recommendations to the Academic Director regarding special school wide events and activities and optional fundraising at the local school level (e.g., potential events could include teacher recognition events, Read-A-Thons, etc.). Other members of the Charter School community will be invited to attend School Site Council meetings in a non-voting capacity.

The School Site Council will review and approve the Charter School's single plan for student achievement, monitor its implementation throughout the year, and recommend it to the Board for approval. The School Site Council may also provide input on: LCAP, curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar.

Although the School Site Council will strive to create a collaborative and transparent forum for recommending action to the CEO, ultimately the CEO and the Board of Directors, will have final decision-making authority on all school related matters.

In addition, all stakeholders will play an active role in developing the Local Control and Accountability Plan and contributing to its annual update. Meetings will be scheduled in a timely manner to elicit suggestions and recommendations towards the goals and outcomes of the Charter School's educational program. These will be designed for maximum input and all documents will be shared with them. In April of each successive year, meetings will be held to engage in the annual update to the LCAP.

AMA will employ a phone and e-mail communications system for announcements about school events and other information, as well as to notify parents/guardians in the event of an emergency.

Academy of Media Arts is deeply dedicated to promoting and supporting parents' involvement in their own children's education. Each student and parent/guardian will be individually known by the Academic Director and staff. We will seek, whenever possible, to hold meetings with parents at night after working hours, in order to accommodate working families. AMA will promote frequent and open communication between parents and Charter School staff including:

- School Site Council and Board of Directors meetings;
- Multiple parent-teacher conferences per year;
- Parent information sessions, parent education sessions, Town Hall meetings, and individual parent/student conferences scheduled regularly and as needed;
- The *Family-Student Handbook* containing Academy of Media Arts' mission, vision, curricular goals, behavioral guidelines, and emergency procedures will be distributed to all families annually in English and Spanish.
- The school's website, phone messaging system, and/or announcements/communications sent home with students in hard copy;

The website will be used, first and foremost, to keep our parents apprised of the Academy of Media Arts culture. This will include who we are, what we do, and how they can be involved. Virtually every aspect of what is occurring each week will be shared on the website. Parents will be able to see calendars, schedules, student portfolio development, job shadowing and mentoring opportunities for their students, and even sign up to volunteer in a classroom. They will be encouraged to communicate directly via email and make appointments with school staff. The website will also be used as a recruiting tool, as parents will be able to sign up for school tours, complete lottery forms, etc. Ultimately, any information they need will be available for reference in a seamless digital platform.

One of the primary predictors of student success is parent investment in supporting the educational program of their children. Parents can support their children's learning at school and at home through their participation in understanding what it will take for children to achieve at high levels, and by their active voice in achieving the goals of the Charter School through volunteering.

No child will be excluded from AMA or school activities due to the failure of his or her parent or legal guardian to participate; we will continually encourage parents to be involved in the educational program of their children.

## **Element 5 – Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

### **Employee Positions and Qualifications**

Academy of Media Arts is committed to recruiting and hiring a community of professionals who are dedicated to the best practices in the education of all students and the mission of the Charter School. Additionally, the Academy of Media Arts must have innovative and talented educators to implement the AMA model. To that end, we will use our planning year of 2018-19 to recruit and hire individuals committed to this work. AMA’s Academic Director will begin pre-launch work from September 2018 through June 2019. During this period, AMA’s Academic Director will engage in various preparatory and support activities such as establishing membership with the National Association of Secondary School Principals, shadowing high school principal mentors, and completing various training and professional development. The Academic Director will be slated to begin work as a full-time employee in July 2019.

AMA will begin recruitment and hiring of all remaining founding staff in January 2019, utilizing online platforms, as well as job fairs and outreach at universities and colleges. With a commitment to competitive salaries, high-quality, ongoing professional development and support, as well as a truly innovative opportunity aligned to this millennium, we are confident that we can build a brilliant, student-centered family of professionals focused on the education of our students.

Upon hiring of all founding staff, AMA will provide multiple professional development opportunities (1-2 Saturdays per month during pre-launch, including Buck Institute Gold

Standard PBL training). AMA will also engage all founding staff in a four (4) week Summer Professional Development Institute to build team capacity and to participate in intentional, strategic professional development opportunities (i.e., Project Based Learning, Culturally Responsive Teaching strategies, Blended Learning, and Social Emotional Learning, deep dive review of charter petition and goals, etc.).

Academy of Media Arts will comply with all applicable state and federal laws regarding background checks and clearance of all personnel, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. All teachers and paraprofessionals will meet the requirements for employment of California Education Code § Sections 47605(1) and 45330, as well as the applicable provisions of ESSA. The school shall ensure that all core, college preparatory teachers hold a Commission on Teacher Credentialing certificate, permit or other document that a teacher in other public schools would be required to hold.

As a start-up organization, the Academy of Media Arts will use a slow growth model, much like that of our students to grow our organization across our first five (5) years.

<b>Year</b>	<b>Positions</b>
<b>2019-2020</b>	Chief Executive Officer, Academic Director, Administrative Assistant, Office Manager, EL Specialist Teacher, 6 Teachers (including New Media Arts Teacher), Special Education Teacher (Resource Specialist), Health and Wellness Center Coordinator, 3 Instructional Assistants, 2 New Media Arts Instructors (part-time)
<b>2020 - 2021</b>	Chief Executive Officer, Academic Director, Administrative Assistant, Office Manager, EL Specialist Teacher, 11 Teachers (including New Media Arts Teacher), Special Education Teacher (Resource Specialist), Health and Wellness Center Coordinator, 5 Instructional Assistants, 2 New Media Arts Instructors (part-time)
<b>2021-2022</b>	Chief Executive Officer, Academic Director, Administrative Assistant, Office Manager, Office Clerk, EL Specialist Teacher, 15 Teachers (including New Media Arts Teacher), Special Education Teacher (Resource Specialist), Health and Wellness Center Coordinator, 7 Instructional Assistants, 2 New Media Arts Instructors (part-time), Parent Community Liaison
<b>2022-2023</b>	Chief Executive Officer, Academic Director, Administrative Assistant, Office Manager, Office Clerk, Dean of Culture, EL Specialist Teacher, 20 Teachers (including New Media Arts Teacher), Special Education Teacher (Resource Specialist), Health and Wellness Center Coordinator, 10 Instructional Assistants, 2 New Media Arts Instructors (part-time), Parent Community Liaison
<b>2023-2024</b>	Chief Executive Officer, Academic Director, Administrative Assistant, Office Manager, Office Clerk, Dean of Culture, EL Specialist Teacher, 20 Teachers (including New Media Arts Teacher), Special Education Teacher (Resource Specialist), Health and Wellness Center Coordinator,

10 Instructional Assistants, 2 New Media Arts Instructors (part-time),  
Parent Community Liaison

## **Administrative Staff**

### **Chief Executive Officer**

The Chief Executive Officer is Dana Hammond, the founder and lead petitioner of the Charter School. He will report directly to the Board and is responsible for upholding the mission and vision of the Charter School. The Chief Executive Officer is primarily responsible for overseeing the Charter School's administration, operations, finances and external relations on behalf of the Charter School. The CEO will collaborate with the Academic Director, who is the instructional leader of the Charter School.

The CEO shall not be a member of the Board of Directors. The CEO shall fulfill the role of the corporation's President and shall have general supervision, direction and control over the corporation's business, subject to the control of the Board of Directors. A formal evaluation process will be developed and the Board will ensure that the CEO is evaluated formally at least once annually. The CEO, in turn, shall hire, supervise, and evaluate administrative staff as outlined in the Organizational Chart provided in Element 4.

Key responsibilities of the Chief Executive Officer include:

### **Planning and Operations**

- Facilitate strategic planning and evaluation of the Charter School's progress towards goals, mission and vision with the Board.
- Serve as primary liaison with the Board; communicate and report to the Board; engage in periodic long-range, mid-range, and short-term strategic planning with Board; collaborate with the Board to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings.
- Oversee Charter School compliance with all applicable state and federal laws and regulations, charter, regulatory reporting, contractual obligations, and donor restrictions.
- Address and resolve employment issues.
- Recruit, develop, evaluate, retain high-performing administrative staff members who are passionate about the Charter School and its mission.
- Prepare and update as appropriate the Employee Handbook, Health and Safety Handbook and Family-Student Handbook and ensure that all parties receive and acknowledge receipt.
- Establish and oversee compliance with the Charter School's emergency and safety plans; manage any campus safety issues and ensure that related incident reports are completed and filed as needed; periodically review school safety process and procedures.
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision and ensure that formal evaluations are conducted at least once annually.



- Oversee self-evaluation efforts of the Charter School relating to operations, including parent surveys.
- Collaborate with the Academic Director to establish school computer systems, including classroom computers/devices, data systems, records management and reporting, telecommunications, etc.
- Ensure that the instructional team holds the necessary credentials and/or meets educational qualifications.
- Oversee relationships with business service provider to ensure timely and accurate performance of attendance accounting and reporting.
- Oversees the procurement of equipment, supplies and services to ensure conformity with Charter School policies and approved budget.
- Ensure all insurance requirements regarding general liability, professional liability, and workers compensation are met.
- Work closely with Administrative Assistant on student recruitment, registration, and enrollment including conducting a lottery (if needed) in accordance with appropriate procedures; oversee Administrative Assistant to maintain student records and prepare student transcripts.
- Oversee the administration of the lunch program to ensure that the legal and fiscal administration of the program is in compliance with the Charter and all related laws.
- Ensure the safekeeping of student and employee records, corporate documents, charter, and other compliance documents, records, and reports.

#### Fundraising and Financial Oversight:

- Work with business services provider and auditor to present a fiscal audit to the Board and after review by the Board, present audit to authorizer.
- Plan, coordinate and administer the Charter School's fundraising program in coordinate with the Board, which may include general or special purpose fundraising campaigns, individual gifts, in-kind donations, grants procurement and management, and special events.
- Work with business service provider to develop and present an annual budget and periodic financial statements to the Board and to conduct long-range financial planning and ensure conformity to approved budget.
- Oversee and manage the operating budget, payroll, employee benefits functions, contracts and all other financial and accounting operations; supervising the efforts of business service provider staff.

#### Facilities:

- Secure a facility for the Charter School, serve as liaison with property owner/landlord, and oversee the day-to-day maintenance and upkeep of facility, furnishings, and equipment, with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff;



- Oversee relevant facilities planning, construction and other activities to obtain necessary approvals for school site as needed.
- Secure appropriate furnishing, materials, supplies and equipment for Charter School operations.

#### Outreach, Communications and Collaboration:

- Develop and maintain effective relationships with the District, and oversee all aspects of charter renewal and compliance.
- Maintain and oversee the Charter School's external relationships with business service provider and other contract service providers and vendors.
- Attend meetings with the District as requested and stay in direct contact with the District regarding inquiries and collaboration efforts.
- In coordination with the Academic Director and Dean of communicate with parents and students, recruit new families and students, and assure families of academic growth.
- Promote the Charter School in the community, encourage positive public relations, and interact effectively with media.
- Oversee the WASC accreditation process and any related activities.
- Establish and maintain partnerships and relationships with community-based organizations, businesses, local councils, local government officials, and community residents, in coordination with Parent and Community Engagement Liaison.
- Assist Parent and Community Engagement Liaison and teaching staff as requested in coordinating parent involvement and volunteering.
- Oversee the Charter School's website, email/list-serves, distribution of newsletters and other means of communication with parents, teachers, volunteers and other community members.
- Maintain open lines of communication between stakeholders and work to resolve conflicts and disputes that may arise.
- Assist the Academic Director and Parent and Community Engagement Liaison in coordinating parent education workshops, Town Hall meetings and other forums to discuss the Charter School's mission, vision and operations with parents and other stakeholders.

#### *Qualifications:*

The ideal candidate will have extensive experience in non-profit management – preferably in a nonprofit organization or school delivering educational programs and services, fundraising, budgeting, government relations, communications, marketing, and a demonstrated knowledge of charter school legislation and related regulations at the local, state and federal level. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multitask and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking.

The candidate must demonstrate an ability to communicate a genuine passion for the Charter School's mission and vision. Knowledge of California's educational system, government, and nonprofit funding environment would be valuable in this position. The CEO must see building and maintaining relationships with parents, foundations, members of the private sector, community leaders, and government staff as an essential part of his/her role. Excellent oral and written communication skills are imperative. A Master's Degree in a relevant field or equivalent is preferred.

## **Academic Director**

The Academic Director will report directly to the CEO and is jointly responsible for supporting the overall vision and mission of the Charter School, along with the CEO. The Academic Director is primarily responsible for providing educational leadership by developing and improving instructional programs, student services, and staff development. In preparation for a successful launch, the Academic Director will engage in activities such as high school administration shadowing and mentorship, various professional development training and conference attendance, and National Association for Secondary School Principals (NAASSP) membership. A formal evaluation process will be developed and the CEO will ensure that the Academic Director is evaluated formally at least once annually. The Academic Director, shall evaluate instructional staff as outlined in the Organizational Chart provided in Element 4.

The Academic Director will collaborate closely with the CEO and shall not be a member of the Board of Directors.

Key responsibilities of the Academic Director include:

### Educational Leadership:

- Provide and monitor Professional Development for core instructional program approaches in the Academy of Media Arts Model including Culturally Relevant Pedagogy and Practices, PBL, Blended Learning, and Social Emotional Learning
- Ensure curriculum and assessments are developed and implemented consistently and in accordance with the mission and vision for the Charter School;
- Recruit, hire, train and supervise talented instructional staff in implementing best practices consistent with the Charter School's educational philosophies;
- Oversee the use of multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula;
- Oversee teacher professional development via both in-house training sessions (including a summer teacher training institute and planning session), external professional development opportunities and other resources (articles, web-based resources, and other resources);
- Develop and implement an evaluation process and evaluation criteria for all instructional staff and ensure that formal evaluations are conducted at least semi-annually;

- Develop partnerships with other local educational agencies, university researchers, other area schools and educational consultants to support teachers' professional development
- Identify and develop opportunities for collaboration with other educational agencies, including Los Angeles Unified School District, and develop opportunities to share best practices in Blended Learning, Project Based Learning, and effectively serving specific student demographic groups
- Create and oversee the Charter School's programs relating to Special Education, English Learners, low achieving students, gifted and high-achieving students, and other student demographic groups and lead the MTSS process
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed
- Foster a positive school climate and culture aligned with the Charter School's mission and vision throughout the Charter School community, including the planning of special events, enrichment opportunities, team-building and community building events and exercises
- Oversee all reporting related to student performance
- Supervise support staff and related scheduling to ensure optimal resource allocation
- Oversee student information in the Charter School's Student Information System, and recruitment databases.
- Coordinate all state testing and reporting.
- Oversee progress in student achievement

#### Communications and Outreach:

- Lead the School Site Council and oversee parent volunteer efforts;
- Schedule and participate in regular family education and Town Hall meetings designed to communicate the Charter School's mission, vision and curricula to families, provide updates on school progress and operations, and cover other areas of interest to community stakeholders, in coordination with Parent and Community Engagement Liaison;
- Assist teaching staff and the Parent and Community Engagement Liaison in overseeing and planning parent-teacher conferences, parent meetings, parent education; and parent volunteer training and scheduling.
- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members;
- Work with parents to guide their support of their children's learning
- Collaborate with the CEO in providing regular communications to families via email, the Charter School's website, letters home, and other avenues;
- Maintain positive relationships with the District and SELPA.

#### School Management:

- Work with the CEO and Board in the strategic planning for the Charter School.
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on the Charter School activities;

- Assist CEO with budgets, charter renewal, outreach, partnerships and other duties as required.
- Oversee and support student attendance including communicating with parents regarding attendance and truancy;
- Facilitate and maintain the Charter School's master calendar and bell schedules.

#### *Qualifications:*

The Academic Director is a visionary leader whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges and motivates our students, teachers, and families to achieve our ambitious mission and vision. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. A commitment to the educational philosophy of our Charter School and demonstrated passion about our ideals is imperative.

The ideal candidate will have:

- At least five years of experience teaching in elementary and/or secondary schools and at least 2 years of experience serving as a coach or mentor to other teachers;
- A Master's Degree in Education and/or Administrative Credential or equivalent;
- Experience recruiting, hiring, training and supervising teachers;
- Experience leading the development and implementation of curriculum
- Significant experience with culturally relevant pedagogy and/or culturally responsive practices, with a project-based approach to teaching and learning, blended learning, social emotional learning and student-centered/data driven instruction;
- Knowledge of, or experience with, diverse populations, English Learners, special education, high-achieving students and students below grade level;
- Excellent communication skills and experience motivating and working with a variety of diverse stakeholders and local community members;
- Experience with school or non-profit operations, budgets and organizational management;
- Proficiency in the collection and analysis of diverse groups of data from various sources;
- In-depth understanding of and commitment to the Charter School's vision and mission.

#### **Dean of Culture (Year 4)**

The Dean of Culture will join the leadership team and work in collaboration with the CEO and Academic Director to focus on the continued development and sustainability of a safe, supportive and culturally responsive learning environment. The Dean will actively support students, families, and staff members to ensure they are provided with appropriate support, guidance and assistance.

*Key responsibilities of the Dean of Culture include:*

- Build and maintain a structured, positive and academically-focused school culture based on PBIS, restorative practices and culturally responsive practices.
- Design and implement a systematic approach to managing and intervening on student discipline issues based on PBIS, restorative practices and culturally responsive practices
- Collaborate with the Academic Director and the Health and Wellness Center Coordinator to monitor and improve school culture.
- Facilitate staff trainings on student-teacher relationships, classroom management, parent partnership and school culture
- Model routines, expectations, procedures, that promote positive school culture
- Conduct regular school culture walkthroughs to help staff maintain a high bar of excellence.
- Support teachers to reinforce a school culture of high behavioral expectations that enables a consistent focus on academic results
- Support all staff in building meaningful relationships with students and parents.
- Evaluate implementation of PBIS, restorative practices and culturally responsive practices at the school and classroom levels
- Maintain and monitor records of student attendance, student discipline, restorative conferences, staff and family communication, and formal and informal observation and feedback about school climate, including the Annual Surveys that reinforce high expectations and outcomes of all students and their families.
- Serve as liaison between parents, staff and students when managing student discipline issues and intervention plans.
- Conduct formal investigations based on student, parent and adult inquiries related to school culture, discipline, and incidents. Complete a written summary of the investigation with recommended action steps in a timely manner that is shared with the CEO and Academic Director for strategic planning.
- Supervise school entry, breakfast, lunch, dismissal, and transitions to ensure they are orderly and positive.
- Consult with the Health and Wellness Center Coordinator in consulting with outside agencies and other organizations in order to improve school culture and climate.

*Qualifications:*

- Five (5) years teaching experience/social work/counseling with proven track record of supporting student achievement
- Deep expertise and familiarity with the literature on social-emotional learning, adaptive mindsets, positive behavioral interventions, character development, and adolescent psychological development
- Training and experience with PBIS, Restorative Justice and Culturally Responsive Practices
- Experience coaching and providing professional development to adults
- Ability to build relationships, manage people, and solve issues in a complex and fast paced environment.
- Ability to analyze data to inform decision making
- Superior oral, written communication, and interpersonal skills
- A high degree of personal integrity, professionalism, and persistence
- Knowledge of education law and regulations with specific knowledge of special education and student suspension guidelines.

- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook) Bachelor's degree/Master's preferred
- Fluency in Spanish, preferred

### **Certificated Staff**

#### **Teachers**

The Charter School's educational program challenges instructional staff to blend the best of their professional practice with the freedom to challenge assumptions about the ways in which traditional classroom environments have shaped their interactions with students. Teachers are responsible for working collaboratively with other teachers, Resource and Support Specialists and the Academic Director to create and implement curricula that reflects the Charter School's vision, mission and unique school design. Teachers collaborate to mediate students' peer conflicts and communicate with parents regarding curriculum and assessment. Teachers also participate in ongoing professional development. All teachers are hired, evaluated and supervised by the Academic Director.

Responsibilities include:

- Confident and compassionate leadership of their students
- Collaboration with other staff members, including teachers, Specialists, paraprofessionals, and administration
- Demonstrating and sharing best practices in blended and project-based learning both internally and externally
- A facilitative teaching style that develops students into independent learners
- Creating a safe and nurturing environment
- Maintaining high expectations and accountability for results
- Providing differentiated instruction and creating an environment where every student can succeed
- Keeping abreast of current events and developments in educational innovation and research, and incorporating them into lesson planning to the extent possible
- Ensuring students are growing and attaining grade level standards
- Backward design curriculum construction
- Implementation of student-centered lessons that incorporate the Charter School's definition of an educated person and emphasize active learning strategies, project-based learning and blended learning
- Assessing student progress and differentiating instruction
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance. Teachers will have an on-site commitment of 8:00 a.m. until 5:00 p.m. Monday through Friday. This includes time for collaborative planning, tutoring students, and other duties that may be assigned.
- Planning for and attending IEP meetings
- Demonstrating culturally responsive characteristics

- Knowledge of instructional approaches necessary to guide students to learn 21st century skills in communication, collaboration, critical thinking and creativity
- Maintaining digital fluency in the quickly evolving world of educational technology

#### *Qualifications:*

Teaching experience in a blended learning or project-based environment serving diverse student populations with a variety of learning styles and abilities or related education is preferred.

All core teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(1). In addition, the Charter School will place priority on hiring teachers who possess a Cross-cultural, Language, and Academic Development (CLAD) certificate (or equivalent California Commission on Teacher Credentialing EL certification) to ensure that they have appropriate academic preparation to address the needs of students who are English learners. The Charter School also will actively seek to recruit and hire teachers who possess a Bilingual Cross-cultural, Language, and Academic Development (BCLAD) certificate (or equivalent).

Non-core subject teachers and/or contracted providers will specialize in their areas of expertise and hold CTE authorization, where needed. The Charter School will exercise the flexibility allowed within Education Code Section 47605(1) with regard to the staffing of non-core, non-college preparatory courses.

Selection of teachers will be based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities in the context of the Charter School's instructional model. The ideal teaching candidate will have:

- 2+ years' experience teaching students, in his/her subject matter area, ideally in a high-performing public school
- 2+ years' experience in project-based learning, blended learning, data-driven instruction, social-emotional learning
- Experience working with English Learners, students with disabilities and other diverse learners, including differentiation techniques
- Enthusiasm for the Charter School's values, mission and educational philosophy
- Prior experience with integrating technology programs into the classroom, and in using digital technology on a regular basis.
- Prior experience employing Culturally Relevant Teaching and/or Practices in their classrooms.
- Prior experience in PBIS and Restorative Practices

#### **Special Education/Resource Specialist Teacher**

One Resource Specialist will work with faculty to provide targeted support and interventions to students (special needs, literacy development, etc.). Responsibilities will include:



- Provide direct instruction/support to students
- Provide technical expertise to teachers and staff as it relates to serving students with special needs (gifted, students with disabilities, etc.)
- Establish effective working relationships with teachers, staff and parents
- Work closely with special education services providers as needed to meet needs of individual students
- Demonstrate teaching strategies and utilize materials considered appropriate and effective in meeting both academic and non-academic needs of identified students with special needs
- Provide consultation to school staff and parents which may relate to student assessment, specialized instruction or behavior management
- Help train volunteer tutors in working with students
- Have experience in guiding and implementing the Individualized Educational Plan as required by law for students with IEP's.

In addition to meeting the qualifications of a teacher as noted above, these teachers will be expected to have additional experience and qualifications including:

- Mild to Moderate Special Education Credential with RSP certification desired for Intervention/Resource Specialist; Literacy expertise and advanced training desired
- Evidence of successful specialized experience (e.g. special education) is desired
- Ability to administer and interpret results of assessment instruments
- Commitment and experience working with a diverse population
- Experience working with parents and families
- Experience with community resources referrals
- Excellent communicator and facilitator
- Strong commitment to the Charter School's mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

### **English Learner Specialist Teacher**

One English Learner Specialist Teacher<sup>86</sup> will work with faculty and school leaders to provide targeted support and interventions to students specifically to English Learners. Responsibilities will include:

- Provide direct instruction/support to students as identified by teaching staff
- Provide technical expertise to teachers and staff as it relates to serving English Learners
- Establish effective working relationships with teachers, staff and parents
- Work closely with special education services providers as needed to meet needs of individual students

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<sup>86</sup> This position is anticipated to commence as a part-time position in Year 1 with position becoming full-time in Year 2, with additional English Learner Support Specialists to be added in later years.

- Demonstrate teaching strategies and utilize materials considered appropriate and effective in meeting both academic and non-academic needs of identified students with special needs
- Provide consultation to school staff and parents which may relate to student assessment, specialized instruction or behavior management
- Help train volunteer tutors in working with students

In addition to meeting the qualifications of a teacher as noted above, these teachers will be expected to have additional experience and qualifications including:

- Prior experience in instructing English Learners
- CLAD certificate (or equivalent California Commission on Teacher Credentialing EL certification) and/or BCLAD certificate (or equivalent) highly preferred.
- Ability to administer and interpret results of assessment instruments
- Commitment and experience working with a diverse population
- Experience working with parents and families
- Experience with community resources referrals
- Excellent communicator and facilitator
- Strong commitment to the Charter School's mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

### **Health and Wellness Center Coordinator**

The Health and Wellness Center Coordinator leads the coordination and implementation of services available through the Charter School's Health and Wellness Center. The Coordinator will manage the support of students, families, and staff members and facilitate access to basic health and wellness, as well as mental health services. The Coordinator will also facilitate some aspects of the special education program on the site, as a licensed/credential school psychologist.

*Key responsibilities of the Health and Wellness Coordinator include:*

- Create a positive and social-emotionally focused center that provides access to resources that support the personal and academic growth of students.
- Design and implement a systematic approach to managing and intervening on issues of health and wellness.
- Develop and monitor the health and wellness plans of action for students
- Maintain and monitor records of student visits to the Health and Wellness Center
- Lead the MTSS team and serve as a member of all teams that handle student issues (e.g., PBIS team)
- In conjunction with the Dean of Culture, facilitate staff trainings on student-teacher relationships and parent partnerships
- Facilitate and/or lead professional development in the areas of adolescent development, mental health issues, mindfulness, work/life balance and other areas that support the health and wellness of all AMA members
- Support all staff in building meaningful relationships with students and parents.

- Develop and maintain relationships with community agencies and other organizations in order to utilize their services with our students and families.
- Conduct all special education assessments, when determined necessary and complete all associated reports, including IEPs
- Collaborate with the Resource Specialist regarding students, when appropriate
- Assist the Academic Director with special education issues, as needed

*Qualifications:*

- Three (3) years of experience as a school psychologist services in the private or public sector; public school setting experience is a plus
- Possession of a valid Pupil Personnel Services Credential or appropriate, relevant licensure
- Deep expertise and familiarity with the literature on social-emotional learning, adaptive mindsets, adolescent psychological development, assessment.
- Training and experience with assessments used in special education
- Ability to build relationships and solve issues in a complex and fast paced environment.
- Ability to analyze data to inform decision making
- Superior oral, written communication, and interpersonal skills
- A high degree of personal integrity, professionalism, and persistence
- Knowledge of education law and regulations with specific knowledge of special education and agency collaboration.
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Bachelor's degree/Master's degree preferred
- Fluency in Spanish, preferred

## **Non-Certificated Staff**

### **Administrative Assistant**

The Administrative Assistant reports directly to the CEO, and is the receptionist for the Charter School. S/he is responsible for providing general administrative and clerical support, including facilitating the student application and enrollment process, as well as serving as the Onsite Financial Manager.

Responsibilities will include:

- Oversee, in collaboration with business services provider and legal, HR functions including background checks, medical clearance, credentials and other requirements and record-keeping for staff and volunteers;
- Work closely with the CEO on budgets, student recruitment, registration, and enrollment
- Maintain student records and prepares student transcripts
- Perform all data entry into student information and recruitment databases
- File reports as needed
- Manage and monitor office operations and communications in collaboration with CEO

- Ordering and purchasing supplies and vendor management
- Develop and implement clerical and administrative procedures for daily school operations
- Prepare correspondence, mailers, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Fluency in Spanish preferred

*Qualifications:*

The Administrative Assistant will be selected by the CEO. Selection will be based on experience and the ability to perform the job duties for that position. Demonstrated clerical, financial, and organizational skills and related experience, preferably in a public-school setting. Must have strong interpersonal skills and ability to manage multiple tasks and meet deadlines in fast-paced environment. Must be computer literate and familiar with Microsoft Office suite. CALPADS experience preferred. Bachelor's degree or equivalent preferred.

### **Office Manager**

This position will directly support functions of the school's main office, including duties such as maintaining student records, documentation of evaluations, record-keeping associated with the Health and Wellness Center, etc.

*Responsibilities will include, but are not limited to:*

- Maintain student records and prepares student transcripts
- Perform all data entry into student information and recruitment databases
- File reports as needed
- Manage and monitor office operations and communications in collaboration with the Administrative Assistant
- Order and purchase supplies and vendor management
- Develop and implement clerical and administrative procedures for daily school operations
- Prepare correspondence, mailers, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Fluency in Spanish preferred

*Qualifications:*

The Office Manager will be selected by an administrative committee. Selection will be based on experience and the ability to perform the job duties for that position. Demonstrated clerical and organizational skills and related experience, preferably in a public school setting. Must have strong interpersonal skills and ability to manage multiple tasks and meet deadlines in a fast-paced environment. Must be computer literate and familiar with Microsoft Office suite. Associate degree or equivalent preferred.

### **Office Clerk (Year 3)**

The Office Clerk will support the Office Manager in maintaining the school's main office. The Office Clerk serves as the health aide and is responsible for maintaining the health log, student medical/immunization records and first aid inventory in the main office and classrooms. The Office Clerk is also responsible for maintaining the daily student attendance database and provides clerical support for the school lunch program.

*Responsibilities include, but are not limited to:*

- Maintaining daily and weekly student attendance records
- Serving as the health aide and be responsible for maintaining all health logs, student medical/immunization records and first aid inventory in the main office and classrooms.
- Serving as additional office receptionist, greeting visitors and volunteers and ensuring compliance with check-in procedures; answering phones.
- Providing support for the lunch program as needed.
- Fluency in Spanish preferred

*Qualifications:*

Demonstrated clerical and organizational skills and related experience, preferably in a public school setting. Must have strong interpersonal skills and ability to manage multiple tasks and meet deadlines in fast-paced environment. Must be computer literate and familiar with Microsoft Office suite. Associates degree or equivalent preferred.

### **Instructional Assistants**

Instructional Assistants will report to the Academic Director and provide support for core and non-core classroom teachers in a collaborative manner. Instructional Assistants also have the opportunity to apply their special interests and talents to enhance the educational program. They provide supervision on campus during recess and lunch breaks and facilitate drop-off and pick-up procedures.

*Qualifications:*

While Instructional Assistants are not required to hold credentials, the Charter School will ensure that all Instructional Assistants will possess a high school diploma or the equivalent as well as an AA degree or two years of college with a minimum of 60 semester units. They will be expected to demonstrate subject matter knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

### **Other Operational Staff**

The Charter School may also employ part-time support staff, maintenance/janitorial staff, etc. or it may contract for these services with an outside service provider. These employees would be

selected by and report to the CEO and Academic Director with qualifications to be determined by the CEO and Academic Director.

## **Element 6 – Health and Safety Procedures**

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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



## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

### **Custodian of Records**

The Administrative Assistant will serve as Custodian of Records per DOJ Requirements

### **Student Health and Wellness**

AMA will support and promote the health and wellness of its students by ensuring that they are being fed healthy food while they are at school.<sup>87</sup> The Charter School will have universal breakfast during the Nutrition period and a nutritious school lunch for all students (FRP/paid). In addition, AMA will have its own Health and Wellness Center, described later in this petition, to address all health needs that may arise. The Charter School will promote health and wellness per the Healthy, Hunger Free Kids Act of 2010 by providing nutritious, free and reduced priced meals (breakfast and lunch), a Health and Wellness Center on-site, and promoting healthy eating and wellness lifestyles during school assemblies, parent meetings, etc.

### **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

### **Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

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<sup>87</sup> AMA will follow the guidelines provided by the Health-Hunger Free Kids Act, 2010

## Element 7 – Means to Achieve Racial and Ethnic Balance

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

### **COURT-ORDERED INTEGRATION**

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

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

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

We expect that the students attending the Academy of Media Arts will reflect the current community demographics as described in *Element 1, Section A: Targeted Student Population*. While AMA will recruit students of various racial and ethnic groups in the South Los Angeles area, we will be cognizant of LAUSD’s Racial and Ethnic Balance goal at all times. Our recruitment will extend into Adams-Normandie, Arlington Heights and Harvard Heights - neighborhoods with larger numbers of students who are not “PHBAO” (i.e. 4.7% White, 13.3% Asian).

### **Student Recruitment**

Academy of Media Arts will implement the following recruitment strategies and targeted outreach efforts:

- Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups of the Baldwin Village/Park community, including Los Angeles branch libraries, Boys and Girls Clubs,

Los Angeles City Recreation Centers (Baldwin Hills, Rancho Cienega), Right Choice Caribbean Market, and AADAP, Inc. - Youth & Family Programs

- Direct outreach strategies such as pop-ups, community, church and home meetings targeted in the Baldwin Village, Jefferson Park, Ladera Heights, Leimert Park, Exposition Park, Hyde Park, View Park-Windsor Hills, West Adams, Adams-Normandie, Arlington Heights and Harvard Heights communities.
- Distributing flyers in several businesses in these same communities (laundromats, second-hand clothing stores, coffee shops, bakeries, ethnic markets, restaurants, hair salons, etc.).
- Participation at community and ethnic festivals including Taste of Soul Festival, Kingdom Day Parade, Leimert Park Village Book Fair, Fiesta Broadway, etc.

The above activities will occur primarily during the Open Enrollment recruiting period each year, with participation in community and ethnic events and fairs occurring throughout the school year.

Enrollment packets for parents, as well as the Charter School's website, will be translated into Spanish. School Information Sessions and school tours (following the school opening) will be conducted in English and Spanish. Academy of Media Arts will develop enrollment packets in additional languages as needed, being guided by Education Code Section 48985 regarding the translation of materials into additional languages.

As needed, Academy of Media Arts also will use local news outlets (such as the *Los Angeles Times*, *Los Angeles Weekly*, *Los Angeles Sentinel*, *La Opinion*, etc.), circulars, television, social media, and radio advertising, to inform the parents and others about the presence of the Charter School within their community. Marketing and other informational materials about the Charter School will be developed in English, Spanish and other languages, if in the course of outreach activities, language barriers are preventing effective communication with particular communities.

The Charter School will also conduct outreach to organizations in the Los Angeles community which serve homeless and foster youth (e.g., Jenesse Center, Friends Helping Friends Transitional Housing, and others) and provide these organizations with outreach materials, in efforts to inform and recruit homeless and foster youth and their parents and guardians.

Although we do not anticipate significant attrition at any particular grade level, should attrition occur, Academy of Media Arts will target additional outreach and recruiting activities to families of middle school and high school students via the outlets described above.

The CEO with support from the Administrative Assistant, will maintain a database of all outreach and recruitment efforts (e.g., participation in community events, presentations at local organizations, distributing flyers, media and/or advertising, etc.), including the dates of activities, school personnel/volunteers who participated, number of attendees (where relevant), and other details. The CEO will be responsible for assessing the efficacy of these activities by tracking applications collected (e.g., number collected following parent information sessions), website traffic (e.g., increases in visits following flyer distribution), and, where possible, track demographic and/or geographic information relating to student recruits.

All applications will be entered into a database that includes student home addresses so that applicants can be mapped and outreach efforts can be assessed in correlation to applications received. During the open enrollment period (the time between applications becoming available and the open enrollment deadline), the CEO will meet with the Academic Director in Years 1 and 2; then with the Parent Community Liaison thereafter to review outreach and recruitment data and the efficacy of specific recruitment efforts. The CEO will report formally to the Board at least four times a year regarding the progress of outreach and recruiting efforts, and monthly if enrollment targets are not being met. The Board will review outreach material content and languages, and locations and frequency of recruiting activities, and review the geographic and demographic information of applicants, where possible. Should the applicant pool vary from the district's demographics provided above, the Board will direct the Academy of Media Arts staff to broaden outreach efforts as needed to reach under-represented communities, in order to achieve its goal of enrolling a student population that reflects the District.

## **Element 8 – Admission Requirements**

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

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

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

### **HOMELESS AND FOSTER YOUTH**

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

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

### **NON-DISCRIMINATION**

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

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

## **Admission Requirements**

Academy of Media Arts will be an open enrollment, tuition-free public school and shall admit all students who wish to attend the Charter School with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). AMA will enroll all pupils who wish to attend to the extent that space allows and will adhere to all state and federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law. The only admission requirement is residence in the State of California.

AMA will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code including immigration status or association with an individual who has any of the aforementioned characteristics). In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. AMA shall not require a parent, legal guardian, or student to provide information regarding immigration status for the admission and enrollment processes.

## **Student Recruitment**

Academy of Media Arts will include specific information in its outreach materials, on the Charter School website, at community meetings, open forums, and regional center meetings notifying interested parents/guardians that the Charter School is open to enroll and provides services for all students, including students with disabilities.

Academy of Media Arts will implement the following recruitment strategies and targeted outreach efforts:

- Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and socio-economic groups of the Baldwin Village/Park community, including Los Angeles branch libraries, Boys and Girls Clubs, Los Angeles City Recreation Centers (Baldwin Hills, Rancho Cienega), Right Choice Caribbean Market, and AADAP, Inc. - Youth & Family Programs
- Direct outreach strategies such as pop-ups, community, church and home meetings for families with students who are experiencing low academic performance, are socioeconomically disadvantaged or have a disability targeted in the Baldwin Village, Jefferson Park, Ladera Heights, Leimert Park, Exposition Park, Hyde Park, View Park-Windsor Hills, West Adams, Adams-Normandie, Arlington Heights and Harvard Heights communities.
- Distributing flyers in several businesses in these same communities (laundromats, second-hand clothing stores, coffee shops, bakeries, ethnic markets, restaurants, hair salons, etc.).
- Participation at community and ethnic festivals including Taste of Soul Festival, Kingdom Day Parade, Leimert Park Village Book Fair, Fiesta Broadway, etc.



The above activities will occur primarily during the Open Enrollment recruiting period each year, with participation in community and ethnic events and fairs occurring throughout the school year.

### **Lottery Preferences and Procedures**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Open enrollment will typically occur beginning the first business day after January 1 each year and continue through the last Friday of March of the same year. All interested families will be required to submit a completed Lottery Application Form, containing basic student information, directly to the Charter School before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the Charter School. Our Lottery Application Form will clearly delineate that parental involvement is not a requirement for acceptance to or continued enrollment at the Charter School. Submitted Lottery Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. In the event that this happens, Academy of Media Arts will hold a public random drawing (“lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences in the case of a lottery shall be given to the following students in the following order:

- Residents of the District
- Siblings of students admitted to or attending the Charter School
- Children of Founding Parents identified in the initial charter\*, teachers and staff, combined, not to exceed 10% of total enrollment
- Students who qualify for free or reduced-price lunch
- All other applicants

The Charter School to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

#### **\*Parent Volunteer Committee**

An individual will be considered a Parent Volunteer Committee Member if he or she:

- Commits at least 100 volunteer hours to support the long-term success of Academy of Media Arts; and
- Commits those hours through various activities such as the following: developing the Charter School petition; establishing or preparing the Charter School facility; recruiting students and interest families; performing communications work for Academy of Media Arts, including maintaining Academy of Media Arts’ website or social media properties; publicly supporting Academy of Media Arts’ charter authorization; or developing or implementing the charter school educational

program or operations; and other volunteer activities as designated by Academy of Media Arts, and

- Performs these activities during the school year.

In addition:

- The period of eligibility for a parent, guardian, or caregiver to become a Parent Volunteer Committee Member is prior to the first day of instruction.
- Parent Volunteer Committee Member status is open to all people interested in contributing significant volunteer hours to opening the Charter School.
- Parent Volunteer Committee Members are not required to give financially to the Charter School, nor will financial donations be not taken in lieu of volunteer time.
- Being a Parent Volunteer Committee Member is not a guarantee of admission to the Charter School.
- The admission preference is applicable to all children or wards of Parent Volunteer Committee Member, even if the children do not begin attending the Charter School until after Academy of Media Arts' first year of operation.
- Parent Volunteer Committee Member may be either parents or legal guardians.
- Parent Volunteer Committee Member status may not be transferred or delegated to another individual.
- The CEO is designated to make the determination of whether an individual qualifies as a Parent Volunteer Committee Member, based on the eligibility requirements set forth above. The CEO will compile a list of all Parent Volunteer Committee Members and indicate on this list how each Founding Parent was determined to qualify as a Founding Parent. This list will become final the day prior to the first day of instruction at Academy of Media Arts and shall be maintained at the Charter School's main office.

No other admissions preferences will be assigned. The Academy of Media Arts' Board of Directors may review and revise this preference policy as necessary for the well-being of the Charter School, upon approval from the District.

Lottery rules and deadlines will be communicated via the Admissions Application Form, flyers/posters, and the Academy of Media Arts website. Public notice will be posted at the charter school's campus (main office) and charter school's website regarding the date and time of the public drawing once the deadline date has passed. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

The Academy of Media Arts CEO and at least one other Charter School employee, provided that both are neutral regarding the outcome of the lottery, will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed.

The Academy of Media Arts lottery will typically occur during the month of April of each year following the close of the open enrollment period. The lottery will be conducted at a time that is convenient for a majority of interested parties and will be open to the public. The Charter School will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery

date. The Charter School will choose a date and time for the lottery (either on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site if the Charter School facility can accommodate all interested parties. Academy of Media Arts will invite respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the CEO and designated lottery official (employee appointed by the CEO). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Lottery application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on the charter school's campus, in Year 1, should a facility not be secured by April 2019) and lottery results and waiting lists will be readily available in the Charter School's main office (or on the AMA website in Year 1) for inspection upon request. Each applicant's lottery application will be kept on file for the academic year with his or her assigned lottery number in the Charter School's database and on his or her enrollment application.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted in the order of the wait list and typically will be given 48 hours to decide whether or not to accept a space at the Charter School. In the event that no such wait list exists where the space is available, the space will be made available to the next interested family at the appropriate grade level. The waitlist for the current school year remains active until Academy of Media Arts' admissions period commences for the following year. Under no circumstances will a waitlist carry over to the following school year. Applications are also only valid for the current year. Applicants must reapply for the lottery, annually, if the school is unable to offer them admission for the current year.

Parents of students who are offered enrollment will be notified by mail and asked to complete the Enrollment Packet by June 1 to secure admission. The notification will be mailed within 72 hours of the lottery draw. The Charter School will also send an email and/or make a phone call, if the parent has not responded by the deadline to ensure a fair opportunity for the student's enrollment.

After admission, students will be required to submit an Enrollment Packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

In the event that the Charter School has not received sufficient Lottery Application Forms for a lottery drawing to occur then, the open enrollment period may be extended beyond the March deadline. In the case of an extended deadline for open enrollment, the date for the public random drawing, if required, may also be extended accordingly. All families who have applied for admission will be advised by mail of any changes to the date and time for the public random drawing. A lottery may be held if the number of completed Lottery Application Forms received exceeds the number of available openings. Applicants not selected at the time of the lottery will be waitlisted and admitted pending open seats.

All admissions timelines will be subject to annual review and adjustment by the Board of Directors to meet the needs of the Charter School while providing ample time for applicants. Changes will be reflected in adopted Board policies.

## Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

### **Annual Audit Procedures**

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The CEO will be responsible for contracting with an independent auditor to conduct the required annual audit. S/he will provide the audit committee, made up of at least three (3) Board members, with a short list of independent auditors obtained through a request for proposal format. The CEO shall ensure that the selected auditor shall have, at a minimum, a CPA, educational institution audit

experience and shall be on the State Controller's list of approved auditors to conduct charter school audits. The CEO will also work with the auditor to complete the audit. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The CEO will ensure that the auditor completes and forwards the audit to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The CEO, along with the audit committee, shall review and address any deficiencies, findings, material weaknesses or audit exceptions and report to the full Board of Directors with recommendations on how to resolve them. The Board will submit a report to LAUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of LAUSD along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

## **Element 10 – Suspension and Expulsion Procedures**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

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



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

### **NOTIFICATION OF THE DISTRICT**

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

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

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

### **OUTCOME DATA**

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

## **REHABILITATION PLANS**

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

## **READMISSION**

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

## **REINSTATEMENT**

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

## **GUN-FREE SCHOOLS ACT**

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

## **School Climate and Student Discipline System**

Academy of Media Arts will develop and sustain a school climate that will foster the self-worth of every individual present on its campus. Guided by our design principle of cultural relevance, our climate will be based in culturally responsive practices that are systematic, restorative and holistic. The Academic Director and staff will review the discipline policy with students and families.

### **Positive Behavioral Interventions and Supports ("PBIS")**

Our foundation will be based in Positive Behavioral Interventions and Supports. Research states that schoolwide PBIS focuses on improving behavior by teaching students prosocial skills and redesigning school environments to discourage problem behavior.<sup>88</sup> Therefore, our goal is to provide a clear system for all expected behaviors at AMA. While many staff, parents and students may have assumptions of what is expected behavior, we will not assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process. This will be led by the PBIS team, which will consist of the Academic Director<sup>89</sup>, Health and Wellness Center Coordinator, and a teacher from each grade level. This team will meet on a monthly basis to discuss implementation and analyze data to determine successes and develop solutions to any issues.<sup>90</sup>

As a school committed to the digital age, AMA will utilize **Kickboard**, an online application that supports teachers, students and administrators implement a high quality schoolwide PBIS system. This online tool allows real time communication of positive behaviors, offers strategies for classroom management, plans for behavior intervention and modification, as well as providing the PBIS team with collection of behavior data, so that trends can be analyzed at multiple levels to inform school culture. It also includes a parent portal to increase parent engagement and opens a clear line of communication between school and home.

### **Schoolwide Systems Approach**

Schools that implement school-wide systems of positive behavior intervention and support focus on taking a team-based system approach and teaching appropriate behavior to all students in the Charter School. To provide a consistent message, the PBIS team leads the overview and demonstration of behaviors as they are presented to students in the common areas. AMA will utilize Restorative Justice practices and community circles to ensure positive behavior intervention. This will be reviewed during the first days of school. Advisory teachers follow this up with a scheduled calendar of reteaching, reinforcing and rewarding the adherence to the Charter School developed expectations. In this manner, every school member is part of the team-based approach. Schools that have been successful in building school-wide systems develop common language, expectations, procedures and practices.

### **Defining, Teaching and Reinforcing Expectations**

AMA will use the three tenets of PBIS to define the expectations required of students, when they are in the common areas (e.g., the main office, new media arts studios, etc.). These tenets – Be Respectful, Be Responsible and Be Safe – are used to ground the work of every school engaged in PBIS. From these three concepts, the entire Charter School faculty will brainstorm and come to consensus about the expectations that will become a part of the AMA school culture. As an

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<sup>88</sup> Sugai, G., & Horner, R. H. (2009). Defining and describing schoolwide positive behavior support. In W. Sailor, G. Dunlop, G. Sugai, & R. Horner (Eds.), *Issues in clinical child psychology. Handbook of positive behavior support* (pp. 307-326). New York, NY, US: Springer Publishing Co.  
[http://dx.doi.org/10.1007/978-0-387-09632-2\\_13](http://dx.doi.org/10.1007/978-0-387-09632-2_13)

<sup>89</sup> The Dean of Culture will take over this role in Year 4.

<sup>90</sup> This team is required for any school implementing PBIS with fidelity.

example, AMA may agree that being respectful means that students will enter the main office (i.e., the Cockpit) each morning and acknowledge the office staff with a greeting of choice.

As described above, the PBIS team is responsible for the initial teaching of the expectations and then Advisory teachers take the lead. The behavioral expectations are taught to all students in the building, in the specific areas where the expectations take place. Teaching appropriate behavior involves much more than simply telling students what the expectations are and assuming that they understand.

As presented in PBIS fashion, behavioral expectations are taught using a direct teaching format. The general rule is presented, the rationale for the rule is discussed, positive examples (“right way”) are described and rehearsed, and negative examples (“wrong way”) are described and modeled. Students are given an opportunity to practice several times while being provided with feedback that promotes retention.

It is imperative that our expectations, as well as related procedures are clear and consistent to reduce ambiguity in discipline decisions, thereby decreasing the effects of implicit (unconscious) racial and ability bias.<sup>91</sup>

### **Acknowledging Appropriate Behaviors**

Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. AMA will use a formal system that rewards positive behaviors. *Kickboard*, described above, automatically keeps track of behavior points. AMA will use behavior incentives such as “scholar dollars” and student “paychecks.” The “scholar dollars” and “paychecks” can be traded in for products that are directly connected to careers in media arts.

### **Behavioral Errors are Corrected Proactively**

When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified

Similar to our academic intervention (MTSS), PBIS will address the tiers of behavioral intervention. Tier 1 (T1) will consist of our universal strategies for all students, Tier 2 (T2) will address students with more specific needs and Tier 3 (T3) will provide the most intensive supports for our students facing the greatest challenges. Regardless of which tier a student resides, AMA will utilize first and foremost, restorative practices that support honesty, integrity and the goal of inclusiveness.

### **Restorative Justice**

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<sup>91</sup> <https://www.nasponline.org/resources-and-publications/resources/diversity/social-justice/implicit-bias-a-foundation-for-school-psychologists>

PBIS and Restorative Justice share one key concept that must exist for either to work – relationships. Building relationships is also a premise of cultural responsiveness and this will be the expectation of every adult who intends to be a member of AMA. It is from that basis that restorative justice balances in an effort to repair harm, rather than simply punishing students for misbehavior.

The research is definitive in that a school to prison pipeline exists (Elias, 2013) and the only way to affect that reality is to change how children’s misbehaviors are managed in a holistic manner. This is the goal of restoration, which has at its core three key practices:

**Building Relationships** – These relationships include teacher to student, student to student, teacher to teacher, and between the Charter School and the larger community. This requires professional development, team-building and simple, everyday conversations. To that end, AMA will engage all Charter School personnel in professional development that includes culturally relevant practices, restorative justice practices and regularly scheduled exercises directed at team-building. AMA will facilitate team-building with activities designed for adult interactions as well as adult-student interaction. These will include, but not be limited to greeting students at the door, using personally relevant examples during lessons, developing school committees of interest, social events on and off campus, and the mere act of being sincerely interested in each other.

**A Shift in Mindset** – The zero-tolerance policy does not exist, when restoration is the goal. A growth mindset and looking through a lens of being responsive allows for five critical shifts (Elias, 2013):

***Shift 1: Adopt a Social Emotional Lens*** – we must address and teach the whole child knowing that there are many aspects to who they are at school and at home. School personnel will have a goal to get to know students and their families through home visits, phone calls, and off campus activities.

***Shift 2: Know your students and develop your cultural competency*** – we must go beyond the surface to know and acknowledge the students’ sources of knowledge, as well as know what we bring (e.g., biases) to the classroom. Charter school personnel will have opportunities to reflect and identify what they bring to their classrooms and the explicit and/or implicit biases which shape who they are and how this affects their interactions with students. Through professional development, AMA personnel will learn how to recognize and use what students bring to the classroom through their own lives and cultures.

***Shift 3: Plan and deliver effective student-centered instruction*** – we must teach highly engaging, meaningful lessons that address all students need. AMA staff will use PBL as a means to deliver student-centered, relevant lessons designed to engage all students.

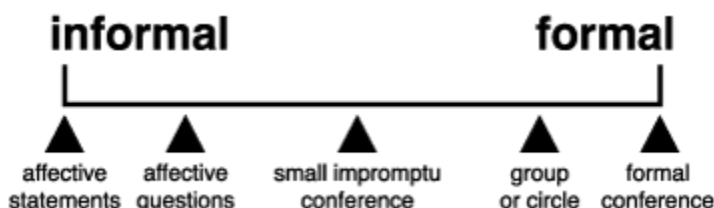
***Shift 4: Move the paradigm from punishment to development*** – we must avoid deficit thinking and mal-intent, as the basis for behavior understanding that there is a lesson to be learned. AMA is an assets-based (strengths) culture focused on understanding how trauma will affect the brain and regulation of behaviors in students and adults. With strategies that are learned, we will attend to the needs of students and adults to create a work/life or school/life balance.

**Shift 5: Resist the criminalization of school behavior** – we must avoid adding to the truancy statistics and denying students their right to instruction by sending them out of the classroom. Instead we must get to the root causes and address those. AMA will use our systems of support, including the Health and Wellness Center and our HWCC to make sound decisions about student behavior. Our use of culturally relevant pedagogy and practices as well as our understanding of trauma and stress will facilitate our efforts to sustain inclusion.

AMA will facilitate these shifts in mindset through professional development and the use of culturally relevant pedagogy and practices. It will require practice and reinforcement, as Charter School personnel work through the shifts and make a conscious effort to be aware of when and how they revert back to old practices. One strategy that will be implemented is a Mind Shift Journal, which will require teachers to reflect upon and write about their progress in their paradigm shift. Every Wednesday, as part of regularly scheduled PD, staff will be given ten-minutes to document their week and identify their mind shift with examples of when they have demonstrated a shift. The idea will be for those examples to expand in number throughout the year.

**Community Circles** – Community Circles are a strategy that will be used schoolwide and within classrooms as a vehicle for communicating when problems arise. These can take the form of a mediation circle, when a problem needs to be addressed; as a healing circle when grief or sadness exists; as a way to honor a culture’s way of communicating (African-American storytelling) and/or a way to have easy conversation.

As is illustrated in the diagram below, restorative practices can take several forms.<sup>92</sup> From Charter School personnel and peers saying something positive and personal to formal conferences between parties with a facilitator leading the process. AMA will utilize all of these strategies to ensure that the social emotional well-being of all individuals is addressed and respected.



Restorative practices will be used in all tiers of our school climate plan to ensure that our practices are “implemented in a fair, non-discriminatory and culturally responsive manner,” which is in alignment with the Los Angeles Unified School District’s discipline policies and Bill of Rights.

### **Alternatives to Suspension**

All measures possible, including but not limited to our tiered efforts of PBIS and Restorative Justice, as described above, will be utilized to prevent suspensions. Our practices will include: 1) identifying at-risk students; 2) developing strategies for implementing programs and resources, e.g. problem-solving, opportunities to develop social and emotional skills, and mentoring; 3) matching student needs to the appropriate resources; and 4) using age-appropriate consequences

<sup>92</sup> <https://www.iirp.edu/defining-restorative/restorative-practices-continuum>



(i.e., gradual consequences such as warning, short detention after class to think and reflect, written plan for improvement, contact parent, etc.).

Expectations for appropriate behavior will be clearly articulated to students and families during orientation meetings and will be provided as written policy in a Family-Student Handbook.

All staff will be trained during professional development meetings to use effective behavior management strategies to minimize student misbehavior and in the use of PBIS and Restorative Justice. This development will be conducted before our Charter School opens and be ongoing for as long as an employee is a member of the AMA staff.

Utilizing the Grounds for Suspension protocol, alternatives to suspension will be congruent with the offense. An assessment will also be made to determine if the behavior will put the safety of any other Charter School community member at risk. These alternatives will include a restorative conference and plan to correct any harm, campus beautification, reflection journaling, peer mediation, conflict resolution, individual counseling, alternative programming, behavior contract or intervention plan, parent/student conferencing, restitution, referral to the MTSS team and/or referral to the Health and Wellness Center for assistance from an outside agency (e.g., drug counseling, mental health screening, etc.).

### **In-School Suspension**

The Academic Director may authorize an in-school suspension for Tier 3 behavior when **all** other measures including alternate programming (e.g., change in teacher/class) have not helped the student to adjust his/her behavior(s). In-school suspension will not be an option for any offense that places the safety of students, staff or visitors in jeopardy or does not serve the best interest of the students (i.e., Caused, attempted to cause, threatened to cause, or participated in an act of hate violence; engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel; or made terrorist threats against school officials or school property, or both).

Academy of Media Arts will allow for one in-school suspension per semester for a repeated offense. The maximum number of days of in-school suspension will not exceed two days per incident and five days in one academic year. The offense must be for the same patterned behavior and the student will be afforded an in-school suspension once per incident with no more than two total in-school suspensions in an academic year.

Upon determination of an in-school suspension, the Academic Director or designee will contact the parent/guardian by phone to provide the reason for the suspension, who will be supervising the student, where the student will be housed, what the student will do while there and the expectations for the student upon returning to his/her classes following the completion of the in-house suspension.

Students will serve their in-house suspension in a specified location of the Health and Wellness Center, supervised by the HWCC. This location will have technology (e.g., laptop) on which the student will be able to access classwork provided by each of his/her teachers, in addition to the



instructional software that s/he is using (e.g., Lexia PowerUp). The student's teachers will take 5-10 minutes of their conference period to check in with the student, either face-to-face or using an online chat, to answer any questions and provide encouragement. Toward the end of the in-house suspension, the HWCC will hold an exit conference with the student to ensure that his/her social emotional status is addressed.

### **Grounds for In-School and Out-of-School Suspension and Expulsion**

This Element 10: Suspension and Expulsion procedures Policy ("Policy") has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed by the student or parent/guardian and the Charter School during the period of suspension or expulsion.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

## **A. Grounds for Suspension and Expulsion of Students**

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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

## **B. Enumerated Offenses**

1. Discretionary Expellable/Suspendable Offenses. Students may be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, ~~sold~~ or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) 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.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) 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.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/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 volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - t) 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 creation or transmission originated on or off the schoolsite, 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, video, 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. An act of cyber sexual bullying.
  - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) 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.

- u) 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)(a)-(b).

2. Non-Discretionary Suspension Offenses: Students shall be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
- b) Brandishing a knife at another person
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.

- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Education Code 48900 or committing sexual battery as defined in subdivision (n) of Section 48900.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, ~~sold~~ or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) 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.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) 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.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
  - l) 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.

- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/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 volunteers and/or



student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) 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 creation or transmission originated on or off the schoolsite, 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, video, 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. An act of cyber sexual bullying.
  - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- 4. Non-Discretionary Expellable Offenses: Students shall be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
  - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
  - b) Brandishing a knife at another person
  - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.
  - d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Education Code 48900 or committing sexual battery as defined in subdivision (n) of Section 48900.

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

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

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

## **Suspension Procedures**

The Charter School assures that the process for investigating incidents and collecting evidence for purposes of determining student suspensions will be fair and thorough. Suspensions shall be initiated according to the following procedures:

### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Academic Director or his/her designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Academic Director or designee.

The conference may be omitted if the Academic Director or his/her designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

### **2. Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter

School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The maximum number of days of suspension for the year is 20 school days in one school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. The Charter School will provide classroom material and current assignments to be completed at home by the student during the length of the suspension. The maximum number of days of suspension for the year for students with disabilities is 10 school days in one school year.

Upon a recommendation of expulsion by the Academic Director or his/her designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Academic Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### **4. Suspension Appeal**

A student suspended by the Academic Director or his/her designee, the student and his/her parent/guardian may contest a suspension through a meeting with the Academic Director, and then the Board of Directors. The meetings must be requested within five (5) school days of the suspension determination.

The Board of Directors will review the circumstances of all suspension cases contested by the parent/guardian, except for cases that are proceeding through the expulsion process, by following the steps below:

4. Parent(s)/guardian(s) meets with the Academic Director and/or his/her designee.
5. If not resolved, parent(s)/guardian(s) may submit an appeal in writing to the Board of Directors.
6. The Board of Directors will render a final decision on the matter- within thirty (30) days of receipt of the appeal notice.

## **Expulsion Procedures**

### **1. Authority to Expel**

If merited, the Academic Director will recommend expulsion to the neutral and impartial Administrative Panel.

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Administrative Panel, to be assigned by the Charter School Board of Directors, following a hearing before it, or by the Charter School Board of Directors, upon an appeal. The Administrative Panel will not include any of the administrators involved in the initial student discipline. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing officer. The Administrative Panel and/or the Board of Directors, upon an appeal, may expel any student found to have committed an expellable offense.

## **2. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause (e.g., the student is hospitalized, or there is an illness or death in the family, or other emergency), the hearing shall be held within thirty (30) school days after the Academic Director or designee determines that the pupil has committed an expellable offense.

The Administrative Panel will hold a hearing, and will make a decision of whether to expel the student. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded by the Academic Director to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall be in the native language of the student and shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
9. Information regarding reasonable accommodations and language support.

### **3. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the neutral hearing officer over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion

to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **4. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### **5. 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 recommendation by the Administrative Panel 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 or Administrative Panel 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.



The decision of the Administrative Panel shall be in the form of written findings of fact and a final written decision regarding the expulsion. The written findings of fact and final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

The decision of the Administrative Panel is final, unless the student files an appeal of the expulsion decision to the Board of Directors in accordance with the procedures described below.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

## **6. Written Notice to Expel**

The Academic Director or designee, following a decision of the Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; (b) Notice of the student's appeal rights and procedure; and (c) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Academic Director or designee shall send a copy of the written notice of the decision to expel to LAUSD. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

## **7. Right to Appeal**

The parent/guardian of a pupil may appeal the Administrative Panel's decision to expel by making a written request and submitting it to the Board of Directors within fifteen (15) school days of the expulsion decision. The Board of Directors shall convene an appeal hearing, closed to the public, within fifteen (15) school days of the receipt of the written appeal. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing, to be held in open session, three (3) school days prior to the date of the scheduled hearing. The student will be considered suspended until the appeal hearing is convened.

The pupil and parent(s)/guardian(s) of the pupil may attend the appeal hearing and present evidence and documents in support of pupil's appeal. The pupil and parent/guardian shall be provided reasonable accommodations and language supports, as necessary.

The Board of Directors shall consider the testimony and evidence presented at the appeal hearing, and information presented at the original expulsion hearing. The decision of the Board of Directors following the appeal hearing shall be final. Parent(s)/guardian(s) will be notified of the Board of Directors' decision, in writing, within seven (7) calendar days of the appeal hearing. The Board's decision to uphold the Administrative Panel's decision to expel shall be final.

In the event that the Board of Directors reverses the expulsion, the pupil shall be immediately reinstated.

## **8. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to LAUSD upon request.

## **9. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

## **10. Rehabilitation, Reinstatement, and Readmission**

Pupils who are expelled from AMA shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan will include improved behavior, attendance, academic performance and benchmarks for return and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to AMA for readmission.

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. Within 5 school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

The readmission process will include a meeting with the Academic Director or designee, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to Charter School safety. The Academic Director or designee shall make a recommendation to the Governing Board for readmission if the pupil has met the conditions of the rehabilitation plan and does not pose a danger to Charter School safety. If the Academic Director determines the pupils has not met the conditions of rehabilitation plan and/or continues to pose a danger to Charter School safety, the Academic Director will make a recommendation against readmission. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. AMA is responsible for reinstating the student upon the conclusion of the expulsion period.

## **Element 11 – Employee Retirement Systems**

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

The CEO will be responsible for ensuring that appropriate payroll arrangements for retirement coverage are made and will be sustained for all Charter School staff member categories listed below.

### **Certificated Staff Members**

All eligible certificated staff may enroll in a 401(k) or 403(b) retirement account. The AMA Board of Directors retains the option to consider any other public or private retirement plans.

### **Non-certificated Staff Members**

All eligible non-certificated employees may enroll in a 401(k) or 403(b) retirement account. The AMA Board of Directors retains the option to consider any other public or private retirement plans.

### **Other Staff Members**

All other staff members not included in the other two categories above will also have the opportunity to participate in a 401(k) or 403(b) retirement account. The AMA Board of Directors retains the option to consider any other public or private retirement plans.

## Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parents and students will be informed of their public school attendance alternatives on the charter school’s application form. No student may be required to attend the Charter School.

## Element 13 – Rights of District Employees

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

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

## **Element 14 – Mandatory Dispute Resolution**

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

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District

333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Academy of Media Arts  
c/o CEO  
[Charter School Address TBD]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written



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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Academy of Media Arts  
c/o CEO  
[Charter School Address TBD]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## **Element 15 – Charter School Closure Procedures**

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

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **CLOSURE PROCEDURES**

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

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

### **Records Retention and Transfer**

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will



cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

### **Disposition of Liabilities and Assets**

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

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

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

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

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the Chief Executive Officer will serve as the school's closure agents.

## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of

District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language

to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.



Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*



### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

# ADDENDUM

## Assurances, Affirmations, and Declarations

Academy of Media Arts (also referred to herein as “AMA” and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all

provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

## **Element 1 – The Educational Program**

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

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

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

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

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

## **ACADEMIC CALENDAR AND SCHEDULES**

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

## **MATHEMATICS PLACEMENT**

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

## **TRANSITIONAL KINDERGARTEN**

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

## **HIGH SCHOOL EXIT EXAMINATION**

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

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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



- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School



reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

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

### **Modified Consent Decree Requirements**

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

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

- CBEDS

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

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

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

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

## **Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

## **Element 4 – Governance**

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action .<sup>93</sup>

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

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

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

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

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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<sup>93</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

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

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

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

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

### **RESPONDING TO INQUIRIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

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

### **PARENT ENGAGEMENT**

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

### **FEDERAL PROGRAM COMPLIANCE**

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

## **Element 5 – Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

## **Element 6 – Health and Safety Procedures**

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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



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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **SAFE PLACE TO LEARN ACT**

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

### **SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

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

## **COURT-ORDERED INTEGRATION**

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

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

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

## **Element 8 – Admission Requirements**

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

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

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

## **HOMELESS AND FOSTER YOUTH**

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as

amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

## **NON-DISCRIMINATION**

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

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

## **Element 9 – Annual Financial Audits**

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

- P1, first week of January

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

## **Element 10 – Suspension and Expulsion Procedures**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the

Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

### **NOTIFICATION OF THE DISTRICT**

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

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

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

## **OUTCOME DATA**

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

## **REHABILITATION PLANS**

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

## **READMISSION**

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

## **REINSTATEMENT**

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

## **GUN-FREE SCHOOLS ACT**

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

## **Element 11 – Employee Retirement Systems**

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



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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

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

## **Element 12 – Public School Attendance Alternatives**

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

## **Element 13 – Rights of District Employees**

*"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(b)(5)(M).)*

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

with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## **Element 14 – Mandatory Dispute Resolution**

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

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Academy of Media Arts  
c/o CEO  
[Charter School Address TBD]

- 7) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 8) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 10) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Academy of Media Arts  
c/o CEO  
[Charter School Address TBD]

- 7) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 8) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the

parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 10) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## **Element 15 – Charter School Closure Procedures**

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

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

## **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **CLOSURE PROCEDURES**

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

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which

Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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



1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

### **Records Retention and Transfer**

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

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

the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

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

### **Financial Close-Out**

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

### **Disposition of Liabilities and Assets**

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the

requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such

legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as

other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:



- (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an



appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles

Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School*

*District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter

School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

#### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

#### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

#### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)