

CALIFORNIA SCHOOL OF THE ARTS SAN GABRIEL VALLEY

CHARTER PETITION 2017-2022

May 2016

Presented to

The Board of Education
Duarte Unified School District

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CALIFORNIA SCHOOL OF THE ARTS SAN GABRIEL VALLEY CHARTER SCHOOL

Approval

This Charter is presented for approval to the Board of Education of the Duarte Unified School District (“District” or “DUSD”) at a regular meeting of the Board on _____, for an initial term of five years, from July 1, 2017 to June 30, 2022.

Location of Charter School

The primary California School of the Arts – San Gabriel Valley (“CSArts - SGV” or “the School”) school facility shall be located on the former campus of Northview Middle School and in buildings constructed by CSArts - SGV or its designee on District’s property leased to CSArts - SGV (“CSArts - SGV Property”) under a memorandum of understanding to be executed by the parties at a mutually agreed upon time in the future.

Affirmations

CSArts - SGV shall be nonsectarian in its programs, admissions policies, employment practices and operations. CSArts - SGV shall not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, fluency in English, parent income/ education level, or any other basis prohibited by law. CSArts - SGV shall not charge tuition.

Except as required by Education Code Section 47605.3, admission to CSArts - SGV shall not be determined according to the place of residence of the pupil, or of his/her parent or legal guardian, within California. CSArts - SGV shall admit all students who are qualified and wish to attend CSArts - SGV, except with regard to capacity limits, in which case attendance shall be determined in accordance with the provisions of Element Eight (H) Admission Requirements of this Charter and in compliance with Education Code Section 47605(d).

If a pupil subject to compulsory full-time education pursuant to Education Code Section 48200 is expelled or leaves CSArts - SGV without graduating or completing the school year for any reason, CSArts - SGV shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall provide that school district with a copy of the cumulative record of the pupil, including but not limited to a transcript of grades or report card, attendance, discipline, IEP/504 documents, and health information.

Interpretation of Terms

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to the California School of the Arts San Gabriel Valley and/or CSArts - SGV shall apply with full force and effect to the school itself and the non-profit 501(c)(3) CSArts - SGV corporate entity, which corporate entity shall be identified by name in the Operations Memorandum of Understanding to be entered into by CSArts - SGV and the District.

Charter Success

CSArts - SGV is modeled upon, and will be led by the Executive Director of, its sister school, Orange County School of the Arts ("OCSA"). OCSA has received top honors and recognition for excellence in both arts and academic education. Recent academic honors and distinctions awarded to OCSA include: one of the top three public high schools in Orange County (Orange County Register, 2014); a California Distinguished School (2005, 2009, 2013); a U.S. Department of Education National Blue Ribbon School (1998, 2006); America's Best High Schools (Newsweek 2009, 2010, 2013, 2014); Best High Schools in America (US News & World Report (2008, 2009, 2010, 2011, 2012, 2013); and, in 2014, ranked by the Daily Beast as the #52 best Academic High School in America, #14 in the West, and #6 in California. Based on the previous Academic Performance Index (API) system, OCSA's score of 914 places it in the top 4 schools in Orange County. OCSA's arts distinctions include the Arts Schools Network Exemplary School Award (2011, 2015) and the 2005 National School of Distinction Award from the Kennedy Center Alliance for Arts Education.

Students enrolled in OCSA's tuition-free, donation-dependent arts conservatory programs have had the opportunity to study with an inspiring caliber of guest artists and master teachers, including Francis Ford Coppola, Bebe Neuwirth, Steven Mercurio, Matthew Morrison, Yo Yo Ma, and more. OCSA is renowned for its creative, challenging, and nurturing environment, and it currently serves more than 2,000 students in grades 9-12 from over 100 cities throughout Southern California.

Please see next four pages: "Orange County School of the Arts Academic Profile"

CSArts - SGV, which will be based upon OCSA's successful model, will be designed and implemented to deliver equally well-prepared students with corresponding high expectations and achievements.

Dean of Student Services

Becca Freeland

Dean of Instruction

Sally Lopez

Dean of Facilities and Operations

William Wallace, Ed. D.

Dean of Arts Conservatories

Teren Shaffer

Director, Special Services

Kare McCann

School Counselors

Vanessa Musso

Mindy Shiroma

Ashley Talbert

Rebecca Vance-Freeland

Learning Specialist

Nicole Read

ACCREDITATION

Western Association of Schools and Colleges

Recognitions

- One of top three public high schools in Orange County (*Orange County Register*) 2014
- California Distinguished School 2005, 2009, 2013
- Blue Ribbon School 1998, 2006
- America's Best High Schools (*Newsweek*) 2009, 2010, 2013, 2014
- Best High Schools in America (*US News & World Report*) 2008, 2009, 2010, 2011, 2012, 2013
- Exemplary School – Arts School Network 2010-2011, 2013-2015

MEMBERSHIPS

- WASC
- International NETWORK of Schools for the Advancement of Arts Education

FACULTY

- Academic faculty - fully credentialed NCLB Compliant
- Majority of the 200 arts and academic teachers hold advanced degrees
- Guest artists and industry leaders share their expertise and creativity with students through lectures, presentations and hands-on-training.

TUITION

OCSA is tuition free, donation dependent. No student is admitted or denied based on financial capacity.

SCHOOL PROFILE

2015-2016

The Orange County School of the Arts (OCSA), a public charter school located in the heart of Santa Ana, California, provides a six year comprehensive academic and conservatory arts program to students in grades 7 through 12. Established in 1987, OCSA is one of the premier arts schools in the nation where aspiring young artists have the opportunity to refine their skills and flourish in one of twelve pre-professional arts conservatories.

OCSA serves a culturally diverse student body of more than 2,108 students from 100 cities throughout Southern California. Based on the belief that creative artistry is fueled by intellectual insight, the Orange County School of the Arts provides a rigorous college preparatory academic program that produces high achieving, motivated scholars. Students attend five hours of rigorous academic classes in addition to three hours of daily arts instruction. Acceptance to the Orange County School of the Arts is based on an audition and a minimum academic 2.0 GPA.

ENROLLMENT

2108 students (grades 7 through 12)
Male: 640
Female: 1468
Seniors: 352
Juniors: 373
Sophomores: 442
Freshmen: 425
8th Grade: 271
7th Grade: 245

ETHNICITY

Hispanic: 24%
Non-Hispanic: 76%

DEMOGRAPHICS

American Indian: 4.3%
Asian-American: 23%
Pacific Islander: 1%
Filipino: 5.1%
African American: 2.7%
White: 63.9%

CURRICULUM

- The Academic program is organized on an alternating block schedule. Students take three 90-95 minute block classes daily. Each block class meets every other day.
- The Art Conservatory program consists of two 80-minute blocks, four days a week. Middle school students attend one block each day while high school students attend two blocks. These pre-professional arts courses vary in content, day and block based on the conservatory.

HIGH SCHOOL GRADUATION REQUIREMENTS

Course	Length	Credits
Literature & Composition	8 Semesters	40
Mathematics (Integrated I and Integrated II)	4 Semesters	20
Life Science	2 Semesters	10
Physical Science	2 Semesters	10
Health	1 Semester	5
SOAR (Required for freshmen only)	1 Semester	5
World History	2 Semesters	10
US History	2 Semesters	10
Government	1 Semester	5
Economics	1 Semester	5
World Language	4 Semesters	20
Fine Arts	2 Semesters	10
Physical Education	4 Semesters	20
Required Course Credits		170
Electives		70
Total Credits Required to Graduate:		240

Thirty-two credits of conservatory courses are required each year of all 9th through 12th grade students from one of the following audition based conservatories: Acting, Classical Voice, Classical/Contemporary Dance, Commercial Dance, Creative Writing, Culinary Arts & Hospitality, Digital Media, Film and Television, Instrumental Music, Integrated Arts, International Dance, Musical Theatre, Production and Design, or Visual Arts.

TESTING INFORMATION

SAT Reasoning Test - Mean Scores

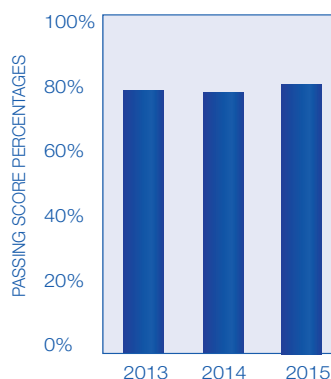
Class of 2015 # of students taking exam	OCSA 168	2015 State SAT Data 234, 767
Critical Reading	588	495
Math	574	511
Writing	588	484

ACT Test – Mean Scores

Class of 2015 # of students taking exam	OCSA 197	2015 State ACT Data 121, 815
<i>Composite Score</i>	26.2	22.5
English	27.7	22.1
Math	24.8	22.7
Reading	27.1	22.6
Science	24.9	22.0

Advanced Placement Exams

- May 2015, 574 students took AP exams
- A total of 1,028 exams were taken in 16 AP subjects
- 81% of the AP exams received passing scores
- May 2014, 590 students took AP exams
- A total of 1,070 exams were taken in 16 AP subjects
- 78% of the AP exams received passing scores
- May 2013, 486 students took AP exams
- A total of 769 exams were taken in 16 AP subjects
- 79% of the AP exams received passing scores



STUDENT ACHIEVEMENT

National Merit Scholarship Awards	Class of 2012	Class of 2013	Class of 2014	Class of 2015
National Merit Finalist	1	2		
National Merit Semi-Finalists	1	2		2
National Merit Commended Scholars	11	11	10	10
National Hispanic Recognition Scholars	5			4

Advanced Placement Awards	2012	2013	2014	2015
National Honors	4	4	9	5
Scholar with Distinction	45	42	69	71
Scholar with Honors	29	30	40	45
Scholar	35	61	89	88

2015 API – 914
2015 County Rank – 4
2015 State Rank – Top 8%

Grade and GPA Scale

OCSA utilizes a four-point scale to calculate students' grade point averages, but does not rank students by GPA.

Grade Scale: A = 4.0 B = 3.0
 C = 2.0 D = 1.0

Advanced Placement/Honors courses (+) are weighted with an additional value of 1 point for each course semester.

Class Rank: Per school policy, students are NOT RANKED.

Average Cumulative Academic GPA: 3.3

Advanced Placement Classes

AP Art History
 AP Biology
 AP Calculus AB
 AP Calculus BC
 AP Chemistry
 AP Economics
 AP Environmental Science
 AP French
 AP Government
 AP Language and Composition
 AP Literature and Composition
 AP Music Theory
 AP Physics 1
 AP Psychology
 AP Spanish
 AP Statistics
 AP U.S. History
 AP World History

Honors Classes

Literature and Composition I Honors
 Literature and Composition II Honors
 Pre-Calculus (+)
 IMP IV (+)
 Biology Honors
 Chemistry Honors
 Spanish IV Honors (+)
 French IV Honors (+)

Extra Curricular Opportunities

- Student Body Leadership
- National Honor Society
- California Scholarship Federation
- Camp OCSA Counselor
- Over 100 student-led clubs and organizations

*Information provided by the Academic
 and Student Services offices.
 Updated 9/8/2015*

COLLEGE PREPARATORY (CP) COURSE OFFERINGS BY SUBJECT AREA

We offer 8 year-long Honors Courses and 18 Advanced Placement courses. Courses indicated with an asterisk * receive an extra point in the grade point average calculation.

English

- ☐ Literature and Composition I
- ☐ Literature and Composition IH
- ☐ Literature and Composition II
- ☐ Literature and Composition IHH
- ☐ Literature and Composition III
- ☐ *AP English Language
- ☐ *AP English Literature and Composition
- ☐ 19th Century Literature
- ☐ Film, Literature and Composition
- ☐ Modern Plays/Media Analysis
- ☐ Mythology and Folklore/Composition
- ☐ Popular Culture and Literature
- ☐ Science Fiction/Composition
- ☐ Shakespeare/Composition

Science

- ☐ Anatomy
- ☐ *AP Biology
- ☐ *AP Chemistry
- ☐ *AP Environmental Science
- ☐ *AP Physics 1
- ☐ Biology
- ☐ Biology Honors
- ☐ Chemistry
- ☐ Chemistry Honors
- ☐ Environmental Science
- ☐ Food and Nutrition Science
- ☐ Physics
- ☐ Zoology

Mathematics

- ☐ Algebra II
- ☐ Algebra II/Trigonometry
- ☐ *AP Calculus AB
- ☐ *AP Calculus BC
- ☐ *AP Statistics
- ☐ Functions, Statistics, and Trigonometry (FST)
- ☐ Integrated Math I
- ☐ Integrated Math II
- ☐ Integrated Math Program (IMP) II
- ☐ Integrated Math Program (IMP) III
- ☐ *Integrated Math Program (IMP) IV
- ☐ *Pre-Calculus
- ☐ Statistics

Social Science

- ☐ *AP Government and Politics
- ☐ United States
- ☐ *AP Macro Economics
- ☐ *AP United States History
- ☐ *AP World History
- ☐ Economics
- ☐ Government
- ☐ U.S. History
- ☐ World History

World Languages

- ☐ *AP French Language and Culture
- ☐ *AP Spanish Language and Culture
- ☐ French I
- ☐ French II
- ☐ French III
- ☐ French IV
- ☐ *French IVH
- ☐ Spanish for Native Speakers A
- ☐ Spanish for Native Speakers B
- ☐ Spanish I
- ☐ Spanish II
- ☐ Spanish III
- ☐ Spanish IV
- ☐ Spanish IVH
- ☐ Spanish V-Hispanic Literature and Culture

Visual and Performing Arts

- ☐ 3-D Design
- ☐ Acting Technique
- ☐ Advanced Painting
- ☐ Animation
- ☐ *AP Art History
- ☐ *AP Music Theory
- ☐ Art History
- ☐ Ballet Dance
- ☐ Ballet Technique
- ☐ Ballroom Dance
- ☐ Brass Ensemble
- ☐ Ceramics
- ☐ Chamber Orchestra
- ☐ Choreography
- ☐ Clarinet Ensemble
- ☐ Commercial Music Theory
- ☐ Conducting

- ☐ Dance Conditioning
- ☐ Dance History
- ☐ Directing
- ☐ Drawing
- ☐ Elements of Music Theory
- ☐ Fashion and Costume Design
- ☐ Flute Masterclass
- ☐ Folklorico Repertory
- ☐ Graphic Design
- ☐ Illustration
- ☐ Improvisation
- ☐ Jazz Combos
- ☐ Jazz Dance
- ☐ Jazz Orchestra
- ☐ Jewelry
- ☐ Landscape Painting
- ☐ Modern Dance Technique
- ☐ Music History
- ☐ Music Theory
- ☐ Painting
- ☐ Percussion Ensemble
- ☐ Photography
- ☐ Piano
- ☐ Piano Masterclass
- ☐ Playreading and Analysis
- ☐ Saxophone Ensemble
- ☐ String Orchestra
- ☐ Strings Chamber Music
- ☐ Tap Dance
- ☐ Theatre History
- ☐ Vocal Ensemble
- ☐ Voice
- ☐ Watercolor
- ☐ Wood Ensemble
- ☐ Woodwind Quintet

Electives

- ☐ CW Core Short Story
- ☐ Journalism
- ☐ Philosophy
- ☐ *AP Psychology
- ☐ Screenwriting
- ☐ Senior Project

Thirty-two credits of conservatory courses are required each year of all 9th through 12th grade students from one of the following audition-based conservatories:

SCHOOL	CONSERVATORY	STUDENTS ENROLLED
School of Applied Arts	Culinary Arts & Hospitality	103
School of Dance	Classical/Contemporary Dance Commercial Dance International Dance <i>Ballet Folklorico Program</i> <i>Ballroom Program</i>	61 120 108 70 38
School of Fine & Media Arts	Creative Writing Digital Media Film and Television Integrated Arts Visual Arts	145 60 79 240 188
School of Music	Classical Voice Instrumental Music <i>Commercial Music Program</i> <i>Frederick Fennel Wind Studies Program</i> <i>Garn Family Jazz Studies Program</i> <i>Guitar Program</i> <i>Pianist Program</i> <i>Strings & Orchestra Program</i>	92 344 49 58 38 62 44 93
School of Theatre	Acting Musical Theatre Production and Design	206 235 123

MATRICULATION

Ninety-nine percent of the Class of 2015 was accepted into institutions of higher education. For the graduating class, 77% are attending a four-year college program, 21% are attending a two-year college or conservatory program, and 2% of the seniors are going directly into the workplace or take a gap year.

College/University Acceptances: OCSA students apply to and enroll at schools that reflect each student's individual interests and strengths. The following post-secondary campus acceptances and matriculation (in parenthesis) data was reported by the class of 2015

Academy of Art University	4 (1)	DePauw University	1	Oregon State University	3 (1)	Los Angeles	30 (13)
Allegheny College	1	Design Institute of San Diego	1	Otis College of Art and Design	1 (1)	Merced	1
AMDA-College and Cons. of the Perf. Arts	3	Dickinson College	1	Pace University, NYC	21 (3)	Riverside	14 (3)
American Academy of the Dramatic Arts	1	Dominican University of California	2	Pacific University	2 (1)	San Diego	29 (6)
American Academy of Dramatic Arts/West	1 (1)	Dordt College	1	Palomar College	1 (1)	San Francisco	14 (3)
AMDA-Amer. Musical and Dramatic Acad.	4	Drexel University	4	Pasadena City College	1 (1)	Santa Barbara	21 (5)
American University	5 (3)	Duke University	1	Peabody Institute of John Hopkins U.	1	Santa Cruz	28 (5)
Amherst College	1 (1)	Eastman School of Music-U of Rochester	1 (1)	Pennsylvania State University, U. Park	3	University of Central Florida	1 (1)
Arizona State University	8	Elon University	1	Pepperdine University	4	University of Central Oklahoma	2
Art Center College of Design	7 (3)	Emerson College	16 (1)	Point Loma Nazarene University	2 (1)	University of Cincinnati	1
Art Institute of California-Los Angeles	1	Emory University	5 (1)	Point Park University	7	University of Colorado at Boulder	8 (1)
Art Institute of California-Orange County	2	Fashion Institute of Technology	1 (1)	Pomona College	1 (1)	University of Colorado at Denver	2
Art Institute of Southern California	1	Florida State University	1	Portland Community College	1 (1)	University of Denver	7 (1)
Azusa Pacific University	9 (1)	Fordham University	11	Portland State University	5	University of Connecticut	1
Babson College	1	Fullerton College	7 (6)	Pratt Institute	2 (1)	University of Florida	2
Baldwin Wallace University	1	Geneva College	1	Princeton University	1	University of Hartford	7
Ball State University	1	George Mason University	2	Purchase College State U of New York	7 (1)	University of Hawaii at Hilo	1
Bard College	3	George Washington University	4 (1)	Raffles International College	1 (1)	University of Hawaii at Manoa	2
Barnard College	2 (1)	Georgia Institute of Technology	2	Reed College	5 (2)	University of Hawaii Maui College	1
Baylor University	3 (1)	Georgia State University	1	Regis University	1	University of Illinois at Urbana-Champaign	2
Belmont University	8 (1)	Gettysburg College	1	Rensselaer Polytechnic Institute	2 (1)	University of Kansas	1
Bennington College	2	Golden West College	2 (2)	Rhode Island School of Design	2 (2)	University of Kentucky	1
Bentley University	1	Gonzaga University	2	Rhodes College	1	University of La Verne	4 (1)
Berklee College of Music	9 (6)	Goucher College	1	Rice University	4 (2)	University of Massachusetts, Amherst	2
Biola University	5	Hampshire College	1	Rider University	5 (1)	University of Miami	6
Boise State University	1	Harvard University	1 (1)	Ringling College of Art and Design	1	University of Michigan	4 (1)
Boston Conservatory	7 (1)	Harvey Mudd College	2 (1)	Riverside Community College	1 (1)	University of Minnesota, Twin Cities	3
Boston University	12 (1)	Hofstra University	4	Rocky Mountain College of Art & Design	1	University of Missouri, Columbia	1
Brandeis University	1	Hope College	1	Roger Williams University	1	University of Nebraska at Lincoln	2
Brigham Young University	2 (1)	Howard University	1	Rollins College	1	University of New Mexico	1
Brooklyn College of the CUNY	1	Hult International Business School	2	Roosevelt University-Schaumburg	4	University of N. Carolina School of the Arts	1 (1)
Brooks Institute of Photography	2 (1)	Indiana University at Bloomington	7 (1)	Rose-Hulman Institute of Technology	2 (1)	University of North Texas	2
Brown University	2 (2)	Interior Designers Institute	1	Saddleback College	7 (7)	University of Northern Colorado	3
California Baptist University	4 (1)	Irvine Valley College	12 (10)	Saint Louis University	2	University of Oklahoma	1
California College of the Arts (San Franc)	2 (1)	Ithaca College	2	Saint Louis University, Madrid	2 (1)	University of Oregon	11 (2)
California Institute of Technology	1	James Madison University	1	Saint Mary's College of California	2	University of the Pacific	8 (2)
California Institute of the Arts	10 (3)	John Hopkins University	4	Samford University	1	University of Pennsylvania	2 (1)
California Lutheran University	4 (1)	John Jay College of Criminal Justice-CUNY	1	San Francisco Art Institute	1	University of Pittsburgh	3
California State Universities		Johnson and Wales University (Providence)	1 (1)	San Francisco Conservatory of Music	5 (2)	University of Portland	4
Cal Poly Pomona	20 (3)	Juniata College	3	Santa Ana College	2 (2)	University of Puget Sound	4 (2)
Cal Poly SLO	3 (1)	Kent State University	1	Santa Clara University	5 (1)	University of Redlands	7 (1)
Channel Islands	6 (2)	Kernon College	3 (1)	Santa Fe University of Art and Design	2	University of Richmond	1
Chico	1	Knox College	1	Santa Monica College	3 (3)	University of Rochester	1 (1)
Dominquez Hills	2	LaGrange College	1	Santiago Canyon College	6 (6)	University of San Diego	7
Fullerton	64 (11)	Laguna College of Art and Design	7 (2)	Sarah Lawrence College	5	University of San Francisco	17 (4)
Humboldt	8 (3)	Lake Forest College	1	Savannah College of Art and Design	5 (1)	University of South Carolina	1
Long Beach	57 (3)	Lewis and Clark College	5 (1)	School of Art Institute of Chicago	5	University of Southern California	32 (11)
Los Angeles	11 (2)	Long Beach City College	1 (1)	School of Visual Arts	5	University of St. Andrews	1
Monterey Bay	1	Los Angeles Recording School	1 (1)	Seattle Pacific University	1	University of Tampa	1
Northridge	4 (1)	Los Angeles Trade-Technical College	1 (1)	Seattle University	3 (1)	University of Texas, Austin	3
Sacramento	4	Louisiana State University	1	Seton Hall University	2	University of Toronto	1
San Diego	21 (3)	Loyola Marymount University	20 (3)	Sewanee: The University of the South	1	University of Utah	2 (1)
San Marcos	1	Loyola University Chicago	1	Shenandoah University	1 (1)	University of Vermont	1
San Francisco	32 (7)	Loyola University Maryland	2	Smith College	3 (1)	University of Victoria	1
San Jose	9	Macalester College	2	Soka University of America	1	University of Washington	9 (1)
Sonoma	13	Manhattan School of Music	2	Southern Methodist University	4	University of Wisconsin, Madison	4
		Mannes College of Music	1	Southern Oregon University	2	Utah Valley University	1 (1)
		Marymount California University	2	Southern Virginia University	1	Vanguard University of Southern California	5 (2)
Calvin College	1 (1)	Marymount Manhattan College	17	St. John's College	1	Vassar College	2
CAP21 Performing Arts Conservatory	6	Marymount University	1	St. John's University-Staten Island	1	Ventura College	1 (1)
Cardinal Stritch University	1	Maryville University	1	St. John's University-Queens Campus	4	Viterbo University	1
Carleton University	1	Massachusetts Institute of Technology	1 (1)	St. Lawrence University	1	Wagner College	1
Carnegie Mellon University	2 (1)	McGill University	1	St. Mary's College of Maryland	1	Washington State University	3
Carroll College (Montana)	1	Miami University, Oxford	1	St. Olaf College	1 (1)	Washington University, St. Louis	1
Case Western Reserve University	1	Michigan State University	1	Stanford University	3 (1)	Webster University	1
Chapman University	55 (17)	Middlebury College	1	Stephens College	1	Wellesley College	3
Citrus College	1 (1)	Mills College	1	Suffolk University	1 (1)	Westmont College	1
City College of San Francisco	1 (1)	Molloy College	9 (2)	Swarthmore College	3 (1)	Wheaton College IL	1
Claremont McKenna College	3	Montclair University	4 (1)	Syracuse University	4 (1)	Whitman College	1
Clark University	2	Monmouth University	1	Texas A & M University	1	Whittier College	3 (1)
Cleveland Institute of Music	1	Morningside College	1	Texas Christian University	3 (3)	Whitworth University	1
Coastal Carolina University	1	Mt. San Antonio College	1 (1)	The Art Institute of California-Inland Empire	1 (1)	Willamette University	4
Colburn School	1 (1)	Muhlenberg College	2	The College of Wooster	1	Wright State University	1
Colby College	1	Musicians Institute	4 (2)	The Julliard School	2 (1)	Young Americans College of Perf. Arts	1 (1)
College of the Atlantic	1	Nebraska Wesleyan University	1	The New School-Eugene Lang College	8 (1)		
College of Charleston	1	New England Conservatory of Music	4	Trinity College	1		
Colorado College	1	New York Film Academy	1 (1)	Tufts University	1		
Colorado School of Mines	3 (1)	New York University	18 (8)	Tulane University	1		
Colorado State University	1	Northeastern University	5	Union College	1 (1)		
Columbia College Chicago	6	Northern Arizona University	12 (4)	University of Alabama	1		
Columbia University	3 (2)	Northwestern University	3	University of Arizona	19 (5)		
Concordia University-Irvine	2	Oberlin College	3	University of the Arts	2		
Connecticut College	2	Oberlin Conservatory of Music	1 (1)	University of the Arts London	1		
Cornell University	3	Occidental College	3 (2)	University of British Columbia	2 (1)		
Cornish College of the Arts	2 (1)	Ohio Northern University	2				
Culinary Institute of America-Greystone	1	Oklahoma Christian University	1	University of California			
Culinary Institute of America	2	Oklahoma City University	2	Berkeley	22 (6)		
Cypress College	4 (2)	Orange Coast College	20 (16)	Davis	23 (4)		
DePaul University	18 (6)	Oregon Culinary Institute-Pioneer Pacific	1 (1)	Irvine	39 (11)		

State Priorities

Pursuant to Education Code Sections 47605 and 52060, CSArts - SGV incorporates the following eight state education priorities into its education mission and plans:

1. Appropriate teacher credentialing and student access to standards-aligned instructional materials, and school facilities in good repair;
2. Implementation of state board-adopted academic content and performances standards, including content to enable English learners to access the Common Core academic content standards to gain academic content knowledge and English language proficiency;
3. Parental involvement and input in making decisions for the school;
4. Pupil Achievement as measured by the criteria in Education Code section 52060(d)(4);
5. Pupil Engagement as measured by the criteria in Education Code section 52060(d)(5);
6. School Climate;
7. Enrollment and access to a broad Course of Study;
8. Pupil Outcomes.

The School's local control and accountability plan shall be annually updated pursuant to Education Code section 52061.

Please see Appendix 1 for CSArts - SGV's Local Control and Accountability Plan ("LCAP").

Goal #1-- Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school's administrative team and Professional Learning Communities.

Metric: Increase percentage of students scoring proficient or advanced on SBAC. Baseline to be established from students' 2015-2016 SBAC scores.

Metric: Establish department-wide Professional Learning Communities (PLC) to, in part, establish baseline common assessments in each academic department.

Metric: Establish Advanced Placement (AP) enrollment and pass rates at or above the average of the top 10 San Gabriel Valley Schools.

Metric: Implement the Common Core State Standards for all students. Use PLC to establish Common Core curriculum standards in each academic department.

Goal #2-- Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students.

Metric: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students.

Metric: Students have access to textbooks and relevant learning materials.

Goal #3-- Cultivate a positive school culture and system of supports for student personal and academic growth.

Metric: Establish high graduation rates comparable with the top 10 schools in San Gabriel Valley.

Metric: Establish programs to support students' academic and social and emotional needs. Programs to be established: Tutorial block for extra teacher help and interaction. Response to Intervention program for academic interventions. Response to Intervention Program for social/emotional interventions. Counselors highly trained in academic and social/emotional support.

CSArts - SGV will revise, augment by subgroups identified in Education Code section 52052, and adopt a comprehensive LCAP on or before July 1, 2017 (first date of operation).

In accordance with Education Code Section 47606.5, on or before July 1, 2017, and each year thereafter, CSArts - SGV shall update the goals and annual actions to achieve those goals and its LCAP using the template adopted by the State Board of Education pursuant to Education Code Section 52064, which update shall include all of the items required pursuant to Education Code Section 47606.5.

SIXTEEN REQUIRED CHARTER ELEMENTS (A-P)

Element One (A) - Educational Program

EDUCATIONAL PROGRAMS

(Meeting needs of above average, below average and ELL students)

Above Average Students—The CSArts - SGV will establish a rigorous Pre-Advanced Placement and Advanced Placement Program in English Language Arts, Social Science, Science, Mathematics and the Arts that will set AP examination pass rate standards commensurate with the top 10 schools in San Gabriel Valley.

This program will include weekly PLC meetings for teachers to collaborate on student learning outcomes, goals and curriculum, and will include a program for teachers to be trained in the latest AP curriculum issues as set forth by the College Board. Additionally, teachers will spend professional development and PLC time establishing vertical teams in each curricular area to ensure student progression through grade levels 9-12.

Below Average Students—The CSArts - SGV will establish a Response to Intervention (RtI) program designed to support students achieving below expected academic levels. This RtI program will meet on a bi-weekly basis and will consist of teachers, counselors, special education staff and administrators. The RtI team will examine the academic records of students referred to it by staff members and will offer recommendations to students and parents for appropriate academic interventions. These interventions can include specific recommendations for classroom interventions, interventions at home and during study time, and more serious interventions, up to and including special education support.

CSArts - SGV will establish an academic tutorial block within the school day, ideally in the time between the academic day and arts classes that will allow students to voluntarily seek extra help from their academic teachers on a daily basis. Additionally, students who drop below a 2.0 academic GPA, or who earn a D or F grade on progress reports, will be assigned to these tutorial block classes until grades improve.

CSArts - SGV will establish an academic probation program. Students who fall below a 2.0 academic GPA at the semester will be assigned a counselor or administrator as their academic probation advisor. Students placed on academic probation meet twice during the semester with their advisor and parent to set academic and study goals. Students then meet on a bi-weekly basis with their advisor to maintain progress toward their goal and problem solve study and homework issues.

English Language Learners—CSArts - SGV will identify one administrator to serve as the ELL coordinator. Duties as coordinator will include regular tracking of yearly CELDT scores and formation of an ELL RtI team, similar to the team described above, which will track students' grades and CELDT scores and offer various interventions to support student success. The ELL coordinator will also assemble an ELL advisory board, comprised of parents, counselors and teachers that will oversee students' cultural transition into the school environment.

CSArts - SGV will establish, as needed, academic support blocks in English Language Arts, Mathematics, Science and Social Science to support the needs of ELL students. These blocks will be taught by teachers trained in CLAD practices, and will serve as additional academic support. Regular PLC time will be spent between support teachers and regular academic teachers to improve student learning outcomes.

The target population for the California School of the Arts San Gabriel Valley is that group of students who have demonstrated passion, commitment, and interest in the arts, grades 9 - 12, and who reside in San Gabriel Valley and neighboring communities.

Qualified conservatory students are defined as those students who have demonstrated this passion, commitment, and interest through our designated conservatory placement activities.

The primary mission of the California School of the Arts San Gabriel Valley is to provide an outstanding academic and arts educational program that supports young people who have demonstrated the interest, passion, and commitment in understanding and developing themselves as artists. The School prepares them for placement in higher education institutions and employment in the professional arts industries. The California School of the Arts San Gabriel Valley is committed to provide a nurturing and challenging environment that fosters democratic values, appreciation for cultural diversity and desire for life-long-learning. Through a diversified and balanced academic program complimented by a pre-professional arts curriculum, students will be prepared for future educational, career and personal success.

CSArts - SGV's academic program consists of a 9th – 12th grade curriculum aligned to the California Content Standards implemented by Common Core instruction. All high school core courses during the academic portion of the day are UC approved a-g courses. At a minimum, students attending CSArts - SGV complete a rigorous program consisting of four years of Literature and Composition, three years of Social Science, two years of Science (one life science and one physical science), two years of a World Language, and two years of Math (students must complete geometry), one semester of Health, and one year of Performing Arts. These graduation requirements are aligned with California State standards and Duarte Unified graduation standards.

All courses are listed by a-g status, number of credits, prerequisites needed, and a short description of the course in the curriculum handbook, which is located on the school website. These requirements are communicated to parents and students annually through email blasts and notification letters sent home with the students.

All students have access to honors level classes in Literature and Composition and Social Science and Advanced Placement classes. Advanced Placement classes consist of: AP Language and Composition, AP Literature and Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Chemistry, AP Physics 1, AP Biology, AP World History, AP US History, AP Economics, AP French Language, AP Spanish Language, AP Art History, AP Music Theory, and AP Physics 2, AP Psychology, AP Spanish Literature, and AP Environmental Science. Afternoon courses focus on the arts. Many of the arts classes are also UC approved "f" courses depending on the number of hours they are offered each week. Students take a total of thirty-two credits a year in visual and performing arts. Upon completion of high school students receive a total of 368 credits (240 credits from the academic day and 128 credits from the arts portion of the day).

Parents will be informed about the transferability of courses to other public secondary schools, and to post-secondary schools via the curriculum handbook.

CSArts - SGV participates in all state testing, including CAHSEE (as applicable) and Smarter Balanced Assessments. Students who do not pass the CAHSEE participate in intervention classes to provide support for CAHSEE success.

CSArts - SGV teachers will collaboratively implement the Principles of Learning followed in classroom instruction, including:

1. A key goal of learning is fluent and flexible transfer – successful use of one’s knowledge and skill, on worthy tasks.
2. Students will be supported to perceive tasks as worthy and feel increasingly competent so as to value their work effort.
3. Success depends on connecting small details and facts to big ideas, to enable students to understand new concepts and meet new challenges.
4. True understanding must come from within; “the aha moment”. Teachers cannot give students understanding, but provide students with the tools and opportunities to reach their “Aha” moment.
5. Students need clear directions, guidelines and an understanding of the consequences of sub-par work and of achieving/exceeding their goals.
6. Students need to know how they are performing on a regular basis in a meaningful way to improve their skill level.
7. Understanding of content is achieved by regular reflection, self-assessment, and self-adjustment in using present knowledge to meet new challenges.
8. To deeply understand one must be open to new ideas, perspectives, and approaches to learning. New insight requires expansion of earlier ideas to include how things/information are/is interrelated. Learning is enhanced by a safe and supportive environment.
9. Students need a supportive environment to enable them to take risks to facilitate deeper understanding.
10. Learning is enhanced when curriculum design integrates the learners’ interests, preferences, strengths, contributions, and prior knowledge.

The California School of the Arts San Gabriel Valley believes that to be an educated person of the twenty-first century, graduates of the California School of the Arts San Gabriel Valley will be able to:

- Communicate effectively through reading, writing, speaking, and listening
- Understand and apply higher-order thinking skills: critical thinking, creative thinking, problem solving, decision making
- Demonstrate a strong work ethic and self-motivation in school, becoming good citizens and responsible, contributing members of society
- Apply skills necessary to work effectively, both alone and in cooperative settings
- Demonstrate a positive attitude toward learning, both now and in the future
- Use technology effectively to access information, apply research skills, and solve problems in preparation for higher education and the worlds of work
- Demonstrate a sense of self-worth and knowledge to achieve realistic goals
- Respect, appreciate, and understand diverse cultures, languages, and interests
- Demonstrate knowledge of major events, their geographical locations, and understand the complexities of a global society
- Demonstrate knowledge of, and desire for, physical fitness, healthy lifestyles, and mental and emotional well-being

These outcomes will result from an instructional program and common assessments that incorporate learning modalities and allow students to learn in their preferred styles. Minimum state-mandated instructional minutes shall be implemented for the instructional day. Personal interpretation will allow students to create meaning in their learning. Applied practices and real life examples will give relevancy to CSArts - SGV curriculum. A variety of assessments and projects provide students opportunities to demonstrate these strengths. Collaboration will motivate students to work with their peers. Activities ranging from acquiring knowledge to creating original pieces of work will exemplify Bloom's taxonomy and integrate previously learned concepts. The integration of technology in instruction will prepare students for the future and facilitate information gathering and analysis. Teachers will employ strategies making classrooms communities of learners to fully engage participants in acquiring knowledge, skills, attitudes and processes appropriate for each academic and content area.

CSArts - SGV students will meet all Duarte Unified School District academic standards and all academic standards as adopted by the State Board of Education. Students will graduate with a CSArts - SGV diploma in addition to any other credential, diploma, or recognition CSArts - SGV may elect to award its graduates. CSArts - SGV will obtain and maintain accreditation from the Western Association of Schools and Colleges.

CSArts - SGV's student/teacher ratio and average class size shall be no greater than those of the District in comparable grades and subject matters.

CSArts - SGV shall provide English Language Development instruction and support to identified English Learner students whose California English Language Development Test (CELDT) and/or the English Language Proficiency Assessments for California (ELPAC) results indicate less than reasonable English proficiency, including students whose overall CELDT English proficiency scores register at the following levels:

Beginning

Early Intermediate

Intermediate

CSArts - SGV's course of study shall meet current and future District and State standards for each content area including English/Language Arts, English Language Development, Mathematics, Science, History/Social Science, and Visual and Performing Arts. CSArts - SGV shall maintain and provide to the District annually a description of each course offered including content, prerequisites, required demonstration of proficiency, and textbooks.

CSArts - SGV will collaborate with the District upon request to develop appropriate art programs on their respective campuses. CSArts - SGV will share its expertise, experience, best practices, contacts, and other resources to encourage full development of the arts programs in the designated art school in the District. The District and the charter school will enter into an MOU by December 31st, 2016 to delineate the specifics of this collaboration.

REMEDATION PROGRAM

The educational value of the California School of the Arts San Gabriel Valley is that academic intervention is an ongoing process within daily instruction. During instructional time, all teachers work at differentiating their instruction, using strategies that engage all learners, and modifying their curriculum so that each learner may work to their highest potential.

For students whose grade point averages show they are at academic risk, the following program is put into place:

At the first progress report, students with below a 2.0 receive a letter warning that they will be put on academic probation if they do not raise the GPA to a 2.0 or above by the end of the semester. Other supports and interventions include but are not limited to:

- Parents have the option of putting their student on a Weekly Progress Report and attending Block 7 study.
- Students are counseled to talk about their goals for bringing up the GPA.
- An SST Team may be held to discuss interventions that teachers can use in their classroom.
- A student tutor may be assigned to the student to help give one-on-one help and motivation to improve the student's grade.
- Parent/teacher/student conferences may be held to discuss ways for school and home to work together to support the student.
- The student may be placed in an academic lab, to receive extra support and help.

A student with a GPA below 2.0 is placed on academic probation. Extra-curricular and co-curricular activities, including conservatory participation, are limited until the GPA is raised. A meeting is held with the student and his/her parents to discuss remediation plans. The student is put on weekly progress reports, assigned to Block 7 for study hall and academic tutoring, daily planner signatures, or further testing depending on the individual need. SST team meetings are held with teachers to discuss interventions in the classroom. Academic probation students are monitored throughout the semester.

If at the end of the second semester the student has achieved a GPA of 2.0 or higher, he/she will be removed from academic probation. At the end of the second semester, if the student still has not achieved a GPA of 2.0 or higher, he/she will be prohibited from participation in extra-curricular and co-curricular activities, including conservatory, until his/her grade point average reaches at least 2.0 on a 4.0 scale. (Education Code section 35160.5) During conservatory time, the student will attend an academic lab.

If a student's GPA falls below 2.0, and the student corrects the deficiency by successfully completing a class or classes in summer school, the student will be removed from academic probation and may continue extracurricular and co-curricular participation.

Annually, CSArts - SGV shall review all instances of placement on academic probation, analyzing: (1) any indications of a disproportionately high incidence of students with a protected characteristic or EL students, and (2) any other indicia of disparate impact on such students.

CSArts - SGV shall annually provide the District a report of student progress including disaggregated (by race/ethnicity, socioeconomic status, English language fluency, special education and 504 placement) data on student course enrollment and grades, participation and performance results of state-mandated testing programs, including the Stanford Achievement Test, CAASPP, California High School Exit Exam, California English Language Development Test, Scholastic Aptitude Test (SAT), Advanced Placement exams, and other applicable or successor assessments.

These provisions govern the application of special education to CSArts - SGV students: All students will have access to CSArts - SGV. No student shall be denied admission based solely on disability status.

Pursuant to Education Code Section 47641, CSArts - SGV is a public school of the District for special education purposes.

In accordance with Education Code Section 47646, a charter school that is deemed to be a public school of the local educational agency that granted the charter shall participate in state and federal funding in the same manner as any other public school of the granting agency. A student with disabilities attending CSArts - SGV shall receive special education instruction or designated instruction and services, or both, in the same manner as a student with disabilities who attends another public school of the District. The District, as the chartering agency, shall ensure that all students with disabilities enrolled in CSArts - SGV receive special education, designated instruction and services and section 504 services in a manner consistent with their individualized education program or 504 plan, as applicable and in compliance with the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

In accordance with Education Code Section 47646, as a charter school that is deemed a public school of the District for purposes of special education, CSArts - SGV **will contribute "an equitable share of its charter school block grant funding to support district-wide special education instruction and services, including, but not limited to, special education and instruction and services for pupils with disabilities enrolled in" CSArts - SGV.**

Section 504 and the ADA

Absent specific agreement to the contrary, **CSArts - SGV** shall be responsible, at its own expense, for compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act ("ADA") for eligible students. Should **CSArts - SGV** be unable to provide the services necessary to comply with Section 504, **CSArts - SGV** may request that the District provide necessary services. The District may agree to provide the requested services at **CSArts - SGV's** sole expense, at a cost to be negotiated between the District and **CSArts - SGV** separate from the terms of this Charter.

Services to Students with Disabilities

CSArts - SGV and the District intend that CSArts - SGV will be treated by the District as any other District public school in the District with respect to the provision of special education services, including the allocation of duties between CSArts - SGV staff and resources and District staff and resources.

Division and Coordination of Responsibility

The District and CSArts - SGV agree to allocate responsibility for the provision of services [including but not limited to identification, evaluation, IEP development and modification, and educational services] in a manner consistent with their allocation between the District and its local public school sites. Special education services to be provided to CSArts - SGV students beyond the services to be performed by general education personnel and/or the type provided by general school site administrators at District schools, will be performed by employees, consultants, or other representatives of the District, except as specified in this Section or in the

Memorandum of Understanding concerning Special Education to be entered into by CSArts - SGV and the District. The District shall be solely responsible for hiring and directing the individuals or entities to provide such special education services to CSArts - SGV students, except as specified in this Section or in the Memorandum of Understanding concerning Special Education to be entered into by CSArts - SGV and the District.

As long as CSArts - SGV has a student enrollment of 600 or more students, CSArts - SGV may choose to employ a Special Education Coordinator to perform the duties specified in the job description attached hereto as Exhibit A. The Special Education Coordinator shall serve as the lead for coordinating special education services to CSArts - SGV students, and shall coordinate such services with the District's Associate Superintendent of Educational Services, or designee. The District shall retain ultimate authority over the manner in which such services are to be provided. The Special Education Coordinator shall carry out the duties and functions of that position in coordinating and providing special education services to CSArts - SGV students, whether designated as responsibilities of CSArts - SGV or the District by the terms of this Charter. The District will reimburse CSArts - SGV, quarterly, from special education funds, for the costs of such Special Education Coordinator, including salary and benefits, in an amount equivalent to what the District would pay for a District employee with the same qualifications placed on the District's salary schedule as a "coordinator." Any Special Education Coordinator so employed by CSArts - SGV shall be solely an employee of CSArts - SGV for all purposes, including but not limited to for purposes of the Educational Employment Relations Act, and shall not be deemed or considered an employee of the District. CSArts - SGV shall not contract with any outside person or agency for the provision of special education and/or related services to any CSArts - SGV student without prior written approval of the District.

So long as CSArts - SGV has a student enrollment of 600 or more students, CSArts - SGV may choose to employ its own Resource Specialist(s) to provide special education services to CSArts - SGV students. The District will reimburse CSArts - SGV, on a quarterly basis, from special education funds, the costs of such Resource Specialist(s) including salary and benefits, in an amount equivalent to what the District would pay for a District employee with the same qualifications placed on the District's certificated salary schedule. CSArts - SGV may be reimbursed for the costs of one full-time equivalent ("FTE") Resource Specialist without regard to how many CSArts - SGV students require the services of a Resource Specialist, and for additional FTE or portions thereof on the basis of a Resource Specialist caseload of 28 students. (E.g., should CSArts - SGV enroll 42 students with IEPs requiring Resource Specialist services, the District will reimburse CSArts - SGV for the costs of 1.5 FTE.) Any Resource Specialists employed by CSArts - SGV shall provide all services in compliance with the District's policies for the provision of special education services. Any Resource Specialist(s) so employed by CSArts - SGV shall be solely an employee(s) of CSArts - SGV for all purposes, including but not limited to for purposes of the Educational Employment Relations Act, and shall not be deemed or considered an employee(s) of the District for any purpose. CSArts - SGV may contract with any outside person or agency for the provision of special education and/or related services to any CSArts - SGV student with prior written approval of the District.

The Special Education Coordinator and/or Resource Specialist(s) employed by CSArts - SGV shall follow District practices and requirements for providing special education services, including following the District's record-keeping and documentation practices.

CSArts - SGV shall inform the District in writing, on or before March 1 of each year, if CSArts - SGV determines that it does not want to employ its own Special Education Coordinator and/or Resource Specialist(s) for the following school year. Should CSArts - SGV not inform the District in writing of such a decision, CSArts - SGV shall be responsible for the hiring and employment of such individuals for the following school year.

If issues arise with District personnel providing services on the CSArts - SGV site, CSArts - SGV and the District shall discuss the concerns within a reasonable period of time after the issue is raised by the other party. Re-assignment of personnel in response to such concerns shall be negotiated between the District and CSArts - SGV in a timely manner.

The District and CSArts - SGV shall meet no later than April 15 of each year to ensure a mutual understanding of the allocation of Special Education/504 duties between CSArts - SGV and the District for the following year.

Identification and Referral:

CSArts - SGV shall have the same responsibility as public schools in the District to work cooperatively with the District in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services. CSArts - SGV will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs in accordance with state and federal law and District policy. CSArts - SGV is solely responsible for obtaining the cumulative files, prior and/or current IEP and other special education information on any student enrolling from a non-District school. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and utilized, where appropriate.

The District shall provide CSArts - SGV with technical and consultative services that it generally provides its other public schools in the identification and referral processes. The District will ensure that CSArts - SGV is provided with notification and relevant files of all students transferring to CSArts - SGV from a District school, who have an existing IEP, in the same manner that it ensures the forwarding of such information between District schools. Records and files will be released with the signed permission of the parent/guardian.

Assessment:

In consultation with CSArts - SGV, the District shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with applicable law. CSArts - SGV shall not conduct assessments or recommend independent assessments without prior written concurrence of the District.

Individualized Education Plan:

Responsibility for arranging necessary IEP meetings shall be conducted in accordance with the District's practice and applicable law. CSArts - SGV shall ensure the attendance of all necessary CSArts - SGV employees at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at CSArts - SGV.

Eligibility and Placement:

Eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include all required representatives of CSArts - SGV (or designees when necessary) and representatives of the District (or designees when necessary). Services and placements shall be provided to eligible CSArts - SGV students in accordance with the policies of the District and of the Local Plan for Special Education. No pupil with special needs shall be continued in enrollment in CSArts - SGV unless the IEP team determines that CSArts - SGV is an appropriate educational placement, except for such period of time as enrollment at CSArts - SGV constitutes the student's "stay-put placement."

Educational Services and Programs:

To the extent that the agreed upon IEP requires special education or related services, the CSArts - SGV Special Education Coordinator shall provide such services through the CSArts - SGV Resource Specialist(s) or District providers and/or contractors, as necessary and appropriate, in the same manner that such services are provided to the students at other District schools. District services shall include technical and consultative services by District staff to CSArts - SGV staff in the same manner that District staff consults with staff at other District schools.

Parent Concerns:

CSArts - SGV shall inform parents/guardians of their rights to raise concerns regarding special education needs or services to CSArts - SGV and/or District staff. CSArts - SGV staff shall inform the designated representative of the District of any such concerns within five business days of being informed of the concern. The District, in consultation with CSArts - SGV's staff as necessary, shall respond to and address the parent/guardian concerns.

Complaints:

In consultation with CSArts - SGV, the District shall address/respond to/investigate all complaints regarding special education services at CSArts - SGV. CSArts - SGV's Uniform Complaint Procedure shall designate the District's Uniform Complaint Procedure officer as the designated official for complaints regarding special education services.

Due Process Hearings:

In consultation with CSArts - SGV, the District may initiate a due process hearing on behalf of a student enrolled in CSArts - SGV as the District determines is legally necessary to meet a local educational agency's responsibilities under federal and state law. The District and CSArts - SGV shall cooperate in defending any due process hearing brought by a student enrolled in CSArts - SGV. In the event that the District determines that legal representation is needed in a due process hearing or an appeal thereof, the District/CSArts - SGV shall be jointly represented by District legal counsel. In the event CSArts - SGV elects to utilize separate legal counsel, CSArts - SGV shall bear the costs of its separate legal counsel.

Special Education Indemnification:

The District shall indemnify, defend, and hold harmless CSArts - SGV and its Board, Board members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "CSArts - SGV and CSArts - SGV personnel") against any and all actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against CSArts - SGV and/or CSArts - SGV Personnel (including but not limited to due process complaints and/or compliance complaints with the California Department of Education and the Office for Civil Rights) that may be asserted or claimed by any person, firm, or entity which is due to the acts or omissions of the District, its Board of Education, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns related to the provision of special education services pursuant to this Charter.

CSArts - SGV agrees to indemnify, defend, and hold harmless the District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "District and District personnel") against any and all actions, causes of action,

suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and District personnel (including but not limited to due process complaints and/or compliance complaints with the California Department of Education and the Office for Civil Rights) that may be asserted or claimed by any person, firm, or entity which is due to the acts or omissions of CSArts - SGV, CSArts - SGV personnel, CSArts - SGV subcontractors, and CSArts - SGV invitees, or any of them, related to the provision of special education services pursuant to this Charter.

SELPA Activities and Meetings:

The District Superintendent or designee shall represent CSArts - SGV at all SELPA meetings as it represents the needs of all schools in the District. Reports to CSArts - SGV regarding SELPA decisions, policies, etc. shall be communicated as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to CSArts - SGV staff and CSArts - SGV staff shall be required to attend to the same degree as District staff holding equivalent positions are required to attend such training, unless the District's Associate Superintendent of Educational Services or designee specifically excuses CSArts - SGV personnel in writing from participation in a particular training because it is determined that the training is not necessary or relevant for CSArts - SGV personnel.

School District of Residence:

The District shall be responsible for providing all special education services to all students of CSArts - SGV regardless of their school district of residence, with appropriate services provided by the CSArts - SGV Special Education Coordinator, CSArts - SGV Resource Specialists, and / or by other District and CSArts - SGV personnel, as determined by the District.

SELPA Requirements:

CSArts - SGV agrees to adhere to the policies and requirements of the Local Plan for Special Education and to all District policies, procedures, and practices regarding identification, referral, record-keeping, and provision of services to special education students.

Contracted Services:

If needed due to a shortage in special education staff, it is the responsibility of the District to seek out contracts with other school districts, companies, or organizations to serve CSArts - SGV students.

Funding

Retention of Special Education Funds by District:

The parties agree that, pursuant to the division of responsibilities set forth in this Charter, CSArts - SGV has elected the status of any other public school in the District for the purposes of special education services and funding. The District has agreed to provide special education services for CSArts - SGV, consistent with the services it provides at its public schools. Consistent with this division of responsibility, the District shall retain all state and federal special education funding allocated for CSArts - SGV students through the SELPA.

Costs of Special Education Services

CSArts - SGV shall be responsible for all costs related to the special education service needs of CSArts - SGV students that exceed the state and federal special education funding allocated for CSArts - SGV students through the SELPA.

Copies of IEPs

CSArts - SGV staff shall comply with state and federal laws and District procedures related to IEPs, including, but not limited to, those required by any web-based IEP system, including, but not limited to, the requirement that IEPs be affirmed and attested to by appropriate members of the IEP team. Within five work days of receiving written parent signature(s) on an IEP, the CSArts - SGV Special Education Coordinator shall provide a hard copy of the signature page of the IEP to the Associate Superintendent of Educational Services or designee.

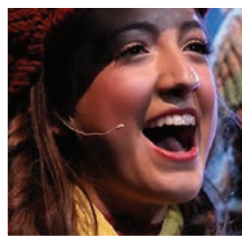
CSArts - SGV Election to Become LEA

Should CSArts - SGV ever determine that it will become its own local educational agency ("LEA") for purposes of providing special education services rather than being deemed a school of the District for such purposes, it will provide the District with written notice that it is considering such a change on or before July 1 of the year preceding the fiscal year in which CSArts - SGV would become its own LEA. CSArts - SGV will provide the District with final written notice that it has made a final decision to become its own LEA on or before January 1 of the fiscal year preceding the fiscal year in which CSArts - SGV would become its own LEA. The final notice will include written assurances that CSArts - SGV will participate in a special education local plan area (SELPA) approved by the State Board of Education in accordance with Education Code Section 47641(a) and that it will provide special education services in accordance with federal and state law, including proof of CSArts - SGV's acceptance as a member of a SELPA for the fiscal year in which CSArts - SGV will become its own LEA. When CSArts - SGV becomes its own LEA for the purposes of special education, the District shall have no further responsibility for the coordination or provision of special education services to CSArts - SGV students, regardless of school district of residence of such students, and CSArts - SGV shall be exclusively responsible for the coordination and provision of special education services to CSArts - SGV students and for all other obligations of a school or school district regarding services for students with special needs.

WE FOSTER AN
ENVIRONMENT AND
CULTURE THAT
NURTURES AND
INSPIRES OUR
EXCEPTIONAL
STUDENTS



CALIFORNIA SCHOOL OF THE ARTS PROPOSED INSTRUCTIONAL PROGRAM



ACADEMIC PROGRAM:

CSArts - SGV will provide a rigorous academic curriculum aligned with the California State Standards. Utilizing the block scheduling system, the students will attend each academic course on alternating days with the arts conservatories held in the afternoon. All academic faculty members will be fully credentialed, and the school will strive to ensure that the majority of the arts and academic teachers hold advanced degrees. Comprised of dedicated, supportive professionals, CSArts - SGV teachers will help students develop the skills necessary for higher education or a profession in the arts.

Sample academic schedule:

Blue Day = Blocks 1 / 2 / 3
Gold Day = Blocks 4 / 5 / 6

Monday – Thursday

Academic		
Block 1/4	8:05 - 9:35	90 min.
Block 2/5	9:45 - 11:20	95 min.
Lunch	11:20 - 11:55	35 min.
Block 3/6	12:00 - 1:30	90 min.
Block 7 (Study Block)	1:35 - 2:10	35 min.
Conservatory		
Block 8 *	2:15 - 3:30	75 min.
Block 9 *	3:35 - 4:50	75 min.

Friday

Academic		
Block 1/4	8:05 - 9:35	90 min.
Block 2/5	9:45 - 11:20	95 min.
Lunch	11:20 - 11:55	35 min.
Block 3/6	12:00 - 1:30	90 min.

CALIFORNIA SCHOOL OF THE ARTS

PROPOSED INSTRUCTIONAL PROGRAM

The California School of the Arts – San Gabriel Valley (CSArts – SGV) will provide an unparalleled academic and arts education, offering instructional programs that ultimately support the school's vision, mission and core values.

When fully enrolled, the California School of the Arts – San Gabriel Valley will serve approximately 1,200 talented student artists in grades 9-12. All students will attend approximately five hours of academic classes per day in addition to 2.5 hours of daily arts instruction. The school will offer various arts conservatory programs, including: Acting, Classical & Contemporary Dance, Classical Voice, Commercial Dance, Creative Writing, Instrumental Music, Musical Theatre, Production & Design, and Visual Arts. Additional arts conservancies may be added in future years once the initial programs are firmly established.

Both CSArts –SGV' academic and arts instructional programs will be modeled after the highly developed and refined curriculum at the Orange County School of the Arts.

The California School of the Arts – San Gabriel Valley's curriculum is outlined in the following pages.

Proposed academic courses:

COLLEGE PREPARATORY (CP) COURSE OFFERINGS BY SUBJECT AREA

We offer 8 year-long Honors Courses and 18 Advanced Placement courses. Courses indicated with an asterisk * receive an extra point in the grade point average calculation.

English

- ☐ Literature and Composition I
- ☐ Literature and Composition IH
- ☐ Literature and Composition II
- ☐ Literature and Composition IIH
- ☐ Literature and Composition III
- ☐ *AP English Language
- ☐ *AP English Literature and Composition
- ☐ 19th Century Literature
- ☐ Film, Literature and Composition
- ☐ Modern Plays/Media Analysis
- ☐ Mythology and Folklore/Composition
- ☐ Popular Culture and Literature
- ☐ Science Fiction/Composition
- ☐ Shakespeare/Composition

Science

- ☐ Anatomy
- ☐ *AP Biology
- ☐ *AP Chemistry
- ☐ *AP Environmental Science
- ☐ *AP Physics 1
- ☐ Biology
- ☐ Biology Honors
- ☐ Chemistry
- ☐ Chemistry Honors
- ☐ Environmental Science
- ☐ Food and Nutrition Science
- ☐ Physics
- ☐ Zoology

Mathematics

- ☐ Algebra II
- ☐ Algebra II/Trigonometry
- ☐ *AP Calculus AB
- ☐ *AP Calculus BC
- ☐ *AP Statistics
- ☐ Functions, Statistics, and Trigonometry (FST)
- ☐ Integrated Math I
- ☐ Integrated Math II
- ☐ Integrated Math Program (IMP) II
- ☐ Integrated Math Program (IMP) III
- ☐ *Integrated Math Program (IMP) IV
- ☐ *Pre-Calculus
- ☐ Statistics

Social Science

- ☐ *AP Government and Politics
- ☐ United States
- ☐ *AP Macro Economics
- ☐ *AP United States History
- ☐ *AP World History
- ☐ Economics
- ☐ Government
- ☐ U.S. History
- ☐ World History

World Languages

- ☐ *AP French Language and Culture
- ☐ *AP Spanish Language and Culture
- ☐ French I
- ☐ French II
- ☐ French III
- ☐ French IV
- ☐ *French IVH
- ☐ Spanish for Native Speakers A
- ☐ Spanish for Native Speakers B
- ☐ Spanish I
- ☐ Spanish II
- ☐ Spanish III
- ☐ Spanish IV
- ☐ Spanish IVH
- ☐ Spanish V-Hispanic Literature and Culture

Visual and Performing Arts

- ☐ 3-D Design
- ☐ Acting Technique
- ☐ Advanced Painting
- ☐ Animation
- ☐ *AP Art History
- ☐ *AP Music Theory
- ☐ Art History
- ☐ Ballet Dance
- ☐ Ballet Technique
- ☐ Ballroom Dance
- ☐ Brass Ensemble
- ☐ Ceramics
- ☐ Chamber Orchestra
- ☐ Choreography
- ☐ Clarinet Ensemble
- ☐ Commercial Music Theory
- ☐ Conducting

- ☐ Dance Conditioning
- ☐ Dance History
- ☐ Directing
- ☐ Drawing
- ☐ Elements of Music Theory
- ☐ Fashion and Costume Design
- ☐ Flute Masterclass
- ☐ Folklorico Repertory
- ☐ Graphic Design
- ☐ Illustration
- ☐ Improvisation
- ☐ Jazz Combos
- ☐ Jazz Dance
- ☐ Jazz Orchestra
- ☐ Jewelry
- ☐ Landscape Painting
- ☐ Modern Dance Technique
- ☐ Music History
- ☐ Music Theory
- ☐ Painting
- ☐ Percussion Ensemble
- ☐ Photography
- ☐ Piano
- ☐ Piano Masterclass
- ☐ Playreading and Analysis
- ☐ Saxophone Ensemble
- ☐ String Orchestra
- ☐ Strings Chamber Music
- ☐ Tap Dance
- ☐ Theatre History
- ☐ Vocal Ensemble
- ☐ Voice
- ☐ Watercolor
- ☐ Wood Ensemble
- ☐ Woodwind Quintet

Electives

- ☐ CW Core Short Story
- ☐ Journalism
- ☐ Philosophy
- ☐ *AP Psychology
- ☐ Screenwriting
- ☐ Senior Project

HIGH SCHOOL GRADUATION REQUIREMENTS

Course	Length	Credits
Literature & Composition	8 Semesters	40
Mathematics (Integrated I and Integrated II)	4 Semesters	20
Life Science	2 Semesters	10
Physical Science	2 Semesters	10
Health	1 Semester	5
SOAR (Required for freshmen only)	1 Semester	5
World History	2 Semesters	10
US History	2 Semesters	10
Government	1 Semester	5
Economics	1 Semester	5
World Language	4 Semesters	20
Fine Arts	2 Semesters	10
Physical Education	4 Semesters	20
Required Course Credits		170
Electives		70
Total Credits Required to Graduate:		240

Students are required to be enrolled in 32 units annually of co-curricular conservatory course work. Conservatory coursework is not credited toward high school graduation requirements.

ARTS PROGRAM:

In addition to CSArt's rigorous college preparatory curriculum, the school will offer pre-professional training in twelve arts conservatories:

1. Acting
2. Classical & Contemporary Dance
3. Classical Voice
4. Commercial Dance
5. Creative Writing
6. Digital Media
7. Instrumental Music
8. Integrated Arts
9. Musical Theatre
10. Production & Design
11. Visual Arts

** See following pages for CSArts-SGV Conservatory Overviews regarding each of the above programs.*

The arts conservatories will include daily classes taught by highly trained, full and part-time teachers, many of whom will be working professional artists. Students will also be exposed to renowned guest artists, university faculty, and industry leaders, who will visit the San Gabriel Valley campus to share their expertise and creativity through residencies, master classes, lectures, performances, presentations, and hands-on training. Each conservatory will offer unique and exciting performance opportunities, where students will have the chance to demonstrate the artistic skills and talents they have gained throughout their time with CSArts.



ACTING CONSERVATORY

Curriculum

Acting for the Camera
 Acting Fundamentals
 Audition Technique
 Business of the Business
 Classical Shakespeare
 Combat
 Improvisation
 Movement for Actors
 Play Reading
 Production
 Singing and Dance for Actors
 Stage Combat
 Theatre History
 Theatre Lab
 Voice and Speech

** Please note the Acting Conservatory curriculum is subject to change.*

Conservatory Overview

The Acting Conservatory offers comprehensive acting and movement training to talented students with aspirations of careers on stage or in film and television. Students learn all aspects of the craft of acting, from the fundamentals to advanced techniques, including acting for the camera, improvisation, theatre history, movement for actors, classical Shakespeare, stage combat, singing and dance for actors, voice and speech, and audition technique. This program is tailored for young actors interested in advancing their dramatic acting skills. The conservatory focuses on developing healthy technique, experiencing various styles, learning about the history of the craft, and preparing students for further study and/or a career in the arts.

Guest Artists/Master Teachers

Students are exposed to renowned guest artists, university faculty, and industry leaders, who visit the school's campus to share their expertise and creativity through residencies, master classes, lectures, performances, presentations, and hands-on training.

Performance Opportunities

The conservatory offers a number of unique and exciting performance opportunities, where students have the chance to demonstrate the artistic skills and talents they have gained throughout their time with CSA.



CLASSICAL & CONTEMPORARY DANCE CONSERVATORY

Curriculum

Ballet
 Modern
 Pointe/Men's
 Choreography/Composition
 Dance History
 Pilates
 Yoga
 Stage Make-up/Hair
 Acting
 Contact Improvisation
 Costume Design

** Please note the Classical & Contemporary Dance Conservatory curriculum is subject to change.*

Conservatory Overview

The Classical & Contemporary Dance Conservatory offers intensive and specialized training in a variety of dance styles, including ballet, modern, pointe/men's class, variations, composition, choreography, dance history and movement. The highly qualified faculty members, with extensive professional experience in the dance world, give the students the technical skills, discipline, commitment and edge necessary for a professional career in dance or dance-related fields. By spending multiple hours per week in technique classes and rehearsal, students develop an appreciation of different dance genres, styles and history.

Guest Artists/Master Teachers

Students are exposed to renowned guest artists, university faculty, and industry leaders, who visit the school's campus to share their expertise and creativity through residencies, master classes, lectures, performances, presentations, and hands-on training.

Performance Opportunities

The conservatory offers a number of unique and exciting performance opportunities, where students have the chance to demonstrate the artistic skills and talents they have gained throughout their time with CSA.



CLASSICAL VOICE CONSERVATORY

Curriculum

Art Song Literature
 Bel Canto Singers
 Chamber Singers
 Class Voice
 Concert Choir
 CV Chorale
 German Diction
 Italian Diction
 Movement & Voice for the Stage
 Music History
 Musicianship
 Operetta
 Opera from Scratch
 Opera Scenes
 Piano
 Theory/Musicianship
 Vocal Forum

** Please note the Classical Voice
 Conservatory curriculum is subject
 to change.*

Conservatory Overview

The Classical Voice Conservatory is designed as a college preparatory program focused on vocal arts, ideal for young singers interested in learning about the fundamentals of classical singing and for those who may someday choose to pursue a career in singing or music teaching. Modeled after well-established national collegiate vocal-arts programs, the Classical Voice Conservatory curriculum is balanced between performance-focused classes and academic music courses. Students in this conservatory are immersed in the fundamental elements of music, such as theory, musicianship, history, diction, and piano classes, as well as classes focused on solo and ensemble singing, such as art song literature, music of the theatre, opera scenes, choral ensembles, and classical voice. Students of the Classical Voice Conservatory benefit from the knowledge, experience, and high caliber education of music professionals and voice experts.

Guest Artists/Master Teachers

Students are exposed to renowned guest artists, university faculty, and industry leaders, who visit the school's campus to share their expertise and creativity through residencies, master classes, lectures, performances, presentations, and hands-on training.

Performance Opportunities

The conservatory offers a number of unique and exciting performance opportunities, where students have the chance to demonstrate the artistic skills and talents they have gained throughout their time with CSA.



COMMERCIAL DANCE CONSERVATORY

Curriculum

Ballet
 Choreography
 Contemporary
 Dance Conditioning
 Dance History
 Hip-hop
 Jazz
 Lyrical
 Modern
 Movement Education
 Musical Theatre Dance
 Professional Development
 Tap

** Please note the Commercial Dance Conservatory curriculum is subject to change.*

Conservatory Overview

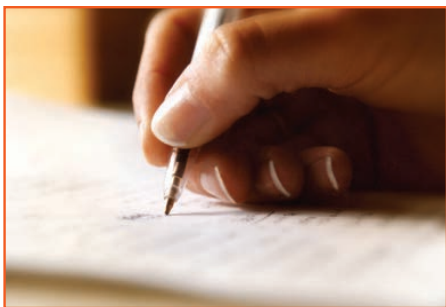
Addressing the needs of gifted young dancers who aspire to perform on stage, screen, television, or in music videos, the Commercial Dance Conservatory offers students the opportunity to receive excellent technical instruction in a variety of dance styles. The curriculum is designed to provide training in any major dance form the students would need to succeed in the commercial field of dance, including ballet, modern, jazz, tap, hip-hop, lyrical, dance conditioning, dance history, choreography and professional development. Students graduate from the Commercial Dance Conservatory with the technical skills and commitment necessary for a professional career in dance or dance-related fields.

Guest Artists/Master Teachers

Students are exposed to renowned guest artists, university faculty, and industry leaders, who visit the school's campus to share their expertise and creativity through residencies, master classes, lectures, performances, presentations, and hands-on training.

Performance Opportunities

The conservatory offers a number of unique and exciting performance opportunities, where students have the chance to demonstrate the artistic skills and talents they have gained throughout their time with CSA.



CREATIVE WRITING CONSERVATORY

Curriculum

Author Study
Children's Literature
Comedy Writing
Comic Book Writing
Community Arts Outreach
Creative Non-Fiction
Experimental Fiction
Fairytales and Folklore
Inkblot
Mythology in Fiction
Novel Writing
Playwriting
Poetry
Screenwriting
Shakespeare
Short Story
Song Writing
Submissions and Publications
TV Writing
World Literature

** Please note the Creative Writing
Conservatory curriculum is subject
to change.*

Conservatory Overview

The Creative Writing Conservatory inspires young writers to develop an original literary voice as well as the craft and talent necessary to write creative pieces worthy of their dreams. Under the guidance of professional authors and teachers, Creative Writing offers students a wide array of writing classes in short story, novel, poetry, playwriting, creative essay, comedy writing, screenwriting, songwriting and literature. Students are provided the opportunity to read classical and contemporary works while studying storytelling techniques and literary style. The Creative Writing Conservatory encourages student writers to pursue the elusive goal of artistic literary self-expression.

Guest Artists/Master Teachers

Students are exposed to renowned guest artists, university faculty, and industry leaders, who visit the school's campus to share their expertise and creativity through master classes, lectures, presentations, and hands-on training.



DIGITAL MEDIA CONSERVATORY

Curriculum

2D Animation
3D Animation
Animation Studio
Character Design
Drawing
Game Design
Life Drawing
World Building

** Please note the Digital Media Conservatory curriculum is subject to change.*

Conservatory Overview

The Digital Media Conservatory provides a challenging, innovative and cutting-edge environment that inspires students to create new worlds with fantastic characters and tell stories that have never been told before. Using new and emerging technologies, the Digital Media Conservatory focuses on combining and expanding its students' skills in animation, design, games and interactive technology. Digital Media encourages learning through immersive instruction, application of experience and critique. Students enjoy a rigorous and thoroughly challenging curriculum that is equivalent to competitive colleges and universities. No experience is necessary to apply for this conservatory. Students must have an interest for making video games and animation, as well as exhibit the ability to communicate in visual, narrative and temporal media.

Guest Artists/Master Teachers

Students are exposed to renowned guest artists, university faculty, and industry leaders, who visit the school's campus to share their expertise and creativity through master classes, lectures, presentations, and hands-on training.



INTEGRATED ARTS CONSERVATORY

Curriculum

Acting
 Acting for the Camera
 Broadcast Journalism
 Creative Writing
 Dance, Tap & Hip Hop
 Digital Photography
 Documentary Film
 Drama Therapy
 Film Genres
 Graphic Arts
 Improv
 Intro to Production & Design
 Musical Theatre Lab
 Photorealism
 Plays & Playwrights
 Pop Vocal
 Production & Design
 Stage Combat
 Screen Writing
 Three-Dimensional Art
 Visual Arts
 Voice

** Please note the Integrated Arts
 Conservatory curriculum is subject to
 change.*

Conservatory Overview

The Integrated Arts Conservatory offers a diverse program designed to provide multi-talented students with the opportunity to enhance their artistic abilities in a stimulating and creative environment. The curriculum enables and encourages students to explore their talents as they study a wide range of visual and performing arts disciplines, including creative writing, visual arts, dance, music, voice, theatre, and production and design. Students graduate from the Integrated Arts Conservatory with a solid foundation in the arts, providing them with a strong sense of confidence and the technical skills they need to pursue a higher education in the arts or the profession of their choice.

Guest Artists/Master Teachers

Students are exposed to renowned guest artists, university faculty, and industry leaders, who visit the school's campus to share their expertise and creativity through residencies, master classes, lectures, performances, presentations, and hands-on training.

Performance Opportunities

The conservatory offers a number of unique and exciting performance opportunities, where students have the chance to demonstrate the artistic skills and talents they have gained throughout their time with CSA.



INSTRUMENTAL MUSIC CONSERVATORY

Curriculum

Wind & Jazz Studies Program

Band Fundamentals
 Music Appreciation
 Music Theory
 Music History
 Concert Band
 Wind Ensemble
 Improvisation
 Jazz Composition and Arranging
 Percussion Ensemble
 Brass Quintet
 Woodwind Quintet

Strings & Orchestra Program

Music Theory and History
 Strings
 Symphony Orchestra
 Concert Orchestra
 Symphony Orchestra Strings
 Concert Orchestra Strings
 Chamber Music
 Conducting
 Composition
 Music Technology

** Please note the Wind & Jazz Studies Program curriculum and Strings & Orchestra Program curriculum are subject to change.*

Conservatory Overview

The Instrumental Music Conservatory provides a comprehensive arts education that offers young musicians a college-preparatory curriculum with training in strings, woodwinds, brass, and percussion. Students in the conservatory take a wide variety of courses, including music theory, musicianship and music history. The well-rounded course programs train students to have a breadth of experience in repertoire from various eras and genres. Additionally, students work with an inspiring caliber of guest artists, university faculty, and industry leaders. The curriculum also includes master classes, lectures and presentations with the region's most distinguished arts educators. Each year, the conservatory offers a number of unique and exciting performance opportunities, where students demonstrate the artistic skills and talents they have developed throughout their time with CSA. Comprised of two specialized tracks, the Instrumental Music Conservatory includes a Wind & Jazz Studies Program and a Strings & Orchestra Program.

Wind & Jazz Studies Program

The Wind & Jazz Studies Program offers talented student musicians a comprehensive music education, with specialization in woodwind, brass, and percussion instruments. The curriculum provides students with tremendous opportunities to develop themselves as musicians and artists. Students perform alongside their peers in large ensembles and small chamber groups, engage in various master classes, and may also have an opportunity to collaborate with students from the Strings & Orchestra Program.

Strings & Orchestra Program

The Strings & Orchestra Program provides talented student musicians an opportunity to study orchestral repertoire from all major eras while developing their skills on violin, viola, cello, or double bass. Students perform alongside their peers in an orchestra and in chamber ensembles, and may also have an opportunity to collaborate with students from the Wind & Jazz Studies Program.



MUSICAL THEATRE CONSERVATORY

Curriculum

Acting Technique
 Vocal Technique
 Vocal Performance
 Auditioning for Musical Theatre
 Musical Theatre History
 Beginning Keyboard
 Musicianship
 Pop Vocal
 Jazz Vocal
 Operetta
 Stage Movement and Combat
 Music Theory
 Stage Makeup

** Please note the Musical Theatre
 Conservatory curriculum is subject to
 change.*

Conservatory Overview

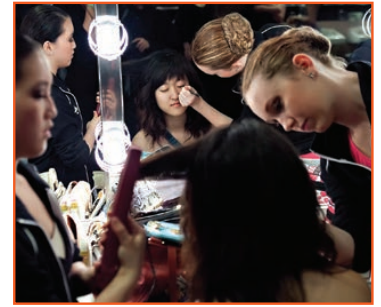
The Musical Theatre Conservatory offers comprehensive training in musical theatre, voice and acting technique to talented students with aspirations of careers on stage, in film and television, and in the recording arts. Students in this conservatory are provided a well-balanced musical theatre education, with classes provided in a variety of styles, including acting technique, vocal technique, vocal performance, audition technique, musical theatre history, keyboard, music theory, musicianship, pop vocal, stage movement and combat, and stage make-up. The Musical Theatre Conservatory prepares its students with the skills they need to pursue a higher education in theatre performance or a professional career on stage.

Guest Artists/Master Teachers

Students are exposed to renowned guest artists, university faculty, and industry leaders, who visit the school's campus to share their expertise and creativity through residencies, master classes, lectures, performances, presentations, and hands-on training.

Performance Opportunities

The conservatory offers a number of unique and exciting performance opportunities, where students have the chance to demonstrate the artistic skills and talents they have gained throughout their time with CSA.



PRODUCTION & DESIGN CONSERVATORY

Curriculum

Audio Recording Techniques
 Audio Reinforcement
 Costume Stitchery and Design
 Drafting and Drawing
 Scenic Construction Techniques
 Scenic Design and Production
 Techniques
 Sound Design Stage Management
 Stage Lighting Production and Design
 Stage Production Lab
 Theatre History/Crafts

** Please note the Production & Design
 Conservatory curriculum is subject to
 change.*

Conservatory Overview

For every performer on stage, there are several artists working behind the scenes. Under the direction of industry professionals, students in the Production & Design Conservatory create and control the lighting, audio, costume, make-up, and scenery design for all of the school's performances and special events. The Production & Design Conservatory provides a hands-on active learning environment where students take classes in all disciplines of technical theatre, including reading and interpreting a script, scenic design and construction, stage management, audio, lighting, drawing for design, and costume and make-up design. These classes allow students to discover new and untapped talents and passions.

Guest Artists/Master Teachers

Students are exposed to renowned guest artists, university faculty, and industry leaders, who visit the school's campus to share their expertise and creativity through master classes, lectures, presentations, and hands-on training.



VISUAL ARTS CONSERVATORY

Curriculum

2D Design
 3D Design
 Advanced Digital Illustration
 Advanced Drawing Processes
 Animal Drawing
 Ceramics
 Drawing
 Figure Drawing
 Graphic Design
 Jewelry Making (Metal Arts)
 Landscape Painting
 Mixed Media & Collage
 Mural painting
 Oil Painting
 Photography
 Printmaking
 Watercolor Painting

** Please note the Visual Arts
 Conservatory curriculum is subject
 to change.*

Conservatory Overview

The Visual Arts Conservatory provides a stimulating and creative environment that encourages talented young students to discover themselves as new artists. By combining innovative studio techniques and traditional artistic approaches, the Visual Arts curriculum offers both classical and modern art history with a wide range of fine art studio classes equivalent to those of competitive arts colleges and universities. Students are encouraged to apply their knowledge through discussion, written word, class critiques, and visual expression in their studio courses. Prior to graduation, Visual Arts students are provided the opportunity to develop a comprehensive arts portfolio to help them gain admission to renowned arts colleges and universities across the nation.

Guest Artists/Master Teachers

Students are exposed to renowned guest artists, university faculty, and industry leaders, who visit the school's campus to share their expertise and creativity through master classes, lectures, presentations, and hands-on training.

SIXTEEN REQUIRED CHARTER ELEMENTS (A-P)

Element Two (B) - Measurable Pupil Outcomes

CSArts - SGV's goal is to create a school that motivates and assists all students in meeting proficiency on state academic standards and demonstrates competency in learning and applying lessons from the Common Core based instruction. Annual and more frequent analysis of data will be conducted to track progress toward goals, as measured by the appropriate multiple indicia and benchmarks of student growth in reading, writing, language proficiency and mathematics. CSArts - SGV will ensure alignment of the curriculum in order to ensure success for all students in meeting the requirements of the California High School Exit Exam and any other successor state-required standards test. These standards, as expressed in CSArts - SGV's Local Control Accountability Plan, will serve as a guide in developing school goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions. Appendix 1 will be updated prior to July 1, 2017 with a detailed description of current goals and priorities as outlined in the CSArts - SGV LCAP. At this time and for the purposes of the consideration of the Board of Education in deciding whether to approve the charter petition, CSArts - SGV has included a draft LCAP proposal.

CSArts - SGV intends to graduate its students with several measurable results:

- Satisfactory completion of all course requirements and attainment of required proficiency levels to be eligible to be granted an CSArts - SGV diploma
- A course of learning in the arts or design that greatly increases opportunities for immediate well paid employment or further in-depth study
- SAT scores, a transcript, a portfolio and college credits that greatly increase opportunities for admission to a college, CSU, UC, or equivalent institutions
- Demonstrated abilities and a portfolio that greatly increase opportunities for admission to post-secondary institutions that specialize in the performing arts or design

CSArts - SGV students will meet all Board approved academic standards and all academic standards as adopted by the State Board of Education. CSArts - SGV students shall meet all current and future Board approved requirements for a high school diploma.

CSArts - SGV hereby adopts the expected annual measurable outcomes for all applicable pupil subgroups contained in the draft Local Control and Accountability Plan in appendix 1.

Element Three (C) - Method of Measuring of Pupil Progress

CSArts - SGV will utilize a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including tools that employ objective means of assessment consistent with measurable student outcomes.

CSArts - SGV will meet all statewide standards for measuring student progress and it shall comply with all state assessment requirements, including those assessments prepared by the Smarter Balanced Assessment Consortium, which shall be based on the Common Core State Standards.

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.

CSArts - SGV will separately assess learning and growth in the arts or design depending on the student focus.

Daily instruction will provide consistent feedback through teacher observations, project achievements, criterion referenced tests, open-ended tasks, and performance samples. CSArts - SGV will measure progress on an ongoing basis so parents and educators know how well students are performing. CSArts - SGV shall follow the District's regulations for promotion, retention, and intervention for underperforming students, including English Language Learner/Limited English Proficient students.

MEASURING PUPIL PROGRESS

CSArts - SGV will establish a system of Professional Learning Communities with the academic, elective, administrative and arts staff that will generate common assessments in each curricular area (English Language Arts, Social Science, Math, Science World Languages, the Arts and Electives). PLC will meet on a weekly basis and examine these results. Teachers and administrators, in PLC, will use common assessment data to drive discussions regarding student learning outcomes. Additionally, data from teacher created benchmark assessments, SBAC and WASC, and other sources will be utilized in PLC to make continuous adjustments to curricular and instructional outcomes. Administrators have the responsibility of feeding data generated from outside the PLC to group members.

Professional Learning Communities provide a collaborative atmosphere for teachers and administrators to continuously share the data generated regarding student outcomes and make decisions regarding learning objectives, curricular choices and instructional practices. PLC will be the backbone on which the curricular and instructional vision of the CSArts - SGV will be realized.

Data and decisions generated in PLC will be dutifully reported back to parents and community members in various ways, through the use of electronic means (school website, other school communication tools such as School Loop or Aeries), regular meetings with parent support organizations, through grade reporting, and reporting to state and local entities.

CSArts - SGV shall take reasonable steps to intervene on behalf of any student who underperforms academically and whose grade point average falls below 2.0. CSArts - SGV has developed a remediation program to raise the performance of the student, which shall include commitments on the part of the Charter School as well as the family of the student.

Element Four (D) - Governance

While CSArts - SGV intends to collaborate extensively with the Duarte Unified School District, CSArts - SGV and its officers, board members, employees and volunteers, shall operate and provide school services pursuant to this Charter as a wholly independent entity. The District shall not be liable for the actions or liabilities of CSArts - SGV. CSArts - SGV will be operated as a duly constituted California nonprofit public benefit corporation and governed in accordance with applicable California Corporations Code Sections. As provided for in the California Corporations Code, CSArts - SGV will be governed by its Board of Trustees, whose members have a legal fiduciary responsibility for the well-being of the School. Draft CSArts - SGV Articles of Incorporation and Bylaws are attached as Exhibit B. Within 60 days of the approval of the revised petition, CSArts - SGV shall provide the Duarte Unified School District with signed and conformed copies of Articles and Bylaws for California School of the Arts San Gabriel Valley which are consistent with the requirements of this petition.

CSArts - SGV will operate as a nonprofit public benefit corporation. Its chartering entity, Duarte Unified School District, shall not be liable for the debts or obligations of the School, pursuant to Education Code section 47604.

The California School of the Arts San Gabriel Valley will be governed by a five member Board of Trustees which will meet on a regular basis at the CSArts - SGV school site and will comply with all applicable regulations.

All business of CSArts - SGV and its Board of Trustees shall comply with laws controlling charter schools, the Ralph M. Brown Act, Government Code Section 1090 et seq., the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.), the California Public Records Act and any applicable regulations as they may be amended from time to time.

In addition to independently meeting all obligations under the Brown Act for the posting of the agendas for meetings of its Board of Trustees, CSArts - SGV shall provide to the District Superintendent or designee electronic copies of its Board of Trustees agendas on the date required for posting of such agendas in compliance with the Brown Act. CSArts - SGV also shall comply with the state and federal laws concerning public records and shall cooperate with the District in relation to requests made to the District for public records concerning CSArts - SGV.

Appointment of CSArts - SGV Board Members

The CSArts - SGV Board of Trustees will have five members, three selected by the California School of the Arts Foundation and two selected by the Duarte Unified School District. Board members will represent parents, the arts community, educators, community business leaders, and the sponsoring district, with skills and experience appropriate to their Board responsibilities. CSArts - SGV shall consult with the District in the selection of such District members.

Any District Board appointee shall serve at the District Board or designee's discretion and may serve an unlimited number of consecutive terms as CSArts - SGV Trustee.

The CSArts - SGV Board of Trustees will be responsible for:

- Hiring and evaluating the Principal and/or Executive Director of the School.
- Approving and monitoring the implementation of general policies of the School, including effective human resource policies for career growth and compensation of the staff.

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- Developing and monitoring an operational business plan that focuses on student achievement and artistic development.
 - Approving and monitoring the School's annual budget, acting as fiscal agent. This includes the receipt of funds for the operation of the School in accordance with state and federal charter school laws and the receipt of state, federal and private grants and donations consistent with the mission of the School.
 - Contracting with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
 - Regularly measuring progress of both student and staff performance.
 - Involving parents and the community in the support of School programs.

Parent/Community Involvement

CSArts - SGV will involve parents, educators, and art professionals on a regular basis to advise CSArts - SGV on the operations of the School. Similarly, they will advise on curriculum, instruction, fundraising, and governance, all with the purpose of increasing student achievement and employment in the arts industry. These parent involvement group opportunities will be communicated to parents through our normal communication strategies including electronic communications, registration materials and the monthly school newsletter. Initial committees may include Parent Support Organization (PSO) and Parent Advisory Committee (PAC), and may be expanded by action of the Board of Trustees.

Parents will have further opportunities for input throughout the school year via an annual parent survey and regularly scheduled parent meetings with school administration including but not limited to the school's PSO, PAC groups. Parent focus groups will support and assist in the development of CSArts - SGV's annual LCAP.

Element Five (E) - Employee Qualifications

CSArts - SGV shall ensure that all requirements for employment set forth in applicable provisions of law will be met, including but not limited to adherence to Education Code § 47605(1), California Commission on Teacher Credentialing requirements, and any extension of the Every Student Succeeds Act in the hiring of all faculty and staff for the Charter School.

To the extent required by law, teachers in the School will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in traditional public schools would be required to hold for the specific assignment of the teacher, including emergency permits and credentials where necessary. Teachers of English Language Learners shall have CCTC English Language Development certification. Teachers of students in Special Education shall hold appropriate special education credentials.

As provided by law, the School may exercise flexibility with regard to those teaching non-core, non-college preparatory courses, pursuant to Education Code section 47605(l).

The Executive Director shall possess a California administrative credential, a MA degree in Educational Leadership or other education related MA degree, and at least three years of successful leadership experience in a California public school.

The Board of Trustees shall establish job descriptions for CSArts - SGV staff positions setting forth appropriate qualifications and experience for the job responsibilities of each position.

CSArts - SGV may employ qualified adults pursuant to such Board adopted job descriptions to assist credentialed teachers in student instruction. A teacher may supervise another teacher when mutually agreed to by the teachers and CSArts - SGV.

CSArts - SGV reserves the right to lawfully recruit, interview and hire anyone at any time who has the best qualifications to fill any of its position vacancies, subject to CSArts - SGV's agreement to seek District approval before hiring any special education personnel.

CSArts - SGV shall not discriminate against any applicant or employee on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, age, medical condition, or other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, or any other basis prohibited by law.

The Principal will hold a current California Administrative Credential and required course work as required of any California public school administrator holding a comparable position in a non-charter school. His/her education must include at minimum a Master's Degree in Educational Administration/Leadership.

CSArts - SGV shall engage the services of a knowledgeable Business/Financial Professional to carry out the business and fiscal functions of CSArts - SGV. Such services may be provided either by an employee of CSArts - SGV or by a consultant hired by CSArts - SGV.

Board members and management staff shall receive staff development and training including training in Ethics, Conflicts of Interest, Brown Act, and the prevention of Sexual Harassment and workplace bullying. All members of CSArts - SGV's Board of Trustees shall comply with all District Board Policies, Administrative Regulations and Bylaws, to the extent that any exist, concerning Conflicts of Interest.

Element Six (F) - Health and Safety Procedures

CSArts - SGV will comply with all applicable safety laws. CSArts - SGV will require that, post-offer but pre-hire and before rendering any service to the School, each potential CSArts - SGV employee must furnish the School with a criminal record summary as described in Section 44237 of the Education Code including the requirement that, as a condition of employment, each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. CSArts - SGV shall utilize the services of the District at customary rates for Department of Justice checks and fingerprinting. CSArts - SGV shall not allow any individual to perform any service for or on behalf of CSArts - SGV before its receipt and review of that individual's Department of Justice criminal record summary. CSArts - SGV also shall require the examination and/or risk assessment of staff for tuberculosis as described in Education Code section 49406

CSADC shall require immunization of students as a condition of attendance to the same extent as would apply if the students attended a non-charter public school. To the extent that any law requires a public school serving students in grades 9-12, or any of them, to screen students' vision and hearing, to screen students for scoliosis, or to screen students for any other medical condition, CSArts - SGV also shall comply with such law and provide the required screening to the same extent as would be required if the students attended a non-charter public school.

CSArts - SGV has developed extensive safety and emergency procedures in conjunction with local fire and law enforcement agencies, attached as Exhibit C. CSArts - SGV shall complete its charter school safety plan attached as Exhibit C. It shall maintain a complete copy of it on file for review, and ensure that its staff and contractors, if any, will be trained annually on the safety procedures outlined in that plan.

CSArts - SGV will assess its school buildings for structural safety, using state, county and city standards and such standards for charter schools as may be required by the Education Code and California Code of Regulations for charter schools, and all other applicable state and federal laws including but not limited to the Americans with Disabilities Act.

CSArts - SGV, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students. CSArts - SGV shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CSArts - SGV will test sprinkler systems, fire extinguishers, and fire alarms at its facilities as required by law 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.

CSArts - SGV is committed to providing a school that is free from sexual harassment, as well as any harassment based upon protected classes including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation. CSArts - SGV has developed a comprehensive policy to prevent and timely remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, student to student, and student to employee misconduct), as well as comprehensive policies to address unlawful discrimination, harassment, or bullying. CSArts - SGV takes misconduct of this nature very seriously and will address such misconduct in accordance with its adopted policies and procedures.

Element Seven (G) - Achieving Racial and Ethnic Balance

CSArts - SGV is dedicated to enhancing, achieving, and maintaining racial and ethnic balance in its student population and staff. All students will be considered for admission, accepted for admission, and retained in the School without regard to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, fluency in English, parent income/education level, or any other basis prohibited by law. CSArts - SGV's plan to achieve a racial and ethnic balance among its pupils will embrace achievement and maintenance of a diverse student population.

The California School of the Arts San Gabriel Valley will work collaboratively with the District to develop programs to identify and enroll qualified students to achieve and maintain a racial and ethnic balance reflective of the general population residing within the District's territorial jurisdiction.

Element Eight (H) - Admission Requirements

If the charter school site is physically located in the attendance area of a public elementary school in which 50 percent or more of the pupil enrollment is eligible for free or reduced-price meals and the charter school site gives a preference in admissions to pupils who are currently enrolled in that public elementary school and to pupils who reside in the elementary school attendance area where the charter school site is located.

CSArts - SGV shall first apply the statutory admission preferences of Education Code section 47605.3. The second preference shall be for students who reside in the attendance area of the Duarte Unified School District. Next, the school shall admit all others who wish to attend on a space available basis. Where applicants exceed spaces available, a lottery will be conducted to determine which students are admitted.

Students will be admitted without regard to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in Penal Code section 422.55.

Except as required by Education Code section 47605.3, admission shall not be determined according to the place of residence of the student. However, the charter school shall make a good faith effort to achieve at least 10% of its enrollment comprised of students residing within the boundaries of the Duarte Unified School District by the fifth year of its' initial charter.

Applicants are encouraged to request and will receive accommodations if needed for the application process to assure that students with special needs who may qualify for services pursuant to the IDEIA and/or Section 504 shall not be excluded from admission solely on the basis of the disability or language classification.

A parent/guardian who provides reliable evidence that the denial of admission is a direct result of the student applicant's special education/504 or EL status may seek review of the decision not to admit by making written request for such review within 10 calendar days of the decision to deny admission. Admission practices will be administered in accordance with provisions defined by charter school law and all other applicable provisions of law.

Requirements for Conservatory Enrollment

Participation in a conservatory program requires satisfactory educational progress, defined as maintenance of minimum passing grades, defined as a 2.0 grade point average in all enrolled courses on a 4.0 scale and maintenance of minimum progress toward meeting the high school graduation requirements prescribed by the school's governing board.

Student Fees and Free Schools Guarantee

Consistent with Education Code section 47605(d)(1), CSArts - SGV will not charge tuition.

The CSArts - SGV shall comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, Government Code Section 905, and California Code of Regulations, Title 5, Section 350, (collectively "Free Schools Guarantee") in all aspects of the Charter School program.

No student shall be adversely impacted in admission or in any academic program for financial reasons, including not making a financial contribution of any kind.

CSArts - SGV will provide funds relating to field trips, tours, transportation, or costs necessary for students to fully participate in CSArts - SGV performances or extracurricular activities. CSArts - SGV also will provide free or reduced priced tickets to all CSArts - SGV performances in which students appear, in order to ensure that parents and close family members of the student performers are encouraged and able to attend regardless of financial considerations. Policies regarding eligibility for these funds will be made available to all CSArts - SGV students. Requests for financial assistance will be handled confidentially by the CSArts - SGV Business Office.

Element Nine (I) - Annual Financial Audits/Financial Documents

CSArts - SGV shall contract for, oversee, and otherwise provide for an annual independent financial audit of the books and records of the Charter School 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 the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Financial audits shall be conducted by an independent auditor who demonstrates experience in education finance and is included on the State Controller's approved list of independent auditors. The auditor will verify the accuracy of the School's financial statements, accounting practices, revenue-related data collection and reporting practices and will review the School's internal controls. The audit will include a review of ADA as reported by CSArts - SGV. 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. Audits will assure that the School's money is being handled responsibly and that its financial statements conform to generally accepted accounting principles. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency, CSArts - SGV, and the District. CSArts - SGV will resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to the District, the California Department of Education, the State Controller and the County Superintendent of Schools by December 15th following each school year or at a mutually agreed upon earlier date. CSArts - SGV will provide interim financial data required by the District to fulfill its obligation to the county and state.

Any potential audit exceptions or findings shall be promptly addressed by CSArts - SGV's finance committee, resolved and reported to the Superintendent of the Duarte Unified School District within 30 days of receiving notice of the potential exception or finding.

The completed audit is a public record to be provided to the public upon request.

The District Board shall have the right to request or conduct an additional audit at any time. The cost for such additional audit shall be borne by the District.

See CSArts - SGV 3 Year Proforma Budget on the next page below in this section.

Additional Reports

As required by Education Code section 47604.33, CSArts - SGV shall annually prepare and submit the following reports to the District and the Superintendent of Schools:

- On or before July 1, a preliminary budget, which will be satisfied by the information submitted pursuant to Ed. Code § 47605(g).
- On or before July 1, an annual update required pursuant to Section 47606.5 addressing the goals of the proposed educational program and annual actions to achieve those goals.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

**CALIFORNIA SCHOOL OF THE ARTS/SAN GABRIEL VALLEY
3 YEAR OPERATING BUDGET (DRAFT)**

	YEAR 1 17-18	Per Student Avg	YEAR 2	Per Student Avg	YEAR 3	Per Student Avg
Enrollment	600		800		1,000	
ADA 97.5%	585		780		975	
REVENUE:						
State ADA Funding	5,361,174	9,164	7,185,906	9,213	9,316,125	9,555
Lottery Revenue	0		113,100		146,250	
Other State and Federal Revenue	25,000		25,000		25,000	
Facility Grant (SB740) (50% of eligibility)	0		0		0	
Foundation/Parent Contributions	806,400	1,344	1,229,800	1,537	1,716,000	1,716
Special Services Bill-back	102,811		107,624		286,856	
Miscellaneous	100,000		100,000		100,000	
TOTAL SCHOOL REVENUE	6,395,385		8,761,430		11,590,231	
EXPENSES:						
Total Salaries and Related	4,164,589		5,558,783		7,169,263	
Arts Instructions Supplies	84,000	140	112,000	140	140,000	140
Academic Expenses	78,000	130	104,000	130	130,000	130
General & Administrative	120,000	200	140,000	175	175,000	175
Oversight Fee of LCFF Funding (3%)	160,835		215,577		279,484	
Insurance	54,000	90	55,080	92	56,182	94
Facility Costs (\$10/sq foot)	800,000		900,000		1,000,000	
Technical	40,000	50	40,000	50	40,000	50
Marketing	24,000	40	25,200	42	27,000	45
TOTAL EXPENSES	5,531,424		7,156,760		9,023,171	
EBITDA	863,961		1,604,670		2,567,060	
Capital Expenses	0		0		0	
* Management Fee	482,506	9% of ADA	646,732	9% of ADA	838,451	9% of ADA
NET CHANGE IN ASSETS	381,455		957,939		1,728,609	
NET CHANGE IN ASSETS AFTER NEW DEBT	381,455		957,939		1,728,609	

* Includes the following services:

Executive Director
Chief Operations Officer
Director of Facilities
Director of Marketing
Director of Development
Director of Finance
Director of Human Resources
Parent Liaison (parent funding contact)
Business Analyst (website, online registration, donor database, online box office)
Purchasing/Transportation
Accounts Receivable/Accounts Payable
Director of Admissions
Graphic Artist
Coordinator of Special Events

**CALIFORNIA SCHOOL OF THE ARTS/SAN GABRIEL VALLEY
REVENUE ASSUMPTIONS**

		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
		Assume 17-18		
ENROLLMENT		600	800	1,000
		97.50%	97.50%	97.50%
ADA		<u>585</u>	<u>780</u>	<u>975</u>
LCFF Average per student		8,728	8,774	9,100
	plus 5%	9,164	9,213	9,555
TOTAL APPORTIONMENT		<u>5,361,174</u>	<u>7,185,906</u>	<u>9,316,125</u>
LOTTERY	Per student	0	145	150
	Total	<u>0</u>	<u>113,100</u>	<u>146,250</u>

PARENT FUNDING AGREEMENTS

<u>GRADES 7-8</u>				
ASK		3,800	3,900	4,000
AVERAGE PLEDGE	50.00%	1,900	1,950	2,000
AVERAGE GIVE	64.00%	1,216	1,248	1,280
ENROLLMENT	7-8	0	0	0
	%	0.0%	0.0%	0.0%
PROJECTED GIVE 7-8		<u>0</u>	<u>0</u>	<u>0</u>
<u>GRADES 9-12</u>				
ASK		4,200	4,300	4,400
AVERAGE PLEDGE	50.00%	2,100	2,365	2,640
AVERAGE GIVE	64.00%	1,344	1,537	1,716
% OF GIVE TO ASK		32.00%	35.75%	39.00%
ENROLLMENT	9-12	600	800	1,000
	%	100.0%	100.0%	100.0%
PROJECTED GIVE 9-12		<u>806,400</u>	<u>1,229,800</u>	<u>1,716,000</u>
TOTAL PROJECTED PFA GIVE		<u>806,400</u>	<u>1,229,800</u>	<u>1,716,000</u>
<u>SB740</u>	Maximum	438,750	585,000	731,250
(\$750/per ADA)	50% eligibility	219,375	292,500	365,625

CALIFORNIA SCHOOL OF THE ARTS/SAN GABRIEL VALLEY
3 YEAR OPERATING BUDGET (DRAFT)
PERSONNEL COSTS

ENROLLMENT/Year 1 (16-17) 600

											6.20%	1.45%	1.20%	14.43%	16.60%	\$15,000
DESCRIPTION		Student s Per Teacher	Hourl y Rate	# position s	Average pay rate	Total Salary	SS	Medicare	W Comp	STRS	PERS	Medical	Total			
PERSONNEL/CERTIFICATED																
504-10	PRINCIPAL (12/1)			1	182,588	182,588	0	2,648	2,191	26,347	0	15,000	228,774			
502-10	ASST PRINCIPAL (12/1)			0	123,057	0	0	0	0	0	0	0	0			
502-1	DEAN OF ARTS (12/1)			1	123,057	123,057	0	1,784	1,477	17,757	0	15,000	159,075			
	DIRECTOR SPECIAL SERVICES			1	75,000	75,000	0	1,088	900	10,823	0	15,000	102,810			BILL BACK
	ACADEMIC ADVISORS (4/1)			1	94,000	94,000	0	1,363	1,128	13,564	0	15,000	125,055			
30	ACADEMIC TEACHERS (4/1)			20	74,000	1,480,000	0	21,460	17,760	213,564	0	300,000	2,032,784			
	ARTS DIRECTORS *			3	65,000	195,000	0	2,828	2,340	28,139	0	45,000	273,306			
	ASSOC ARTS DIRECTORS			5	55,000	275,000		3,988	3,300	39,683		75,000	396,970			
20	ARTS INSTRUCTORS 9-12		\$52	30	16,250	487,500	30,225	7,069	5,850	0	0	0	530,644			
PERSONNEL CLASSIFIED																
	OFFICE MANAGER (4/1)			1	61,800	61,800	3,832	896	742	0	10,259	15,000	92,528			
	REGISTRAR			1	55,000	55,000	3,410	798	660	0	9,130	15,000	83,998			
	ATTENDANCE (4/1)			1	46,500	46,500	2,883	674	558	0	7,719	15,000	73,334			
	NURSE (2 PART-TIME)			2	30,000	60,000	3,720	870	720	0	0	0	65,310			
TOTAL PAYROLL AND RELATED COSTS						3,135,445	44,071	45,464	37,625	349,876	27,108	525,000	4,164,589			

CALIFORNIA SCHOOL OF THE ARTS/SAN GABRIEL VALLEY
3 YEAR OPERATING BUDGET (DRAFT)
PERSONNEL COSTS

ENROLLMENT/Year 2 800

Student		Hourly	#	Average pay rate	Total Salary	SS	Medicare	W Comp	STRS	PERS	Medical	Total
s Per Teacher	Rate	position										
PERSONNEL/CERTIFICATED												
			1	188,066	188,066	0	2,727	2,257	30,617	0	15,750	239,417
			1	126,749	126,749	0	1,838	1,521	20,635	0	15,750	166,492
			1	126,749	126,749	0	1,838	1,521	20,635	0	15,750	166,492
			1	77,250	77,250	1	1,120	927	12,576	0	15,750	107,624
			2	96,820	193,640	0	2,808	2,324	31,525	0	31,500	261,796
30			27	76,220	2,032,533	0	29,472	24,390	330,896	0	420,000	2,837,292
			5	66,950	334,750	0	4,854	4,017	54,497	0	78,750	476,868
			3	56,650	169,950	0	2,464	2,039	27,668	1	47,250	249,373
20	\$53		40	16,656	666,250	41,308	9,661	7,995	0	0	0	725,213
PERSONNEL CLASSIFIED												
			1	63,654	63,654	3,947	923	764	0	11,585	15,750	96,622
			1	56,650	56,650	3,512	821	680	0	10,310	15,750	87,724
			1	47,895	47,895	2,969	694	575	0	8,717	15,750	76,601
			2	30,900	61,800	3,832	896	742	0	0	0	67,269
TOTAL PAYROLL AND RELATED COSTS												
					4,145,935	55,568	60,116	49,751	529,049	30,613	687,750	5,558,783

CALIFORNIA SCHOOL OF THE ARTS/SAN GABRIEL VALLEY
3 YEAR OPERATING BUDGET (DRAFT)
PERSONNEL COSTS

ENROLLMENT/Year 3 1,000

DESCRIPTION	Students Per Teacher	Hourly Rate	# positions	Average pay rate	Total Salary	SS	Medicare	W Comp	STRS	PERS	Medical	Total
PERSONNEL/CERTIFICATED												
PRINCIPAL			1	193,708	193,708	0	2,809	2,324	35,119	0	16,538	250,498
ASST PRINCIPAL			2	130,551	261,102	0	3,786	3,133	47,338	0	33,075	348,434
DEAN OF ARTS			1	130,551	130,551	0	1,893	1,567	23,669	0	16,538	174,217
DIRECTOR SPECIAL SERVICES			1	79,568	79,568	0	1,154	955	14,426	0	16,538	112,639
SPECIAL SVCS TEACHER			1	60,000	60,000	0	870	720	10,878	0	16,538	89,006
ACADEMIC ADVISORS			2	99,725	199,449	0	2,892	2,393	36,160	0	33,075	273,970
ACADEMIC TEACHERS	30		33	78,507	2,616,887	0	37,945	31,403	474,442	0	551,250	3,711,926
ARTS/CHAIRS			3	75,000	225,000	0	3,263	2,700	40,793	0	49,613	321,368
ARTS DIRECTORS			2	68,959	137,917	0	2,000	1,655	25,004	0	33,075	199,651
ASSOC ARTS DIRECTORS			3	58,350	175,049	0	2,538	2,101	31,736	0	49,613	261,036
ARTS INSTRUCTORS 9-12	20	\$54	50	17,073	853,633	52,925	12,378	10,244	0	0	0	929,179
PERSONNEL CLASSIFIED												
OFFICE MANAGER			1	65,564	65,564	4,065	951	787	0	13,047	16,538	100,951
REGISTRAR			1	58,350	58,350	3,618	846	700	0	11,612	16,538	91,662
ATTENDANCE			1	49,332	49,332	3,059	715	592	0	9,817	16,538	80,052
NURSE (2 PART-TIME)			2	31,827	63,654	3,947	923	764	0	0	0	69,287
COUNSELING/ADMIN			1	50,000	50,000	3,100	725	600	0	9,950	16,538	80,913
ARTS ADMIN ASST			1	45,000	45,000	2,790	653	540	0	8,955	16,538	74,475
TOTAL PAYROLL AND RELATED COSTS												
					5,264,761	73,503	76,339	63,177	739,564	53,381	898,538	7,169,263

CALIFORNIA SCHOOL OF THE ARTS/SAN GABRIEL VALLEY
3 YEAR OPERATING BUDGET (DRAFT)
ARTS INSTRUCTORS

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
ARTS INSTRUCTORS - 7-8			
Enrollment	0	0	0
Student ratio/per teacher	20	20	20
# teachers	0	0.0	0.0
Teaching hours per day/per teacher	1.5	1.5	1.5
Total teaching hours per day	0	0.0	0.0
Average hourly rate/Per day instructor cost	\$0	\$51	\$53
Instruction days/Annual instructor cost	\$0	0	0
PR related costs:			
Social Security	\$0	\$0	\$0
Medicare	\$0	\$0	\$0
W Comp	\$0	\$0	\$0
TOTAL ARTS INSTRUCTOR COSTS 9-12	\$0	\$0	\$0
ARTS INSTRUCTORS - 9-12			
Enrollment	600	800	1,000
Student ratio/per teacher	20	20	20
# teachers	30	40.0	50.0
Teaching hours per day/per teacher	2.5	2.5	2.5
Total teaching hours per day	75	100.0	125.0
Average hourly rate/Per day instructor cost	\$3,750	\$51	\$53
Instruction days/Annual instructor cost	\$487,500	666,250	853,633
PR related costs:			
Social Security	\$30,225	\$41,308	\$52,925
Medicare	\$7,069	\$9,661	\$12,378
W Comp	\$5,850	\$7,995	\$10,244
TOTAL ARTS INSTRUCTOR COSTS 9-12	\$530,644	\$725,213	\$929,179

California School of the Arts - SGV
ENROLLMENT BY ARTS DEPARTMENT

YEAR 1 9 10 11 12 TOTAL

CCD	15	15			30
CMD	25	25			50
CV	0	0			0
CW*	25	25	10		60
IA*	55	55	25		135
IM	40	40	20		100
MT/ACT	50	50	25		125
PD*	20	20			40
VA	20	20	20		60

250 250 100 0 600

YEAR 2 9 10 11 12 TOTAL

CCD	15	15	15		45
CMD	25	25	25		75
CV	0	0	0		0
CW*	25	25	25	10	85
IA*	55	55	55	25	190
IM	40	40	40	20	140
MT/ACT	50	50	50	25	175
PD*	20	20	20		60
VA/DM	20	20	20	20	80

250 250 250 100 850

YEAR 3 9 10 11 12 TOTAL

CCD	15	15	15	15	60
CMD	25	25	25	25	100
CV	0	0	0	0	0
CW*	25	25	25	25	100
IA*	55	55	55	55	220
IM	40	40	40	40	160
MT/ACT	50	50	50	50	200
PD*	20	20	20	20	80
VA/DM	20	20	20	20	80

250 250 250 250 1000

California School of the Arts- Proposed Facility Needs

Year 1

Total Classrooms needed	32
Total specific use arts/admin spaces	15

Program	Enrollment	Shared Academic Space	Special Purpose Space
CCD	40	0	2 Dance Studio
CCM	80	0	4 Dance Studio
I.A.	120	6	0
Music	160	8	2 Large rehearsal Space
Theater	160	8	1 Black Box Theater
P&D	60	2	1 Shop
VA	120	6	1 Ceramics Lab
CW	40	2	0
	780		
Offices			1 Administration Suite
Multipurpose/assembly room			1
Food service Area			1
Computer lab			1

Summary

Academic Classrooms	26 staffed at 30/1
Arts Classrooms	6 additional needed at 20/1
Special Purpose Space	15 See above

California School of the Arts- Proposed Facility Needs

Year 2

Total Classrooms needed	41
Total specific use arts/admin spaces	18

Program	Enrollment	Shared Academic Space	Special Purpose Space
CCD	60	0	3 Dance Studio
CCM	100	0	6 Dance Studio
I.A.	160	8	0
Music	200	10	2 Large rehearsal Space
Theater	200	10	1 Black Box Theater
P&D	80	3	1 Shop
VA	160	7	1 Ceramics Lab
CW	60	3	0
	1020		
Offices			1 Administration Suite
Multipurpose/assembly room			1
Food Service			1
Computer lab			1

Summary

Academic Classrooms	35 30/1
Arts Classrooms	6 additional needed at 20/1
Special Purpose Space	18 See above

California School of the Arts- Proposed Facility Needs

Year 3

Total Classrooms needed	60
Total specific use arts/admin spaces	19

Program	Enrollment	Shared Academic Space	Special Purpose Space
CCD	60	0	3 Dance Studio
CCM	120	0	6 Dance Studio
I.A.	200	10	0
Music	240	12	2 Large rehearsal Space
Theater	240	20	1 Black Box Theater
P&D	100	5	1 Shop
VA	200	9	1 Ceramics
CW	80	4	0
	1240		
Offices			1 Administration Suite
Multipurpose/assembly room			1
Food Service Area			1
Computer lab			2

Summary

Academic Classrooms	42 30/1
Arts Classrooms	18 additional needed at 20/1
Special Purpose Space	19 See above

Element Ten (J) - Student Suspensions, Dismissals, and Expulsions

A student may be expelled from CSArts - SGV for disciplinary reasons involving conduct as specified in Education Code Sections 48915(a) or (c) or 48900.2, 48900.3, 48900.4, and/or 48900.7.

Students may be suspended from CSArts - SGV on any of the grounds provided in Education Code Section 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.

Students may be dismissed on any of the same grounds. Dismissed students may immediately return to their school district of residence.

CSArts - SGV regards dismissals and expulsions as a last resort. Grounds for suspension, dismissal, and expulsion of students shall be consistent with the California Education Code §48900, 48900.2, 48900.3, 48900.4, 48900.7, 48915. CSArts - SGV will periodically review its policies and procedures regarding suspension and expulsion including, but not limited to, periodic review and modification (as necessary) of the lists of offenses for which students are subject to suspension, dismissal, and expulsion. CSArts - SGV will observe lawful standards of due process.

A student may be suspended only with the approval of the school's principal.

In certain behavioral offenses consistent with CSArts - SGV policy, the principal may recommend expulsion of a student from CSArts - SGV. The procedures for considering and acting upon a recommendation of expulsion shall be as provided for in this Charter and CSArts - SGV's Behavior Management Policy. The parent/guardian and student shall receive 10 days written notice of the alleged conduct, the legal ground for the recommended expulsion, and the hearing date, time, location, as well as a brief explanation of the hearing process before the administrative panel, including the rights to be represented, to question the School's evidence and witnesses, and to call witnesses on the student's own behalf; however, Education Code section 48918 shall not apply to expulsion procedures at CSArts - SGV.

The administrative hearing panel shall be composed of three impartial school administrators, all holding valid California administrative services credentials and selected by CSArts - SGV administrative staff. One administrator will be invited from the student's home district. A second member shall be invited from a CSArts - SGV sister school, for example, OCSA. A third will be invited from another public school. No district may have more than one representative on the panel. No CSArts - SGV administrator shall be a panel member.

The administrative panel shall hold a hearing wherein CSArts - SGV shall support its recommendation with substantial evidence. If the panel recommends expulsion, the parent/guardian and student may address the School's Board of Trustees, which shall make the final decision on behalf of the School.

No Right to Appeal: The pupil shall have no further right of appeal from expulsion from CSArts - SGV. Decisions to expel by its Board of Trustees shall be final.

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

If a pupil who is subject to compulsory full-time education pursuant to Education Code Section 48200 is dismissed, expelled or leaves CSArts - SGV without graduating or completing the school year for any reason, CSArts - SGV 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.

Suspension, Dismissal, and Expulsion Procedures for Students with Special Needs

A student identified as an individual with disabilities or for whom CSArts - SGV has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandate additional or different procedures. CSArts - SGV will follow Section 504, the IDEIA, and all applicable federal and state laws governing charter schools, including but not limited to the California Education Code, when disciplining a student identified as an individual with disabilities or for whom CSArts - SGV has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. CSArts - SGV shall, on the same school day as the suspension is imposed, notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504. CSArts - SGV also shall consult with the District prior to the expulsion of any such student.

Special Procedures for the Consideration of Suspension, Dismissal, and Expulsion of Students with Disabilities

1. Notification of District

CSArts - SGV shall notify the District and coordinate the procedures in this policy with the District when a student with a disability, or student for whom CSArts - SGV would be deemed to have knowledge that the student had a disability, violates a code of student conduct, rule, or policy resulting in a suspension.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services to allow participation in the general education curriculum, although in another setting to progress toward meeting the goals set out in the student's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications designed to prevent reoccurrence of the behavior violation. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for dismissal, expulsion, or any decision to change the placement of a student with a disability for violation of a code of student conduct, rule, or policy, CSArts - SGV, the parent, and appropriate members of the IEP Team shall review all relevant information in the student's file, including the IEP, teacher observations, and relevant information provided by the parents to determine:

- (A) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- (B) If the conduct was the direct result of a failure to implement the IEP.

If CSArts - SGV, the parent, and members of the IEP Team collectively determine that either of the above applies, the conduct shall be determined to be a manifestation of the student's disability.

If CSArts - SGV, the parent, and appropriate members of the IEP Team determine that the conduct was a manifestation of the student's disability, the IEP Team shall:

- (A) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for the student if the District had not previously conducted such assessment.
- (B) If a behavioral intervention plan has been developed, review and modify the plan, as necessary to address the behavior.
- (C) Except in the case of a student removed to an interim alternative educational setting, CSArts - SGV shall return the student to the placement from which the student was removed, unless the parent and CSArts - SGV agree to a change of placement as part of the modification of the behavioral intervention plan.

If CSArts - SGV, the parent, and IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct was not a result of the failure to implement the IEP, then the CSArts - SGV may apply disciplinary procedures to students with disabilities in the same manner and for the same duration as for students without disabilities.

The parent or guardian of a pupil with a disability who disagrees with any decision regarding the placement or the manifestation determination, or CSArts - SGV, if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may request an expedited administrative hearing through California's Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or CSArts - SGV, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and CSArts - SGV decide otherwise.

Element Eleven (K) – Employee Rights, STRS, CalPERS and Other Retirement Coverage

Teachers and CSArts - SGV staff will retain all previously vested rights in their respective retirement systems to the extent permitted by law, including but not limited to the California State Teachers Retirement System (STRS), the Public Employees Retirement System (CalPERS), and Social Security.

The CSArts - SGV board may establish employee retirement plans that may include establishment of a section 401(k) plan, a 403(b) plan and/or contracting with STRS and/or CalPERS.

Certificated employees shall be members of and participate in the STRS. Noncertificated, regular employees shall be members of and participate in CalPERS. The Executive Director/designee shall be responsible for ensuring that contracts for coverage have been made and implemented, that contributions are promptly made and necessary information provided to the Los Angeles County Office of Education, and that documentation is maintained which shows that CalPERS and STRS contributions were made.

A health and welfare benefits package will be offered to CSArts - SGV employees consistent with applicable state and federal law.

Element Twelve (L) - Attendance Alternatives

CSArts - SGV is a school of choice. No student is required to attend. Students who do not wish to attend CSArts - SGV may attend their local school of attendance or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies in the district of residence.

Parents/guardians of children enrolled in the Charter School will be informed upon enrollment that the student has no right to admission to any local education agency or to a particular school of any local education agency as a consequence of enrollment in CSArts - SGV, except to the extent that such a right is extended by the local education agency.

Transportation is the parental responsibility of families who choose to attend CSArts - SGV, except as required for students with disabilities pursuant to an IEP or in compliance with the McKinney-Vento Homeless Education Assistance Act or any other transportation mandated by law.

CSArts - SGV is a Charter School and as such, a school of choice. Students who demonstrate issues with attendance or behavior will receive interventions as described in the attached policy, Exhibit D.

Element Thirteen (M) - Employee Return Rights

In the first year of the School's operation, District employees who have taken an approved leave of absence from District employment to teach at CSArts - SGV during the 2017-2018 school year may return to District service with all rights and benefits of District employment, provided that they notify the District in writing no later than March 1, 2018, of their intent to return to District employment for school year 2017-2018.

Effective July 1, 2018, District employees who resign to work at CSArts - SGV shall have no rights of return to District employment unless specifically granted by the District. CSArts - SGV shall have no authority to provide for, or negotiate with CSArts - SGV employees or employee representatives, any return rights to the District.

Element Fourteen (N) - Dispute Resolution

Disputes between CSArts - SGV and the District

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of CSArts - SGV or the District's oversight obligations, or a dispute otherwise arises between the District and CSArts - SGV, the following procedures shall be used to resolve the dispute:

- (1) Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall immediately notify CSArts - SGV of such violations before commencing revocation proceedings, pursuant to the requirements of state law.
- (2) If the violation does not constitute a severe and imminent threat, the District will provide written notification of the violation or issue. A meeting will be scheduled to discuss and resolve the dispute within ten (10) calendar days of the Notice. The District representative will be the Superintendent or the Superintendent's designee. The CSArts - SGV representative will be the CSArts - SGV Executive Director or Executive Director designee.
- (3) If the dispute is not resolved, it shall be submitted to a mutually agreed upon mediator who is knowledgeable regarding the operation of California charter schools, and who shall render an advisory written decision within sixty (60) days of submission.

The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

Element Fifteen (O) – Public School Employer:

CSArts - SGV shall be deemed the exclusive “public school employer” of the employees of CSArts - SGV for the purposes of the Educational Employment Relations Act (Government Code Section 3540 et seq.), pursuant to Education Code section 47605(b)(5)(O).

Element Sixteen (P) – School Closure Procedures

The following procedures shall apply in the event the School closes. California Education Code § 47605(b) (5) (p). The following procedures apply. CSArts - SGV shall comply with requirements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and applicable legal requirements for the closure of a charter school.

The Closure Protocol shall apply in the event the CSArts - SGV ceases to be a charter school or otherwise closes:

Any decision to close CSArts - SGV as a charter school operating pursuant to this Charter shall be documented by official action of the CSArts - SGV Charter Board of Trustees ("Closure Action") that identifies the reason for closure. The Closure Action shall be automatic if the Charter is revoked or non-renewed, the CSArts - SGV Board of Trustees votes to close CSArts - SGV, or the Charter lapses. In the event of a Closure Action:

- A. Mr. Steven R. Wagner, Chief Operations Officer and Vice President of Business, 1010 N. Main Street, Santa Ana, CA 92701 shall be responsible for closure-related activities.
- B. The CSArts - SGV Board of Trustees shall provide written notification to the District of the Closure Action and of the effective date of the closure as a charter school within 5 business days of the Closure Action.
- C. CSArts - SGV shall provide written notification to the home districts of the list of returning students within 5 business days of the Closure Action.
- D. CSArts - SGV shall provide written notification of the Closure Action and the effective date of closure of CSArts - SGV shall be made by CSArts - SGV to the California Department of Education and the Los Angeles County Office of Education by registered mail within 5 business days of the Closure Action.
- E. On closure, CSArts - SGV shall remain solely responsible for all liabilities arising from the operation of the Charter School.
- F. The CSArts - SGV Board of Trustees shall notify the parents and students of CSArts - SGV of the closure and provide information to assist parents and students in locating suitable alternative programs within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring to an appropriate school, and a process for the transfer of student records. Parents/ guardians will be provided with grade reports, discipline records, immunization records, and completed coursework.
- G. CSArts - SGV will provide parents, students and the receiving school districts with copies of student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at CSArts - SGV if CSArts - SGV is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. Transfers of student records will comply with the Family Educational Rights and Privacy Act ("FERPA") 20 USC Section 1232g. CSArts - SGV will require that the District store original records of Charter School students. If the District cannot do so, CSArts - SGV will distribute student records to the district of residence of each student with a copy to the family. Copies of employment records will be sent to former employees.

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- H. As soon as is reasonably practical, but no later than 60 days after the latter of the Closure Action or the effective date of the closure, CSArts - SGV shall prepare final financial records. CSArts - SGV shall conduct an independent audit by an independent auditor who is experienced with school finance and is included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six months after closure, and provide the audit report to the District upon completion. The auditor and audit shall comply with all of the requirements for CSArts - SGV's annual audit as set forth in Element 9 of this Charter. If CSArts - SGV does not pay for or have an independent audit completed within the six-month timeline, the District may, at its option, pay for an audit to be completed and subtract such payment from any funds due to the Charter School. Costs for the audit incurred by the District shall remain a liability of CSArts - SGV until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by CSArts - SGV shall be the responsibility of CSArts - SGV and not the District. CSArts - SGV understands and acknowledges that CSArts - SGV will pay the outstanding debts or liabilities of CSArts - SGV. Any unused monies at the time of the audit will be returned to the appropriate funding source. CSArts - SGV acknowledges that only unrestricted funds will be used to pay creditors. Unused special education related funds will be returned to the District or SELPA, as appropriate. Other categorical funds will be returned to the source of funds.
 - I. For six calendar months from the effective date of the closure, or until the budget allows, whichever comes first, sufficient staff as deemed appropriate by the CSArts - SGV Board of Trustees will maintain employment to address tasks required for smooth closing of the school and student transfers.
 - J. The CSArts - SGV Board of Trustees shall adopt a plan for wind-up of the School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code and will file all necessary notices with the appropriate state and federal agencies.
 - K. In addition to the final audit, CSArts - SGV shall also submit any required year-end financial reports to the California Department of Education, the San Gabriel Valley Department of Education, and the District.
 - L. Any assets acquired from the District or District property will be promptly returned to the District upon the Charter School's closure. The distribution shall include return of grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law. All other assets shall, after payment of creditors, be distributed in accordance with the non-profit corporation's bylaws.

Closure related activities will be funded out of CSArts - SGV's general fund.

Within two business days of closure, CSArts - SGV's designee for closure related activities will notify the Duarte Unified School District Superintendent of the process it has implemented to transfer personnel records to former employees. CSArts - SGV shall copy DUSD on all such transmission of records.

SMG, 1010 N. Main Street, Santa Ana, California 92710, shall maintain all CSArts - SGV personnel records for five years from the date of closure.

Other Charter Elements

Staff Employment

Except for the employment of special education personnel as discussed in Element E, CSArts - SGV will select School staff. No employee of Duarte Unified School District shall be required to be employed at CSArts - SGV. Prospective employees shall be considered for employment through an open application process, and, if selected, shall enter into a contractual agreement with CSArts - SGV. CSArts - SGV shall have the authority to terminate employment or the position in accordance with the terms of that agreement. The School may employ staff on-loan from the District and from other local districts subject to agreements with those districts that include return rights.

Internal Dispute Resolution

The CSArts - SGV Board of Trustees will adopt policies and processes for airing and resolving disputes (other than those between Duarte Unified School District and CSArts - SGV relating to provisions of this charter, addressed in Element Fourteen (N), above). Parents, students, board members, volunteers and staff at CSArts - SGV will receive a copy of the School's policies and dispute resolution process.

The District will refer disputes not related to a possible violation of the Charter or law to CSArts - SGV's principal for resolution according to CSArts - SGV's internal dispute resolution process.

Funding

CSArts - SGV will act as its own fiscal agent for purposes of state funding and reporting. CSArts - SGV may employ and designate expert consultants to assist with this responsibility, and shall promptly notify Duarte Unified School District of any such contracts. The School will meet all funding conditions and requirements imposed by city, state or federal mandates.

The school intends to receive funding directly from the State of California through the County Office of Education in accordance with applicable law. Any loan program, grant, or other funding which CSArts - SGV obtains from any source, including without limitation, the State of California, shall provide that the District shall have no liability for CSArts - SGV's failure to pay.

The CSArts - SGV Foundation may secure funding without the approval of the District.

DUSD will cooperate with CSArts - SGV for the School to receive funding from new or "one-time" funding sources available to schools or school districts provided by the State of California in budget acts or local measures if CSArts - SGV is eligible under State/District criteria. CSArts - SGV will also receive funding from related legislation to the extent that CSArts - SGV and its students generate such entitlements.

The School may accumulate financial reserves, revenues in excess of expenditures, without limitation. It shall invest its reserves according to CSArts - SGV board policies.

During the term of this charter petition, CSArts - SGV and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties. Provided that CSArts - SGV does not rent District facilities, the District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not to exceed one (1) percent of the Average Daily Attendance funds provided to the Charter as required by Education Code Section 47613. If the District provides substantially rent-free facilities, the oversight fee shall not exceed three (3) percent of the School's revenue.

The School will purchase and maintain, as set forth in this Charter, general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies, either as part of the District's insurance program or another insurance program of the School's selection.

Legal Status and Liability

CSArts - SGV will operate as a nonprofit public benefit corporation. As such, its chartering entity, the Duarte Unified School District, shall not be liable for the debts or obligations of the School, or for claims arising from the performance of acts, errors, or omissions by the School.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law. CSArts - SGV shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the District proof of its federal and state tax exempt status on or before June 1 following approval of this Charter. CSArts - SGV shall assist the District in meeting any and all oversight obligations under the law.

Insurance

CSArts - SGV shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the Duarte Unified School District's risk manager.

CSArts - SGV shall maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$10,000,000 in the aggregate.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$2,000,000 per person and per occurrence.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of CSArts - SGV. If any Duarte Unified School District property is leased, rented or borrowed, it shall also be insured by CSArts - SGV in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than \$1,000,000 per “claim” with an aggregate policy limit of \$10,000,000.

Insurance and/or coverage required by the foregoing provisions of this Charter shall be endorsed to name the Duarte Unified School District as an additional insured.

CSArts - SGV shall promptly respond to all inquiries from the Duarte Unified School District regarding any claims against CSArts - SGV.

Compliance with New and Recent Statutory Requirements

The charter school shall comply with applicable statutory and regulatory requirements for mathematics placement, annual mandated reporter training, use of EpiPens, and other recently imposed requirements.

School Facilities

The parties will negotiate and implement a detailed facilities agreement outlining their respective rights and responsibilities for provision, use, and maintenance of CSArts - SGV facilities and/or property.

Business and Operations Management

CSArts - SGV shall maintain its own set of financial records, distinct from any other school(s) that may be operated by or related to CSArts - SGV including, but not limited to, any additional or new charter schools that may be approved after the effective date of this Charter. CSArts - SGV shall also maintain its own separate and distinct bank account(s). CSArts - SGV’s funds shall not be commingled in a joint bank account with the funds of any other school(s) and shall be kept physically separate from the funds of any other school(s).

CSArts - SGV shall submit financial reports as a distinct LEA and have audits performed on the financial statements of CSArts - SGV.

Information Exchange

The District may inspect and receive copies of all records relating to the operation of CSArts - SGV, including financial, personnel, and pupil records. CSArts - SGV shall promptly comply with all such reasonable written requests.

Inspections

The District may inspect or observe any part of CSArts - SGV at any time upon reasonable notice to the CSArts - SGV staff prior to any observation or inspection, unless inspection without prior notice is determined by the District Superintendent or designee to be necessary to maintain the health, safety or welfare of students, employees, members of the public.

Term

CSArts - SGV may submit a request for renewal of its Charter between October 1, 2021 and January 31, 2022, unless otherwise agreed, including information regarding CSArts - SGV’s performance during the current term, including increases in pupil academic achievement.

The renewal process shall be governed by the provisions of Education Code Section 47607 or any provisions of law that may supersede, modify, amend, or succeed that provision.

Debts and Obligations

Except as expressly provided in the charter, CSArts - SGV shall be solely responsible for all costs and expenses related to this Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

CSArts - SGV shall have no authority to enter contracts for or on behalf of the District.

Attachments, Exhibits, and Appendices

Attachments, exhibits, and appendices to this Charter are hereby incorporated herein and made a part hereof by this reference.

WE FOSTER AN
ENVIRONMENT AND
CULTURE THAT
NURTURES AND
INSPIRES OUR
EXCEPTIONAL
STUDENTS



CALIFORNIA SCHOOL OF THE ARTS CHARTER SCHOOL PROSPECTUS





CALIFORNIA SCHOOL OF THE ARTS – SAN GABRIEL VALLEY CHARTER SCHOOL PROSPECTUS

SEPTEMBER 2017

Non-transferrable

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CALIFORNIA SCHOOL OF THE ARTS
– SAN GABRIEL VALLEY

OVERVIEW

The California School of the Arts (CSA) was founded to establish and operate high-achieving, comprehensive public charter arts schools, based on the effective, award-winning business and curriculum models of the Orange County School of the Arts (OCSA). The Orange County School of the Arts has a 28-year history of success in transforming public education in the arts and academics, by providing a creative, challenging and nurturing environment that offers bright and talented students unparalleled preparation for higher education and a profession in the arts.

ABOUT ORANGE COUNTY SCHOOL OF THE ARTS

Founded in 1987 by visionary educator Dr. Ralph Opacic, the Orange County School of the Arts has grown from a small after-school arts program located on the campus of Los Alamitos High School into a successful, independent public charter arts school that **embraces and encourages artistic creativity and academic excellence**. Students with a passionate interest in the arts and a strong academic background are encouraged to apply, and acceptance is based on a review of the student's application, academic records, and a juried arts audition or portfolio review. OCSA is accessible to students from all backgrounds; the school is **tuition-free and no students are admitted or denied based on financial capacity**. Offering a rigorous college preparatory academic curriculum, pre-professional training in 14 arts conservatories, and accessible community arts outreach programming, this groundbreaking school has combined innovation and tradition with a stimulating and creative environment, enabling students to develop their potential as artists and scholars. The campus, located in midtown Santa Ana, currently serves a diverse student body of 2,150 students in grades 7-12 from more than 100 cities throughout Southern California.

OCSA has received honors and recognition for innovation and excellence in both arts and academic education. The school was named **one of the top ten charter schools in California** by the University of Southern California, a **California Distinguished School** three times, a **National Blue Ribbon School**, and has received recognition as a **model arts education program** by the Kennedy Center, the National Endowment for the Arts, and the US Department of Education. OCSA was recently named **one of the top high schools in America by *Newsweek Magazine*** (#48 in the country, #13 in the western United States, and #6 in California), and has been selected as **one of the best high schools in America by *U.S. News & World Report*** every year since 2007.

OCSA graduates continue to be recruited by the **nation's top universities and arts conservatory programs**, including Harvard University, the Julliard School, Stanford University, New York University, Columbia University, Boston Conservatory, Manhattan School of Music, Art Center College of Design, California Institute of the Arts, University of Southern California, and many more. In 2014, **ninety-nine percent (99%) of OCSA's graduating class was accepted into institutions of higher education**, with seventy seven percent (77%) ultimately attending a four-year college program, twenty one percent

(21%) attending a two-year college or conservatory program, and two percent (2%) going directly into the workforce or taking a gap year. This innovative public charter school has launched the careers of some of today's most successful artists, academicians and entrepreneurs.

A PLAN FOR THE FUTURE

OCSA has already touched tens of thousands of students over the years with its pioneering education programs and unparalleled learning environment. Each year, thousands of students apply for a very limited number of enrollment spots. With this incredible demand, the leadership of OCSA has developed a multi-year strategic vision and plan for its next stage of growth—with the goal of **impacting even more bright and talented student artists by providing the kind of unique educational environment currently offered by OCSA at different sites and to other families throughout California.** The California School of the Arts was born of this vision and planning.

After developing an entrepreneurial charter school model based on the success and best practices of OCSA, the **California School of the Arts organization is looking for communities with the desire to establish a new public education model to better serve their students,** and the willingness to establish a strong infrastructure to support them. CSA has decades of experience in developing and maintaining a strong business model that relies on public funding as well as private donations to support the operations of the school. CSA can offer expertise on designing scope and content of curricular offerings, long-range planning, facilities assessment, design and acquisition; recruitment and training of faculty and staff; developing volunteer leadership; and allocation of resources.

ABOUT CALIFORNIA SCHOOL OF THE ARTS – SAN GABRIEL VALLEY

With small class sizes, a highly qualified faculty, innovative curriculum and the finest instructional resources, the California School of the Arts – San Gabriel Valley (CSA-SGV) will offer students an accepting and nurturing environment, the tools to express themselves artistically and intellectually, and a strong pathway to college and careers. CSA is not just about educating talented students to become future artists; it is about providing a **thriving, dynamic school environment that graduates highly engaged, creative students** with the imagination to find solutions to today's complex problems. Young leaders who study at CSA-SGV will be well equipped for meaningful, successful lives in the 21st century at the college of their choice and in any career they choose.

The following information provides a quick preview of the California School of the Arts charter management organization, demonstrating why CSA is best equipped to transform the public academic and arts education model in the San Gabriel Valley community. Together, we can continue to transform lives and shape the next generation of world-class artists and scholars.



CSA Mission Statement

The California School of the Arts' mission is to provide a creative, challenging and nurturing environment that offers bright and talented students unparalleled preparation for higher education and a profession in the arts.

CSA Core Values

The core values at the California School of the Arts include:

1. Student growth and education comes first
2. Commitment to excellence, innovation, professionalism, and integrity
3. Foster a nurturing environment of creativity, respect, and collaboration
4. Commitment to life-long artistic and scholarly development



CSA Academic Program

The California School of the Arts – San Gabriel Valley will provide a rigorous academic curriculum aligned with the California State Standards. All students will attend approximately five hours of academic classes per day, in addition to 2.5 hours of daily arts instruction for high school students and 1.5 hours of daily arts instruction for middle school students. Utilizing the block scheduling system, students will attend each academic course on alternating days with the arts conservatories held in the afternoon. The California School of the Arts – San Gabriel Valley's teachers will be comprised of dedicated, supportive professionals with a passion for helping students develop the skills necessary for higher education or a profession in the arts. All academic faculty members will be highly qualified and fully credentialed.



CSA Arts Program

The California School of the Arts – San Gabriel Valley will offer eleven arts conservatory programs, including: Acting, Classical & Contemporary Dance, Classical Voice, Commercial Dance, Creative Writing, Digital Media, Instrumental Music, Integrated Arts, Musical Theatre, Production & Design, and Visual Arts. Additional arts conservatories may be added in future years, once the initial eleven programs are successfully established. The arts conservatories will include daily classes taught by highly trained, full and part-time teachers, many of whom will be working professional artists. Students will be exposed to renowned guest artists, university faculty, and industry leaders, who will visit the campus to share their expertise and creativity through residencies, master classes, lectures, performances, presentations, and hands-on training. Each conservatory will offer unique and exciting performance opportunities, where students will have the chance to demonstrate the artistic skills they have gained throughout their time with CSA.

CSA Enrollment

When fully enrolled, the California School of the Arts – San Gabriel Valley will serve approximately 1,200 talented student artists in grades 9-12.

CSA Facility and Real Estate

The California School of the Arts – San Gabriel Valley school facility shall be located on the former campus of Northview School and in buildings to be constructed by CSArts – SGV or its designee on District's property leased to CSArts – SGV under a memorandum of understanding to be executed by the parties at a future mutually agreed upon time.

CSA Leadership and Management

The individuals who manage and provide the vision behind the California School of the Arts are proven Charter school educators and advisors. They comprise the Charter Management Organization (CMO) management team for CSA.



Ralph Opacic, Ed.D.
California School of the Arts
Executive Director
Orange County School of the Arts
Founder & Executive Director



Paul Escala
California School of the Arts Director
of School Management
St. John Bosco President



Steve Wagner
California School of the Arts
Director of Business Operations
Orange County School of the Arts
COO & Vice President of Business



Martin Howard
California School of the Arts Director
of Real Estate Development
Howard CDM CEO & President



Cambria Cline
California School of the Arts
Director of Marketing
Orange County School of the Arts Vice
President of Marketing



Mike Mekjian
California School of the Arts Director
of Strategic Planning
Exemplis / SitOnIt Office Seating Principal
& Co-Founder



Cathy Michaels
California School of the Arts
Director of Development
Orange County School of the Arts Vice
President of Development



Matthew Morrison
California School of the Arts Foundation
Board Honorary Chairman
Actor, Singer, Dancer, and Arts Education
Advocate

WHY PARTNER WITH CSA?

WHY PARTNER WITH CSA?

The California School of the Arts – San Gabriel Valley will provide the talented student artists of the San Gabriel Valley community with an **incomparable academic and arts experience**, characterized by small class sizes, a highly qualified faculty, innovative curriculum and the finest instructional resources. CSA is completely unique in its ability to offer a thriving, dynamic school environment that graduates highly engaged, creative students with the imagination to find solutions to today's complex problems. Young leaders who study at the California School of the Arts – San Gabriel Valley will be well equipped for meaningful, successful lives in the 21st century at the college of their choice and in any career they choose.

To emphasize the extensive capabilities of CSA, as well as the immeasurable potential and opportunity this organization could provide for the San Gabriel Valley community, it is crucial to examine the achievement of the school founded and sustained by CSA leadership. The California School of the Arts is based on the effective, award-winning business and curriculum models of the Orange County School of the Arts. OCSA has a **28-year history of success** in transforming public education in the arts and academics, as demonstrated by the school's **distinguished list of awards and accolades, as well as the incredible collegiate and career-based accomplishments of OCSA's gifted alumni.**



Best Charter High School in California (Niche Rankings)	2015
One of top three public high schools in Orange County (Orange County Register)	2014
Arts Schools Network Exemplary School Award	2006, 2010-2011, 2013-2014
America's Top Public High Schools (Newsweek)	2007, 2008, 2009, 2010, 2013, 2014
Best High Schools in America (U.S. News & World Report)	2008, 2009, 2010, 2011, 2012, 2013, 2014
California Distinguished School (California Department of Education)	2005, 2009, 2013
Jeffrey Lawrence Award - Ralph S. Opacic, Ed.D. (Arts Schools Network)	2012
Community Partnership Award - Camp OCSA (Arts Schools Network)	2012
Arts Innovation Award - Commercial Music Program (Arts Schools Network)	2012
Regional Winner, LA Times Reader's Choice Awards	2012

Non-Profit CFO of the Year - COO/CFO Steven Wagner (Orange County Business Journal)	2011
One of top two midsize workplaces in Orange County (Orange County Register)	2011
Ralph S. Opacic, Ed.D. one of top three executives in Orange County (Orange County Register)	2011
One of California's top ten public charter schools (USC)	2011
Outstanding Founder - Ralph S. Opacic, Ed.D. (National Philanthropy Day Orange County)	2009
California Professor & Music Teachers Association Award	2008
Artistic Visionary: Cultural Legacy Award - Ralph S. Opacic, Ed.D. (Arts Orange County)	2007
Business in the Arts Award (Orange County Business Committee for the Arts, Inc.)	2007
Excellence in Entrepreneurship Award - Ralph S. Opacic, Ed.D. (Orange County Business Journal)	2007
No Child Left Behind – Blue Ribbon School, (U.S. Department of Education)	2006
National School of Distinction (Kennedy Center Alliance for Arts Education Network and the California Alliance for Arts Education)	2004-2005
STAR School Award (International NETWORK of Performing and Visual Arts Schools)	2001
Model Arts Education Program (California Department of Education)	1998
National Blue Ribbon School Award with Special Honors in Arts Education (National Endowment for the Arts and the U.S. Department of Education)	1998

OCSA ALUMNI ACCOLADES

ALUMNI



Eliana Adise (Integrated Arts, 2015)
Film Actress (*Joy*)

Julie Alexandria (Musical Theatre, 2000)
Voice-Over Artist, Host and TV Personality (OK! TV, MTV, Fox Sports, MASN)

Scott Aukerman (Musical Theatre, 1998)
Creator and host of IFC's *Comedy Bang! Bang!*

Erik Altemus (Musical Theatre, 2005)
Actor in Broadway's Tony award-winning revival of *Pippin*

Bobby Amamizu (Commercial Dance, 2006)
Dancer (*Fame*, *Cirque du Soleil*)

Scott Barnhardt (Musical Theatre, 1997)
Broadway actor (*The Book of Mormon*, *Big River*, *Bye Bye Birdie*)

Dante Basco (Musical Theatre, 1993)
Actor (Rufio in *Hook*, the voice of Zuko in Nickelodeon's *Avatar: The Last Airbender*)

Drake Bell (Musical Theatre)
Actor (Nickelodeon's *Drake & Josh*)

Stephanie J. Block (Musical Theatre, 1990)
Tony-nominated Broadway actress (*The Mystery of Edwin Drood*, *Anything Goes*, *Wicked*, *9 to 5: The Musical*, *The Pirate Queen*, *The Boy from Oz*)

Jonathan Bond (Commercial Dance, 2005)
Dancer and Choreographer, Cedar Lake Contemporary Ballet

Chris Bonstetter (Visual Arts, 1994)
Computer graphics and visual effects (*Minority Report*, *Air Force One*, *X-Men: The Last Stand*, *Master and Commander: The Far Side of the World*)

Terron Brooks (Musical Theatre, 1992)
Recording Artist and Actor (NBC's *The Temptations*)

Elsa Chang (Visual Arts, 2006)
Character Designer at Nickelodeon, Paramount Pictures, Sony Pictures, Disney

Brett Egan (Musical Theatre, 1995)
President, DeVos Institute of Arts Management

Susan Egan (Musical Theatre, 1988)
Tony Award-nominated actress (original Belle in Broadway's *Beauty and the Beast*, *Thoroughly Modern Millie*, *Cabaret*)

Lauren German (Commercial Dance, 1996)
Film and television actress (*Chicago Fire*, Quentin Tarantino's *Hostel: Part II*, *A Walk to Remember*, *Hawaii Five-0*, *7th Heaven*)

Lauren Gerrie (Commercial Dance, 2001)
Personal Chef, Owner of bigLITTLE Get Together

Pantea Ghaderi (Commercial Dance, 1994)
Sr. Vice President, Publicity at The Weinstein Company

Kristin Gilmore (Musical Theatre, 1998)
Foreign Service Officer, US Department of State

Holly Hodges (Musical Theatre, 2006)
Walt Disney Imagineering, Ride Department

Kaitlyn Jenkins (Musical Theatre, 2010)
Television actress (ABC Family's *Bunheads*)

Lauren Lim Jackson (Commercial Dance, 2003)
Dancer in Broadway's *Motown the Musical*, *Wonderland*, and revival of *Finian's Rainbow*

Robert Prescott Lee (Commercial Dance, 2001) Dancer and choreographer for film and TV (MTV VMAs, Billboard Music Awards)

Sean Lee (Instrumental Music, 2005)
Student of Itzhak Perlman at The Juilliard School

Allison Mack (Musical Theatre)
Actress (*Smallville*, *Wilfred*)

Taryn Manning (Commercial Dance, 1997)
Television actress (*Orange is the New Black*, *Hawaii Five-0*, *Sons of Anarchy*)

Heather Wilson Martinez (Visual Arts, 1995)
Emmy-nominated animator for Disney and Nickelodeon (*SpongeBob SquarePants*, *The Fairly Odd Parents*, *My Life as a Teenage Robot*, *The Replacements*)

Ilona McHugh (Classical & Contemporary Dance, 1998)
Dancer, American Ballet Theatre

Mark Meisner (Commercial Dance, 1991)
Dancer with Gregory Hines, Michael Jackson, Madonna

Lindsay Mendez (Musical Theatre, 2001)
Recording Artist and Broadway Actress (*Wicked*, *Dogfight*, *Godspell*, *Grease*, *Everyday Rapture*, *The Marvelous Wonderettes*)

OCSA ALUMNI ACCOLADES

ALUMNI



Matthew Morrison (Musical Theatre, 1997)
Recording Artist and Tony, Emmy and Golden Globe
Award-nominated actor (*Glee*, *What to Expect When You're
Expecting*) Broadway (*South Pacific*, *Footloose*, *Hairspray*,
The Light in the Piazza, *Finding Neverland*)

Michael Muser (Musical Theatre, 1996)
Sommelier, General Manager/Partner at award-winning
restaurant, Grace

Taylor Margis-Noquera (Commercial Dance, 1993)
Co-Founder and Managing Partner, Vaudeville Ventures

Austin O'Brien (Musical Theatre, 1999)
Photographer and Actor (*Last Action Hero*, *My Girl 2*)

Sean O'Connor (Visual Arts, 1990)
Owner / President of Sean O'Connor Lighting

Pedro Pascal (Musical Theatre, 1993)
Television Actor (*The Great Wall*, *Narcos*, *Game of Thrones*)

Dr. Grant Peterson (Musical Theatre, 1998)
Assistant Professor in Theatre Studies, Brunel University

Phil Rahn (Production & Design, 1999)
Production Manager, Shanghai Disney Resort

Krysta Rodriguez (Musical Theatre, 2002)
TV and Broadway actress (*First Date*, *Smash*, *The Addams
Family—The Musical*, *In The Heights*, *Spring Awakening*,
A Chorus Line)

Maggie Feldman Rubenstein (Commercial Dance, 1992)
Owner/President, Magnetic Public Relations

Russ Ruffino (Musical Theatre, Class of 1997)
Entrepreneur, The Money Tree Method

Ali Sepasysar (Musical Theatre, 2010)
Actor (Cartoon Network's *Dude...What Would Happen*)

Matt Shaffer (Commercial Dance)
Dancer and Author of "So You Want To Be A Dancer"

David Sidoni (Musical Theatre, 1994)
Actor (*Newsies*, *Roundhouse*)

Justice Smith (Musical Theatre, 2013)
Film Actor (*Paper Towns*, *The Get Down*)

Nikki SooHoo (Commercial Dance, 2006)
Film and television actress (*The Lovely Bones*,
The Suite Life of Zack & Cody, *Stick It*)

Nathan Trasoras (Commercial Dance, 2009)
Dancer (*So You Think You Can Dance*, *Glee*)

Eric Trine (Production & Design, 2001)
Furniture Designer

Anneliese van der Pol (Musical Theatre, 2002)
Actress (*That's So Raven*, *Kim Possible*)

Chad Whidden (Musical Theatre, 1996)
Vice President, Creative Department at Party Planners West

Timothy Michael Wynn (Instrumental Music, 1998)
Award-winning composer for film, television and video games

Dr. Melissa Yates (Musical Theatre, 1994)
Obstetrics and Gynecology, Reproductive Endocrinology

"I'm certain I received
a full-ride presidential
scholarship to USC
because of OCSA's
rigorous academics
and comprehensive
arts programs."

-Austen Courter
*Classical Voice Conservatory
Class of 2008*

COLLEGE / UNIVERSITY ACCEPTANCE & MATRICULATION DATA

Each year, OCSA graduates are recruited by the nation's top universities and arts conservatory programs, including Harvard University, the Julliard School, Stanford University, New York University, Columbia University, Boston Conservatory, Manhattan School of Music, Art Center College of Design, California Institute of the Arts, University of Southern California, and many more.

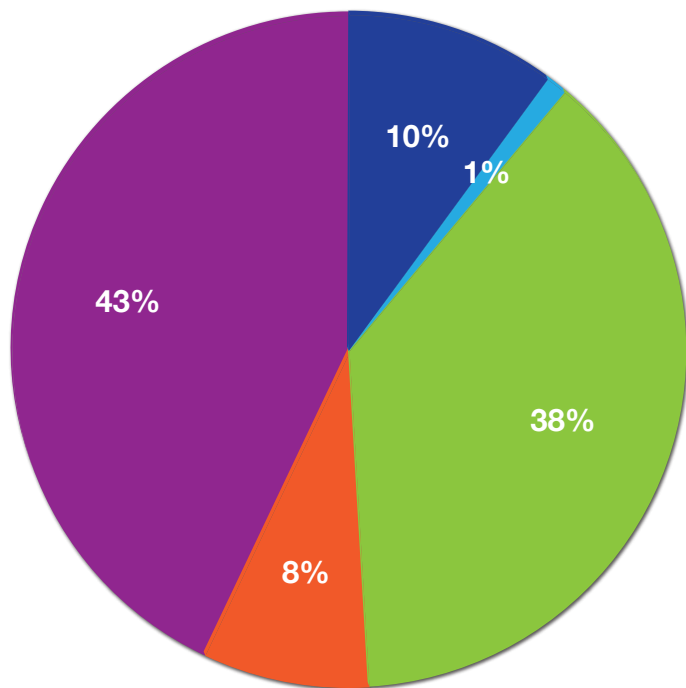
In 2014, **ninety nine percent (99%) of OCSA's graduating class was accepted into institutions of higher education.** More specifically:

- Seventy seven percent (77%) ultimately attended a four-year college program.
- Twenty one percent (21%) attended a two-year college or conservatory program.
- Two percent (2%) went directly into the workforce or took a gap year.

OCSA continues to launch the careers of some of today's most successful artists, academicians and entrepreneurs.

OCSA students apply to and enroll in colleges/universities that reflect each student's individual interests and strengths. The following post secondary acceptance data was reported by the OCSA class of 2014.

CLASS OF 2014



Total # of Acceptances: **4,682**

- Arts Conservatories
- International Universities
- Private 4 Year Universities
- Public 2 Year Universities
- Public 4 Year Universities

44
 **CHAPMAN**
 UNIVERSITY

● Art Center College of Design **8**


NYU
22

Berklee
 college of music **7**

UCLA
 **29**

 **INDIANA UNIVERSITY**
 BLOOMINGTON **10**

18



USC
 UNIVERSITY OF SOUTHERN CALIFORNIA
24

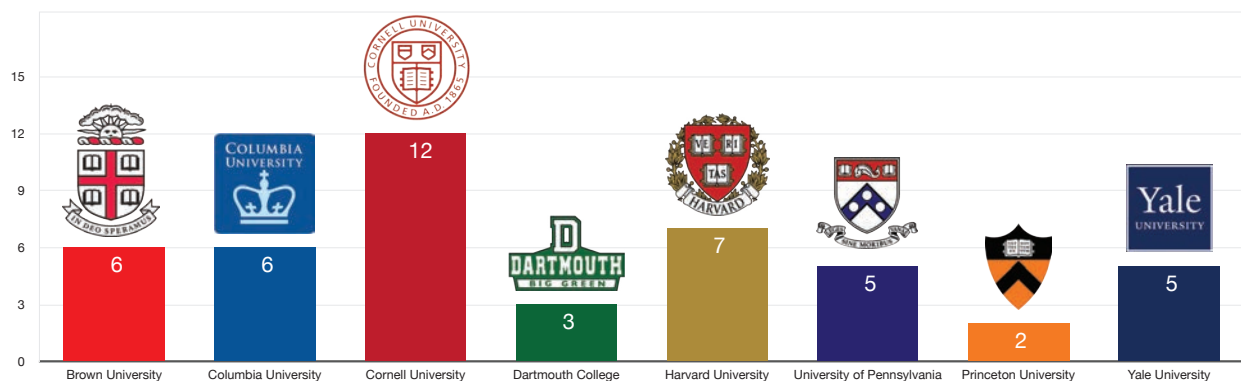
8
 **THE BOSTON CONSERVATORY**
 MUSIC DANCE THEATER



Orange County School of the Arts

CLASS OF 2014

IVY LEAGUE COLLEGES	ACCEPTANCES
Brown University	6
Columbia University	6
Cornell University	12
Dartmouth College	3
Harvard University	7
University of Pennsylvania	5
Princeton University	2
Yale University	5
TOTAL	46



SERVING THE COMMUNITY

The California School of the Arts – San Gabriel Valley can serve the local community by offering accessible performance opportunities, as well as arts and academic classes, during non-school hours. These programs provide community members with little accessibility to the arts an opportunity to explore enriching experiences that help remove boundaries, broaden horizons, and instill a lifelong passion for the arts.

Proposed arts enrichment programs for the California School of the Arts –San Gabriel Valley include:

Camp CSA: A ten-week, after-school series of beginning level arts training workshops led by advanced CSA students and available free of charge to children, grades 4-6, attending schools in the San Gabriel Valley. *Camp CSA* will provide a positive, nurturing environment for students with an interest in the arts and the desire to discover and develop their talents.

This program will be designed to introduce young people with little or no experience in the arts to the basic language, technique, and skills in disciplines such as dance, acting, singing, painting, drawing, and guitar. *Camp CSA* will be tuition-free, and all necessary educational supplies and materials will be provided. Classes will be taught by CSA high school students and are under the advisement and direction of CSA faculty. Each year, the program will culminate with a performance and an art exhibit at the end of the ten weeks.

Camp CSA has the unique opportunity to affect not only the students involved in the program, but to also have a lasting positive effect on the local community as a whole. By reinforcing the idea that exposure to different perspectives fosters creativity, *Camp CSA* will cultivate community relations and bring people together throughout San Gabriel Valley.

Gluck Community Service Arts Fellowship Program: This program will provide free artistic performances and programs for underserved/underrepresented individuals in various San Gabriel Valley community venues, such as youth centers, schools, nursing and retirement facilities, health centers, parks, and community agencies. Soloists, ensembles, and performance groups will present concerts/performances of approximately 25-40 minutes in length. These performances may include interaction with the audience and/or discussion about technique, musical motifs or other pertinent information.

CSA Arts Enrichment Classes: This program will provide low-cost community arts classes to hundreds of children and adults at all ability levels who are interested in enriching their lives through arts education. Classes will be taught by professional CSA artist teachers on the California School of the Arts – San Gabriel Valley campus on weekends, evenings, and during summer break. CSA Arts Enrichment students will be exposed to unique experiences in arts education that they might not otherwise have access to. Scholarships will be offered to students who have a financial need.

LEADERSHIP AND MANAGEMENT TEAM

LEADERSHIP AND MANAGEMENT TEAM

The following individuals are proven Charter school educators and advisors. They comprise the Charter Management Organization (CMO) management team for the California School of the Arts.



RALPH OPACIC, ED.D.

California School of the Arts Executive Director

Orange County School of the Arts Founder & Executive Director

Dr. Ralph Opacic founded the award-winning Orange County High School of the Arts in 1987 and currently serves as executive director and president. Opacic is credited for assembling the finest artist-teachers and academic instructors in Southern California and creating an opportunity for young performing and visual artists to develop their talents to their greatest potential.

Widely awarded for his achievements in arts education, Opacic was named the 2009 Outstanding Founder by the Association of Fundraising Professionals National Philanthropy Day Orange County. He has also been named a recipient of the 2007 Orange County Business Journal Excellence in Entrepreneurship Award; the 2007 Cultural Legacy Award: Artistic Visionary by Arts Orange County; Orange County Arts Educator of the Year for Administration by Arts Orange County and the Orange County Music & Arts Administrators; and a 2006 Outstanding Contribution to Education Award recipient by the Orange County Department of Education. Additionally, he was featured in OC Metro's "Hot 25" list as someone "defining Orange County with passion, creativity and an endless drive to make their mark" in 2000. In 2012, Opacic received The Jeffrey Lawrence Award from Arts Schools Network for exemplifying an uncompromising commitment to excellence in arts education and arts training.

While under the leadership of Opacic, the Orange County School of the Arts has received top honors and recognition for excellence in both arts and academic education. The U.S. Department of Education and the National Endowment for the Arts have identified the school as a model arts education program. The school has been ranked in the top ten percent of high schools in the State of California, and is one of the top four highest ranking high school academic programs in Orange County.

Additionally, the Orange County School of the Arts has been named a 2006 No Child Left Behind - Blue Ribbon School by the U.S. Department of Education, recipient of the International NETWORK of Schools for the Advancement of Arts Education's 2006 Exemplary School Award, a 2009 and 2005 California Distinguished School by the California Department of Education, and a 2004-2005 Creative Ticket National School of Distinction by the Kennedy Center Alliance for Arts Education Network and the California Alliance for Arts Education.

Actively involved in the local arts community, Opacic also served as president of the West Coast School of the Arts and president of the Pacific Coast Dance Fest, two programs that provide musical theatre and dance lessons for children of all ages. He has also served as the producer of Evolution Dance Company, the resident dance company at The OC Pavilion. Opacic currently serves on the Board of Arts Schools Network (a nonprofit that serves 1,486 arts-focused schools, arts organizations and arts education leaders nationwide) and as President for two years. He served on the Executive Board of Pathways to Independence, a charity that serves adolescents in need. He is the past president of the Society of Delta Epsilon at the University of Southern California and has served in board and member capacities for the Los Alamitos Television Corporation, the Los Alamitos Youth Center, and the Rotary Club of Los Alamitos.

Opacic earned his Bachelor of Arts degree in music from California State University, Long Beach in 1981, a Master of Science degree in educational administration from National University in 1990, and a Doctoral degree in education from University of Southern California in 1994.



STEVE WAGNER

California School of the Arts Director of Business Operations Orange County School of the Arts
Chief Operations Officer & Vice President of Business

Steve Wagner joined the Orange County School of the Arts in 2001 and currently serves as chief operations officer and vice president of business. Bringing more than 20 years of experience in education to the Orange County School of the Arts, Wagner is responsible for the management and supervision of the school's award-winning academic and arts instructional programs.

Additionally, he oversees the school's non-instructional support services including facility, food, technology, finance, and budget. Wagner has been awarded the prestigious Non-Profit CFO of the Year award by the Orange County Business Journal for his work in support of arts education. He has also served as a teacher and administrator for schools throughout Orange County. Prior to joining the Orange County School of the Arts, Wagner served as principal at Serrano Intermediate School in Saddleback Unified School District.

Wagner's experience with the Orange County School of the Arts began more than 20 years ago when he taught alongside Ralph Opacic, Ed.D. at Los Alamitos High School from 1987 - 1990. He holds a bachelor's degree in Marine Biology from California State University, Long Beach and a master's degree in Educational Administration from California State University, Fullerton.



CAMBRIA CLINE

California School of the Arts Director of Marketing
Orange County School of the Arts Vice President of Marketing

Cambria Cline joined the Orange County School of the Arts in 2003 and currently serves as Vice President of Marketing. She brings more than 11 years of extensive marketing and public relations experience to the school.

Prior to joining the Orange County School of the Arts, Cline managed accounts at local Orange County PR agencies, including RiechesBaird and Benjamin Group | A Weber Shandwick Company.

Prior to her agency work, Cline served as director of public relations and special events at a women's and children's shelter in Arizona. She has been awarded a coveted Silver Anvil Award by the Orange County Chapter of the Public Relations Society of America for her work in the high-tech sector.



CATHY MICHAELS

California School of the Arts Director of Development

Orange County School of the Arts Vice President of Development

With over thirty-seven years of experience as a nonprofit arts administrator and development professional, Cathy has raised over \$50 million to fund arts and education programs in Orange County. Currently she serves as the Vice President of Development for the Orange County School of the Arts, overseeing board development and strategic planning, major and planned gifts, and the capital

Prior to joining OCSA, Cathy served in leadership positions for Pacific Symphony, Arts Orange County, Saint Joseph Ballet, and the La Habra Children's Museum. She has also provided consulting services for other nonprofits in Orange and Los Angeles Counties.

An active member of the Association of Fundraising Professionals Orange County for 13 years, Cathy has held numerous leadership positions on the Board, as Co-Chair of the National Philanthropy Day luncheon for two years and an NPD committee member for 8 years. In addition, she has volunteered with Knots of Love, the PBS SoCal/KOCE Foundation Gala Committee, the City of Newport Beach Arts Commission, the Newport Beach Film Festival and the Newport Beach Arts Foundation.



PAUL ESCALA

California School of the Arts Director of School Management

St. John Bosco President

As an advocate for education reform, Paul has taken on challenging assignments to improve K-12 education in Los Angeles and California. His wide-ranging work in public, charter and Catholic school reform has earned him a reputation for being dedicated, persistent, and passionate, accomplishing any task placed before him.

Upon completion of his studies at Cornell University in 1999, Paul was appointed as Chief of Staff to the Los Angeles Unified School District (LAUSD) School Board Member Mike Lansing. As Chief of Staff, Paul managed and directed the daily operations of the school board office, including policy development and advocacy, media relations, staff management, school facilities advisor, instructional liaison, and was the Board Member's chief representative. During Paul's tenure, the new school board brought order to the District's business practices, developed a professional school construction division, passed three school construction bonds, and instituted instructional policies that prioritized reading and math as the cornerstone of a child's education in primary grades. He also served on commissions involving re-districting and the re-organization of the District's archaic governance and management structure.

In early 2004, Paul was appointed to the Office of the Governor of California as Chief of Staff to Secretary for Education Richard Riordan. During this historic period of political change in Sacramento, Paul focused on developing a new public education agenda for California which focused on local accountability, more decision making authority for principals, funding for after-school enrichment programming, and reducing the state's bureaucratic obstacles which eroded innovation at the local level. Paul also re-organized the Secretary's Office, negotiated with legislators, public advocacy groups, union leadership, and parent associations on the 2004 State budget, and represented the Secretary on the Governor's Cabinet and state performance review to restructure California's state agencies, including local school districts.

Upon completing his service to the Governor, Paul returned to Los Angeles to take on a new challenge – developing public-private partnerships within the LAUSD school construction and modernization program. Paul was called to serve the students of Los Angeles as the Director of Joint Use Development, a \$120 million school bond program dedicated to developing joint use and innovation facilities, partnering with municipalities, non-profit and private entities to advance schools as “Centers of their Communities”.

The joint use development program is designed to develop and enhance school facilities, like health clinics, youth centers, pools, parks, fields, gyms, theaters, and open space, for use by the public through leveraging funding, human resources and assets from local governments, community-based organizations, and other groups. As Director, Paul successfully completed 49 projects valued at \$46.8M, raised \$51M in contributions toward those projects, recruited over 34 new partners, and managed 98 projects in total.

In July 2008 Paul joined the Partnership for Los Angeles Schools, a non-profit organization created by Los Angeles Mayor Antonio Villaraigosa, as Director of Operations. At the time, the Partnership managed 12 low-performing K-12 public schools in East Los Angeles and Watts. As Director, Paul took on challenging assignments from transforming Roosevelt High School, the largest comprehensive high school in California, into small, individualized learning communities, to developing new school budget models. Beyond these projects, Paul managed the day-to-day operations of schools, focusing on improving the health, safety and cleanliness of historically neglected facilities and supporting school principals so they can focus on instructional leadership, not bureaucracy. Paul oversaw the opening of the first new school in East Los Angeles in 80 years – Mendez Learning Center. He also successfully transitioned Roosevelt High School from a year-round to a traditional school calendar, led campus-wide master planning activities to modernize schools and increased external partnerships to deliver philanthropic resources to schools.

Committed to expanding his range of knowledge and pushing the envelope in school reform, Paul pursued a statewide role with the California Charter Schools Association as Senior Advisor. At the time, the association represented and advocated for the 809 charter schools in California serving 341,000 students statewide. As Senior Advisor, Paul's primary role was to develop facility solutions for all students attending charter schools in California. His advocacy of Proposition 39 in five major metropolitan cities in California led to more student access to district facilities. Paul's engagement produced dividends for students, such as access to 21st century classroom technology in San Gabriel Valley, long-term facilities in Los Angeles and San Gabriel Valley, and facilities access in Chico, Oakland and Sacramento. Beyond advocacy, Paul supported the association's relationship with philanthropists who have contributed millions of dollars in funding towards ensuring equity for charter school students in California. In 2010, he was appointed to the LAUSD Citizens School Bond Oversight Committee representing the charter school community of Los Angeles, the largest in the United States.

In 2010, Paul was appointed President/CEO of St. John Bosco High School in Bellflower, his high school alma mater. As President, Paul is charged with stewarding and advancing the mission of the school in the areas of development, finance and instruction. Since his arrival, the school has witnessed a twelve percent growth in enrollment, a thirty-three percent increase in fundraising, balanced operating budgets for three consecutive years, implementation of administrative and faculty accountability systems, expanded classroom technology, and a comprehensive marketing and development plan. These advancements have led St. John Bosco High School to become one of the fastest growing Catholic schools in Southern California today.



MARTIN HOWARD

California School of the Arts Director of Real Estate Development

Howard CDM CEO/President

A life-long cyclist who competed in the 1988 Olympic Trials, Martin Howard projects the type of self-assurance that is common in those who have proven themselves time and time again.

Yet there is an underlying intensity to his personality as well, borne out of a demanding and self-imposed work ethic. In 1972, Martin's father, Michael Howard, started a small construction business out of his garage after teaching himself the trade and obtaining his contractor's license. Martin grew up working "in the trades"—surrounded by the business he learned by being hands-on while working side by side with his father on the weekends and after school.

Following his graduation from Whittier College, Martin competed in the United States and Europe as a member of the US National Cycling Team. In 1988, he returned to his roots, continuing with the family business and working in the field seven days a week.

Now, with close to 30 years' experience in the industry, Martin has grown the small, family business his father began into a successful, multi-million-dollar company with over 30 employees. Over the years, he has been involved in many successfully completed commercial, industrial, hospitality, medical, and mixed-use developments. The company's more prominent achievements in construction include the Laemmle Theatres, Centurion Plaza at Fashion Island, and Le Cordon Bleu. In the realm of development management, notable projects consist of The Pike at Rainbow Harbor, City Place in Long Beach, and The District in Tustin.

A Southern California native, Martin is still very much involved in cycling and in the Long Beach community where he, his wife Cynthia, and their three children make their home. He is a founder and active member of BIKEable Communities, a non-profit organization whose mission is to champion bicycling as a viable, safe form of transportation in order to create better places to live, work, and ride. He has also played a major role in the revitalization of a mile-long commercial corridor along Long Beach Boulevard in Bixby Knolls.

Martin still rides six to seven days a week, clocking in 8,000 – 10,000 miles a year on his bike. In addition to cycling, he enjoys golfing, skiing, spending time with Cynthia, and keeping up with their three children.



MICHAL MEKJIAN, JR.

California School of the Arts Director of Board Development & Volunteer Leadership

Exemplis / SitOnIt Office Seating Principal and Co-Founder

Exemplis Corp. is a leading U.S. manufacturer of contract furniture for commercial, healthcare, hospitality and office markets, including its trusted brand and market share leader SitOnIt Seating. The company is headquartered in Cypress, CA and employs approximately 400 people.

Exemplis on-demand business model delivers highly customized, high-quality products quickly and affordably. Managing Automation magazine named SitOnIt Seating to its Progressive 50 list, recognizing Exemplis' on-demand model as a core strategic advantage of the company.

Mr. Mekjian has more than 30 years experience in the durable consumer products and office furniture industries holding senior strategic, general management, operations and marketing positions. Prior to co-founding Exemplis in 1996, Mr. Mekjian served as Vice President Operations for Vogel Peterson, an office furniture subsidiary of Fortune Brands (NYSE), with responsibility for all manufacturing and engineering functions. Mr. Mekjian also formerly held the position of President of Marcy Fitness Products, a leading home fitness equipment manufacturer, and successfully turned this business around following its acquisition by the Escalade Group. Mr. Mekjian also served as Plant Manager for Virco, Inc., a publicly held Southern California based office furniture manufacturer.

Mr. Mekjian attended the University of Southern California, where he graduated with a Bachelor of Arts in Psychology in 1982 and a Master of Business Administration in Marketing and Finance in 1989. As the former Chairman of the Board of Trustees at the Orange County School of the Arts (OCSA), Mr. Mekjian currently serves as the Chairman of the OCSA Foundation Board of Directors. He is also an Orange County Board member for USC's Marshall School of Business, as well as a Board member for Thread for the Cure (a furniture industry Breast Cancer organization).

Mr. Mekjian lives in Las Vegas, Nevada with Maureen, his wife of more than 30 years. His daughter Megan received her BFA from New York University. His son John received his BS from Duke University.



MATTHEW MORRISON

California School of the Arts Foundation Board Honorary Chairman

Actor, Singer, Dancer, and Arts Education Advocate

Matthew James Morrison is an American actor, singer, and dancer.

Born on October 30, 1978, in Fort Ord., California, he was first introduced to the performing arts in 5th grade when he was exposed to children's theater while vacationing at his aunt's in Arizona. It was after this experience that Morrison decided to pursue theater. He went on to audition and attend the Orange County School of the Arts (OCSA), which he still regards as his alma mater.

Being both a talented soccer player and an extremely gifted performer, in his junior year of high school he had to decide which path to follow; thanks to his teacher and mentor Dr. Ralph Opacic (Matt's own "Mr. Schue"), Morrison ultimately resolved to focus his energies on the performing arts.

After graduating from OCSA's Musical Theatre Conservatory in 1997, Morrison attended NYU's Tisch School of the Arts.

His big break came in August 2002 with the original Broadway staging of *Hairspray*, where Matt was cast as Link Larkin. Some of Morrison's other Broadway roles include *South Pacific*, *The Light in the Piazza*, for which he earned a Drama Desk Award and a Tony Award nomination as Best Featured Actor in a Musical, *A Naked Girl On The Appian Way*, *The Rocky Horror Show*, and *Footloose*. In 2007, Morrison took up the role of Duane in the off-Broadway play *10 Million Miles* and gained his second Drama Desk Award nomination.

In addition to Broadway roles, Morrison has been featured in several noteworthy films, including *What to Expect When You're Expecting* and *Underdogs*. He was recently cast as Mattheus in *Tulip Fever*, a film that just finished production and is expected to hit theaters in the near future.

Morrison is best known for his lead role as Will Schuester on Fox's comedy/musical series *Glee*. He received numerous awards/nominations while on *Glee*, including an Emmy Award nomination, a Golden Globe Award nomination, an SAG Award, and a Satellite Award for Best Actor in a Series, Comedy or Musical. *Glee*'s sixth and final season ended in March 2015.

Most recently, Matthew returned to Broadway after a five-year absence, starring as J.M. Barrie in the musical *Finding Neverland*.

On June 27, 2013, Morrison announced his engagement to his girlfriend of two years, model and singer-songwriter Renee Puente. They got married in Maui, HI, on October 18, 2014.

Morrison continues to support the Orange County School of the Arts and all that it stands for. Since graduating in 1997, he has returned to the OCSA campus numerous times to provide master classes for the students or to demonstrate his support. A huge advocate for arts education, he attributes much of his success to the education and encouragement he received from OCSA.

Morrison believes in the school's mission and hopes that its model can be replicated to provide students with the same incredible opportunities he once received.

"The Orange County School of the Arts is a dream come true," says Morrison. "The model that they've made for this school is such a model for success that I don't know why this model isn't being implemented all over the place because it's working here, people are thriving here."

FACILITY AND REAL ESTATE NEEDS

FACILITY AND REAL ESTATE NEEDS

Due to the unique and specialized nature of the school's curriculum and facility needs, the California School of the Arts – San Gabriel Valley will not request any district support relative to facility needs. The school will obtain all necessary academic and arts facilities by adapting pre-existing commercial buildings within the community or by constructing new buildings.

Below is a chart providing the school's proposed facility needs in greater detail. With an estimated enrollment of 1,200 students, CSA-SGV will require approximately 58,000 square feet for classrooms and 33,000 square feet for special purpose space (dance studios, art rooms, administrative offices, etc.). In addition, the school will require at least one suitable performance venue in close proximity to the campus – most likely a rented community theater or local auditorium.

California School of the Arts <i>Proposed Facility Needs</i>			
Program	Estimated Enrollment	Shared Academic Space	Special Purpose Space
		Classrooms x 1,000 sq ft	
Classical & Contemporary Dance	60	0	6,000 sq ft (Dance Studios)
Commercial Dance	120	0	12,000 sq ft (Dance Studios)
Creative Writing	80	4	0 sq ft
Integrated Arts	200	10	0 sq ft
Instrumental Music	240	12	4,000 sq ft (Rehearsal Space)
Production & Design	100	5	2,000 sq ft (Shop)
Theatre	240	20	2,000 sq ft (Black Box Theater)
Visual Arts	200	7	3,000 sq ft (Art Rooms)
Administration			4,000 sq ft (Offices)
TOTAL	1,240 Students	58,000 sq ft (58 Classrooms)	33,000 sq ft

FINANCIAL STRUCTURE

FINANCIAL STRUCTURE

The 3-Year Budget Proforma is based on revenue and expense historical profiles of the Orange County School of the Arts. Initial enrollment at the California School of the Arts – San Gabriel Valley will be approximately 780 students, growing to 1,240 when fully enrolled. Revenue assumptions are based on current LCFF revenues. Parent funding support revenue is based on 10 years of historical data. Budget assumptions are included as back up.

3-YEAR PROFORMA OPERATING BUDGET:

	YEAR 1	Per Student Cost	YEAR 2	Per Student Cost	YEAR 2	Per Student Cost
Enrollment	780		1,020		1,240	
REVENUE:						
State ADA Funding	5,864,976		7,926,165		9,913,800	
Lottery Revenue	106,470		144,203		181,350	
Other State and Federal Revenue	25,000		25,000		25,000	
Parent Funding Contributions	1,913,984		2,588,864		3,239,424	
Miscellaneous	100,000		100,000		100,000	
TOTAL SCHOOL REVENUE	8,010,430		10,784,232		13,459,574	
EXPENSES:						
Total Salaries and Related	4,933,300		6,181,387		7,564,579	
Arts Instructions Supplies	109,200	140	109,200	140	109,200	140
Academic Expenses	101,400	130	101,400	130	101,400	130
General & Administrative	280,800	360	286,416	367	292,144	375
Insurance	70,200	90	71,604	92	73,036	94
Legal	7,800	10	7,956	10	8,115	10
Utilities	257,400	330	262,548	337	267,799	343
Building Maint/Security	374,400	480	381,888	490	389,526	499
Facility Costs	1,000,000		1,250,000		1,250,000	
Technical	39,000	50	39,000	50	39,000	50
Marketing	31,200	40	31,200	40	31,200	40
TOTAL EXPENSES	7,204,700		8,722,599		10,125,999	
EBITDA	805,730		2,061,633		3,333,575	
Capital Expenses	300,000		300,000		300,000	
Management Fee	275,000		350,000		435,000	
NET CHANGE IN ASSETS	230,730		1,411,633		2,598,575	
NET CHANGE IN ASSETS AFTER NEW DEBT	230,730		1,411,633		2,598,575	

REVENUE ASSUMPTIONS:

		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
ENROLLMENT		780	1,020	1,240
		97.50%	97.50%	97.50%
ADA		<u>761</u>	<u>995</u>	<u>1,209</u>
LCFF Average per student		7,712	7,970	8,200
TOTAL APPORTIONMENT		<u>5,864,976</u>	<u>7,926,165</u>	<u>9,913,800</u>
<u>LOTTERY</u>	Per student	140	145	150
	Total	<u>106,470</u>	<u>144,203</u>	<u>181,350</u>
<u>PARENT FUNDING AGREEMENTS</u>				
<u>GRADES 7-8</u>				
ASK		3,800	3,900	4,000 \$100/incr per year
AVERAGE PLEDGE	76.00%	2,888	2,964	3,040
AVERAGE GIVE	80.00%	2,310	2,371	2,432
ENROLLMENT	7-8	320	320	320
	%	41.0%	31.4%	25.8%
PROJECTED GIVE 7-8		<u>739,328</u>	<u>758,784</u>	<u>778,240</u>
<u>GRADES 9-12</u>				
ASK		4,200	4,300	4,400 \$100/incr per year
AVERAGE PLEDGE	76.00%	3,192	3,268	3,344
AVERAGE GIVE	80.00%	2,554	2,614	2,675
ENROLLMENT	9-12	460	700	920
	%	59.0%	68.6%	74.2%
PROJECTED GIVE 9-12		<u>1,174,656</u>	<u>1,830,080</u>	<u>2,461,184</u>
TOTAL PROJECTED PFA GIVE		<u>1,913,984</u>	<u>2,588,864</u>	<u>3,239,424</u>
<u>SB740 Max</u> (\$750/per ADA)		570,375	745,875	906,750

PERSONNEL COSTS:

Year One

ENROLLMENT/Year 1		780										
DESCRIPTION	Students Per Teacher	Hourly Rate	# Positions	Average Pay Rate	Total Salary	6.20%	1.45%	1.20%	10.73%	12.60%	\$15,000	Total
						SS	Medicare	W Comp	STRS	PERS	Medical	
PERSONNEL/CERTIFICATED												
PRINCIPAL			1	150,000	150,000	0	2,175	1,800	16,095	0	15,000	185,070
ASST PRINCIPAL			1	125,000	125,000	0	1,813	1,500	13,413	0	15,000	156,725
ACADEMIC ADVISORS			2	92,000	184,000	0	2,668	2,208	19,743	0	30,000	238,619
ACADEMIC TEACHERS	30		26	72,000	1,872,000	0	27,144	22,464	200,866	0	390,000	2,512,474
ARTS DIRECTORS			8	68,000	544,000	0	7,888	6,528	58,371	0	120,000	736,787
ARTS INSTRUCTORS 7-8	20	\$50	16	9,750	156,000	9,672	2,262	1,872	0	0	0	169,806
ARTS INSTRUCTORS 9-12	20	\$50	23	16,250	373,750	23,173	5,419	4,485	0	0	0	406,827
PERSONNEL CLASSIFIED												
OFFICE MANAGER			1	60,000	60,000	3,720	870	720	0	7,560	15,000	87,870
COUNSELING ADMIN			1	60,000	60,000	3,720	870	720	0	7,560	15,000	87,870
ADMISSIONS/SUPPORT			1	45,000	45,000	2,790	653	540	0	5,670	15,000	69,653
IT TECH			1	100,000	100,000	6,200	1,450	1,200	0	12,600	15,000	136,450
MAINTENANCE			2	50,000	100,000	6,200	1,450	1,200	0	6,300	30,000	145,150
TOTAL PAYROLL AND RELATED COSTS					3,769,750	55,475	54,661	45,237	308,488	39,690	660,000	4,933,300

Year Two

ENROLLMENT/Year 2		1,020										
DESCRIPTION	Students Per Teacher	Hourly Rate	# Positions	Average Pay Rate	Total Salary	6.20%	1.45%	1.20%	12.58%	15.00%	\$15,750	Total
						SS	Medicare	W Comp	STRS	PERS	Medical	
PERSONNEL/CERTIFICATED												
PRINCIPAL			1	154,500	154,500	0	2,240	1,854	19,436	0	15,750	193,780
ASST PRINCIPAL			1	128,750	128,750	0	1,867	1,545	16,197	0	15,750	164,109
ACADEMIC ADVISORS			2	94,760	189,520	0	2,748	2,274	23,842	0	31,500	249,884
ACADEMIC TEACHERS	30		34	74,160	2,521,440	0	36,561	30,257	317,197	0	535,500	3,440,955
ARTS DIRECTORS			8	70,040	560,320	0	8,125	6,724	70,488	0	126,000	771,657
ARTS INSTRUCTORS 7-8	20	\$52	16	9,994	159,900	9,914	2,319	1,919	0	0	0	174,051
ARTS INSTRUCTORS 9-12	20	\$52	35	16,656	582,969	36,144	8,453	6,996	0	0	0	634,561
PERSONNEL CLASSIFIED												
OFFICE MANAGER			1	61,800	61,800	3,832	896	742	0	9,270	15,750	92,289
COUNSELING ADMIN			1	61,800	61,800	3,832	896	742	0	9,270	15,750	92,289
ADMISSIONS/SUPPORT			1	46,350	46,350	2,874	672	556	0	6,953	15,750	73,154
IT TECH			1	103,000	103,000	6,386	1,494	1,236	0	15,450	15,750	143,316
MAINTENANCE			2	51,500	103,000	6,386	1,494	1,236	0	7,725	31,500	151,341
TOTAL PAYROLL AND RELATED COSTS					4,673,349	69,367	67,764	56,080	447,160	48,668	819,000	6,181,387

Year Three

ENROLLMENT/Year 3		1,240										
						6.20%	1.45%	1.20%	14.43%	16.60%	\$16,538	
DESCRIPTION	Students Per Teacher	Hourly Rate	# Positions	Average Pay Rate	Total Salary	SS	Medicare	W Comp	STRS	PERS	Medical	Total
PERSONNEL/CERTIFICATED				3%								
PRINCIPAL			1	159,135	159,135	0	2,307	1,910	22,963	0	16,538	202,853
ASST PRINCIPAL			1	132,613	132,613	0	1,923	1,591	19,136	0	16,538	171,800
ACADEMIC ADVISORS			3	97,603	292,808	0	4,246	3,514	42,252	0	49,613	392,433
ACADEMIC TEACHERS	30		41.33	76,395	3,157,238	0	45,780	37,887	455,590	0	693,550	4,380,045
ARTS DIRECTORS			9	72,141	577,130	0	8,368	6,926	83,280	0	132,300	808,003
ARTS INSTRUCTORS 7-8	20	\$52	20	8,195	163,898	10,162	2,377	1,967	0	0	0	178,402
ARTS INSTRUCTORS 9-12	20	\$52	46	17,073	785,342	48,691	11,387	9,424	0	0	0	854,845
SEE WORKSHEET												
SEE WORKSHEET												
PERSONNEL CLASSIFIED												
OFFICE MANAGER			1	63,654	63,654	3,947	923	764	0	10,567	16,538	96,391
COUNSELING ADMIN			1	63,654	63,654	3,947	923	764	0	10,567	16,538	96,391
ADMISSIONS/SUPPORT			1	47,741	47,741	2,960	692	573	0	7,925	16,538	76,428
IT TECH			1	106,090	106,090	6,578	1,538	1,273	0	17,611	16,538	149,627
MAINTENANCE			2	53,045	106,090	6,578	1,538	1,273	0	8,905	33,075	157,359
TOTAL PAYROLL AND RELATED COSTS					5,655,392	82,861	82,003	67,865	623,221	55,474	997,763	7,564,579

ARTS INSTRUCTORS WORKSHEET:

		<u>Year 1</u>		<u>Year 2</u>		<u>Year 3</u>	
<u>ARTS INSTRUCTORS: 7-8</u>							
Enrollment		320		320		320	
Student ratio/per teacher		20		20		20	
# teachers		16		16.0		16.0	
Teaching hours per day/per teacher		1.5		1.5		1.5	
Total teaching hours per day		24		24.0		24.0	
Average hourly rate/Per day instructor cost	\$50	\$1,200	\$51	\$1,230	\$53	\$1,261	
Instruction days/Annual instructor cost	130	\$156,000		159,900		163,898	
PR related costs:							
Social Security	6.20%	\$9,672		\$9,914		\$10,162	Assume no instructors qualify for STRS
Medicare	1.45%	\$2,262		\$2,319		\$2,377	
W Comp	1.20%	\$1,872		\$1,919		\$1,967	
TOTAL ARTS INSTRUCTOR COSTS 9-12		\$169,806		\$174,051		\$178,402	
<u>ARTS INSTRUCTORS: 9-12</u>							
Enrollment		460		700		920	
Student ratio/per teacher		20		20		20	
# teachers		23		35.0		46.0	
Teaching hours per day/per teacher		2.5		2.5		2.5	
Total teaching hours per day		57.5		87.5		115.0	
Average hourly rate/Per day instructor cost	\$50	\$2,875	\$51	\$4,484	\$53	\$6,041	
Instruction days/Annual instructor cost	130	\$373,750		582,969		785,342	
PR related costs:							
Social Security	6.20%	\$23,173		\$36,144		\$48,691	Assume no instructors qualify for STRS
Medicare	1.45%	\$5,419		\$8,453		\$11,387	
W Comp	1.20%	\$4,485		\$6,996		\$9,424	
TOTAL ARTS INSTRUCTOR COSTS 9-12		\$406,827		\$634,561		\$854,845	

ARTS INSTRUCTORS WORKSHEET:

YEAR 1 9 10 11 12 TOTAL

CCD	15	15			30
CMD	25	25			50
CV	0	0			0
CW*	25	25	10		60
IA*	55	55	25		135
IM	40	40	20		100
MT/ACT	50	50	25		125
PD*	20	20			40
VA	20	20	20		60
	250	250	100	0	600

YEAR 2 9 10 11 12 TOTAL

CCD	15	15	15		45
CMD	25	25	25		75
CV	0	0	0		0
CW*	25	25	25	10	85
IA*	55	55	55	25	190
IM	40	40	40	20	140
MT/ACT	50	50	50	25	175
PD*	20	20	20		60
VA/DM	20	20	20	20	80
	250	250	250	100	850

YEAR 3 9 10 11 12 TOTAL

CCD	15	15	15	15	60
CMD	25	25	25	25	100
CV	0	0	0	0	0
CW*	25	25	25	25	100
IA*	55	55	55	55	220
IM	40	40	40	40	160
MT/ACT	50	50	50	50	200
PD*	20	20	20	20	80
VA/DM	20	20	20	20	80
	250	250	250	250	1000

APPENDICES

ORANGE COUNTY SCHOOL OF THE ARTS OVERVIEW

Summary: The mission of the Orange County School of the Arts (OCSA) is to provide a creative, challenging, and nurturing environment that offers bright and talented students unparalleled preparation for higher education and a profession in the arts. Founded in 1987 and led by visionary Founder and Executive Director Dr. Ralph Opacic, the Orange County School of the Arts has grown over 28 years from a small after-school arts program to become a fulltime, innovative public charter arts school which embraces and encourages artistic creativity and academic excellence. OCSA was one of the first public arts schools founded in California, and is currently the only fulltime, comprehensive public charter arts high school in Orange County. The school currently serves nearly 2,000 students in grades 7-12. OCSA offers students the opportunity to focus on one of five arts schools of study: School of Applied Arts, School of Fine & Media Arts, School of Dance, School of Music, and School of Theatre.

Location: Situated in a redevelopment district in the heart of Santa Ana, California, OCSA is celebrating its fifteenth anniversary on this distinctive urban campus. In 2000, OCSA was invited by Santa Ana city officials to move from trailers on the campus of Los Alamitos High School and open its own unique charter school campus, under the sponsorship of Santa Ana Unified School District. OCSA secured and renovated a variety of commercial spaces, including a former bank building, office building, furniture store and church, for use as a school. Over the past 15 years, OCSA has continued to acquire neighborhood properties for the school and has helped transform a deteriorating midtown area into a creative and vibrant community.

Capital Campaign: The school has successfully raised \$12 million towards the \$16 million needed to build a new 60,000 square foot instructional facility that will include a Music Center, Dance Center, and state-of-the-art Science Center. Additional information can be found at www.ocsamasterpiece.net.

Academics: OCSA provides a rigorous college preparatory curriculum aligned to the California State Standards. Students attend approximately five hours of academic classes in addition to three hours of daily arts instruction. The school has one of the highest API scores in Orange County (914), and is ranked as one of the top three public high schools in Orange County and in the top 3% in the state of California. OCSA has a 100% graduation rate, and our graduates continue to be recruited by the nation's top universities and arts conservatory programs. The school is accredited by the Western Association of Schools and Colleges (WASC).

Arts Training: OCSA offers pre-professional training in fourteen arts conservatories, including Acting, Classical & Contemporary Dance, Classical Voice, Commercial Dance, Creative Writing, Culinary Arts & Hospitality, Digital Media, Film & Television, Instrumental Music, Integrated Arts, International Dance, Musical Theatre, Production & Design, and Visual Arts. The conservatory learning experiences include daily classes taught by highly-trained, fulltime faculty and working professional artists. OCSA also brings in renowned guest artists, university faculty, and industry leaders who share their expertise through residencies, master classes, demonstrations, lectures, and performances. In addition, OCSA students participate in more than 120 performances, presentations and exhibitions each school year. These opportunities are invaluable for the artistic training of our students, and include dance and music concerts, plays, readings, film festivals, gallery shows, musicals and recitals, held on and off campus.

Students also participate in many off-site field trips and tours to renowned arts venues to see professional productions and exhibitions, as well as compete in regional and national arts festivals.

OCSA Students: The school currently serves nearly 2,000 culturally diverse and gifted students in grades 7-12 from 120 cities and five counties throughout Southern California. The diversity of our student population is reflective of our service area: 47% Caucasian and 53% ethnic minorities. Nearly 200 OCSA students participate in the Free and Reduced Lunch program, and 14% come from our home city of Santa Ana. Nearly 200 of our students travel to school on the Metro Link commuter train daily from great distances, and many families specifically move to the area to enroll their children in the school.

Audition Process: The OCSA audition selection process exists to attract and accept the most talented student artists, while not creating an elitist environment. Students with a passionate interest in the arts and a strong academic background are encouraged to apply. As the school is a tuition-free, donation-dependent, public charter school, NO student is admitted or denied based on family financial capacity. Acceptance to OCSA is based on a review of the student's application, his/her academic records, and a juried audition or portfolio review. The process is very competitive; only about 10% of the students who apply are accepted due to instructional space limitations and more importantly, the enforcement of a small teacher/student ratio in both the academic and arts classes.

OCSA Faculty: Our dedicated teachers truly nurture and develop the individual talents of each student. The academic staff is fully credentialed, and the majority of the 200 arts and academic teachers hold advanced degrees. They are dedicated and supportive professionals, many of whom are working artists, who help students develop the skills necessary for higher education or a profession in the arts. Dozens of OCSA faculty members have been with the school for ten to twenty years, and several arts conservatory teachers have worked with Dr. Opacic since the beginning of OCSA. OCSA students have had the opportunity to work in residency and have master classes with some of the most well-known guest artists and teachers in the country, including dancer/choreographer Debbie Allen, director and filmmaker Francis Ford Coppola, actor Matthew Morrison, actress Krysta Rodriguez, dancer/choreographer Jodie Gates, composer/conductor Marvin Hamlisch, pianist Lang Lang, cellist Yo-Yo Ma, actress Bebe Neuwirth, actress/producer Cathy Rigby, and many more.

Organizational Leadership: The Orange County School of the Arts was founded in 1987 by a 27-year-old visionary with a big dream. This visionary was Ralph Opacic, and his dream was to take young students passionate about the arts and put them together with professional working artists in a world-class art school that offered a pathway to college and a career in the arts. As with most early dreams, Dr. Opacic had little to work with, but he did have a powerful vision, great optimism, and a passion to communicate his aspiration to anyone who would listen. Soon his dream of an arts school became a reality, and OCSA opened its doors to talented student artists across Southern California. Dr. Opacic has been personally honored with the Artistic Visionary Cultural Legacy Award from Arts Orange County for his continued efforts in supporting arts education, as well as the Outstanding Founder Award from National Philanthropy Day/Association of Fundraising Professionals and the Excellence in Entrepreneurship Award from the Orange County Business Journal. After 28 years, Dr. Opacic's work continues to impact the lives of thousands of talented young artist scholars, and his vision receives strong support from the philanthropic, educational and artistic community.

The School maintains three fundraising branches, each a separate nonprofit organization:

1. The OCSA Foundation, which raises private funds through Board and support group dues, special events, community classes, individual contributions, and corporate and foundation grants
2. The OCSA School, which raises private funds through donations from parents to support arts and academic programs, and manages the state budget allocations to the school
3. The OCSA Legacy Fund, which raises private funds for capital property development.

OCSA Foundation: The OCSA Foundation is a 501(c)(3) organization responsible for leading annual fund and capital fundraising efforts, as well as providing marketing resources, leading strategic planning efforts, creating major student performance opportunities, and implementing community outreach programs. The Foundation is governed by a volunteer board comprised of 35 prominent community members who provide expertise in many areas. Members make a financial pledge and commit to working with staff as community ambassadors. They also agree to help identify prospects, cultivate and steward donors, and support fundraising events. Many members also provide in-kind contributions of services and equipment, and offer internships in their businesses. While many Foundation Board members originally become involved while their children are students at OCSA, their belief in the mission of the school is so strong they often stay on well after their children graduate.

The Foundation Board is assisted by an Advisory Board, comprised of community philanthropists and cultural and educational leaders from major arts and education institutions in the Southern California area. The Community Partners Advisory Board members are committed to serving as ambassadors to the philanthropic community and to sponsoring a Gala table each year, and the Strategic Partners Advisory Board members are committed to providing artists and faculty for master classes and residencies, as well as discounted and free tickets to performances and exhibitions. The Strategic Partners Advisory Board includes the leaders of the Segerstrom Center for the Arts, the USC Thornton School of Music, South Coast Repertory, Pacific Symphony, Chapman University, the Orange County Museum of Art, and many others.

The OCSA School Board of Trustees focuses on learning and achievement, and the members set policies, as well as oversee the personnel, students, curriculum, public finances and operations of the charter school itself. Two Board of Trustee members are appointed by the Santa Ana Unified School District, and three are appointed by OCSA's Foundation Board of Directors. The School Board of Trustees does not have a private fundraising role.

Financial Structure: The school year is based on a \$21 million annual operating budget. Academic instruction is funded by the State of California from an ADA (average daily attendance) allocation. As a public charter school, OCSA is tuition free but donation dependent—we rely on the generosity of the private sector to fund the additional \$8 million annual cost of our arts conservatories, scholarship and community programs, as well as the additional costs of equipment, facility maintenance and capital property acquisition. These private funds are raised through the School's nonprofit and through the OCSA Foundation nonprofit. Throughout the past 28 years, OCSA has proved itself to be a sustainable organization, receiving recurring support from a stable and diverse funding base: donors who are invested in the school's future growth.

Serving the Community: OCSA serves the local community by offering accessible performance opportunities, as well as arts and academic classes, during non-school hours. These arts enrichment programs include: *Camp OCSA*, a ten-week, after-school series of beginning level arts training workshops led by senior OCSA students and available free of charge to nearly 500 disadvantaged Santa Ana children in grades 4-6; the *Gluck Community Service Arts Fellowship Program*, which supplies free artistic performances and activities presented by OCSA students to over 50,000 underserved children and adults in non-traditional venues; and *California Arts Center*, which provides low-cost community arts classes to hundreds of children and adults at all ability levels, taught by OCSA faculty on weekends and during summer break. These programs offer local community members with little accessibility to the arts an opportunity to explore enriching experiences that help remove boundaries, broaden horizons, and instill a lifelong passion for the arts. The school plans to expand upon these programs, most specifically the *California Arts Center* enrichment classes, after the new instructional facility opens in August 2015.

Awards and Recognition: OCSA has received honors and recognition for innovation and excellence in both arts and academic education. The school was named one of the top ten charter schools in California by the University of Southern California, a California Distinguished School three times, a National Blue Ribbon School, and has received recognition as a model arts education program by the Kennedy Center, the National Endowment for the Arts and the US Department of Education. OCSA was recently named by *Newsweek Magazine* as one of the top high schools in America (#48 in the country, #13 in the western United States, and #6 in California).

Alumni: This innovative public charter school has launched the careers of some of today's most successful artists, academicians and entrepreneurs. Successful alumni have gone on to perform on Broadway and study at the nation's top universities and arts conservatory programs, including Harvard, Yale, New York University and The Juilliard School. OCSA's graduates include Matthew Morrison, the Tony, Emmy and Golden Globe Award-nominated actor, recording artist, former lead on the TV series "Glee" and currently starring on Broadway in Harvey Weinstein's "Finding Neverland"; Brett Egan, the Director of the DeVos Institute of Arts Management; Krysta Rodriguez, who starred with Nathan Lane in the Broadway production of the "Addams Family Musical," had a major role in Season Two of the TV program "Smash," and starred on Broadway in "First Date"; Lindsay Mendez, who assumed the role of Elphaba in the Broadway production of "Wicked"; Sean Lee, a teaching assistant to violinist Itzhak Perlman at the Juilliard School; Erik Altemus, who starred in the Broadway production of "Pippin"; Susan Egan, the original Belle in the Broadway production of "Beauty and the Beast"; Stephanie Block, who was nominated for a Best Actress Tony Award for her role Broadway's "The Mystery of Edwin Drood"; Greg Parkin, the VP of the Studios and Mastering Departments of Capitol Records in Hollywood; Kristin Gilmore, a Foreign Services Officer with the US Department of State; Pedro Pascal, who starred in the HBO hit series "Game of Thrones"; and so many more.

Conclusion: OCSA has now affected tens of thousands of students from five counties across Southern California with its pioneering education programs and unparalleled learning environment. The equal commitment to excellence in both academic and artistic achievement has created an institution that attracts students and parents with aspirations and goals in both areas. OCSA strives to both preserve and improve upon the hallmarks that define the campus and its exceptional programs – the very best faculty, low student/teacher ratios, a talented and diverse student body, a rigorous and innovative curriculum, quality facilities, effective communication, a nurturing school culture, and the finest resources available. With the support of the community, we are creating an amazing program that will ultimately grow to serve 2,200 deserving student artists, shaping the lives of the next generation of world-class artists and scholars and leaving a lasting impact on arts education for years to come.

FOUNDATION BOARD OF DIRECTORS MEMBER PROFILES

ORANGE COUNTY SCHOOL OF THE ARTS

OFFICERS:

Michal L. Mekjian, Jr.- *Chairman*; Principal and Co-Founder, Exemplis

Ralph S. Opacic, Ed.D.- *President and Executive Director*; Orange County School of the Arts

Sally W. Andreatta- *Secretary*; Vice Chair, Special Events; Executive Director, Paradise Foundation; Training Administrator, Community Action Partnership of Orange County

Kevin M. Tiber- *Treasurer & Vice Chair, Finance*; Senior Vice President/COO, Farmers & Merchants Trust Company

EXECUTIVE COMMITTEE:

Bradley H. Ellis, J.D.- *Vice Chair, Strategic Planning*; *Partner*, Sidley Austin Brown & Wood, LLP

Kevin Rosenberg- *Vice Chair, Human Capital*; Managing Partner, BridgeGate, LLC

Maria Newkirk Fong, J.D.- *Chair, Board of Trustees*; President, Newkirk Enterprises

Russell R. Stern- *Vice Chair, Board Development*; *Immediate Past Chairman*; Chief Executive Officer, Solarflare Communications

Scott R. Woolsey- *Vice Chair, Marketing*; Director, Outbound Marketing, Solarflare Communications

MEMBERS:

Andrew Blount- President & CEO of Blue Cielo Capital Management; Mayor, City of Laguna Hills

Deborah Bridges- Community Leader

Missy Pace Callero- Community Leader

Bruce E. Chapman- Financial Consultant

Matthew K. Conover- Vice President, Creative Entertainment and Show Production, Walt Disney Parks & Resorts

Gary B. Conrad- President, Howard Building Corporation

Scott Emigh- *Co-Vice Chair*, Technology; Director, Enterprise Sales, Microsoft

Vince Foley- Southern California Regional Manager, Corinthian Title Company

Douglas F. Garn- *Co-Vice Chair, Capital Campaign*; Consultant; former CEO and President, Quest Software

John Gates- *Vice Chair, Property Development*; President and CEO, Triumph Companies, Inc.

Kenneth B. Gerenraich, D.P.M.- Executive Consultant, Satori World Medical

Martin Howard- CEO/President, Howard CDM

Tim Kashani- CEO, IT Mentors; CEO, Apples and Oranges Productions; Broadway Producer

Frank Kavanaugh- Managing Director, Fort Ashford Funds, LLC

Eoin L. Kreditor, J.D.- Partner, Fitzgerald, Yap & Kreditor, LLP

Jerry E. Mandel, Ph.D.- *Co-Vice Chair, Capital Campaign*; Retired President, Orange County Performing Arts Center

Alfredo Molina- Chairman, The Molina Group; Owner, Molina Fine Jewelry and Black, Starr & Frost

Sebastian Paul Musco- Chairman, Gemini Industries

Karen Child Ogden, MA, MFT- Marriage and Family Therapist; Smith Ogden Innovative Human Resources

Harriet Sandhu- Community Leader

Stuart B. Wolfe- Co-Founder, Wolfe & Wyman LLP

ADVISORY BOARD MEMBER PROFILES ORANGE COUNTY SCHOOL OF THE ARTS

Paul F. Folino, Chairman; Executive Chairman, Emulex Corporation

COMMUNITY PARTNERS:

Raj Bhathal- CEO, Raj Manufacturing

Patrick Dirk- Chairman and CEO, The Troy Group

Kris Elftmann- President, Noelle Marketing Group

Robert J. Follman- President and CEO, R.A. Industries

Martin Hubbard- Community Leader

Jerry E. Mandel, Ph.D.- Retired President, Orange County Performing Arts Center

Sebastian Paul Musco- Chairman, Gemini Industries

Rick J. Muth- President, ORCO Block

Susan Samueli, Ph.D.- Executive Director, The Samueli Foundation

Ted Smith- Founder & Retired Chairman, File Net Corporation; Chairman & CEO, Mind Research Institute

Lewis Webb- Community Leader

STRATEGIC PARTNERS:

Robert Bassett- Dean, Dodge College of Film and Media Arts, Chapman University

Dianne Cheney- Executive Director, Cerritos Center for the Performing Arts

Robert A. Cutietta, Ed.D.- Dean, Thornton School of Music, University of Southern California

Terrence W. Dwyer- President, Segerstrom Center for the Arts

David Emmes, Ph.D.- Emeritus Producing Artistic Director, South Coast Repertory

Peter C. Keller, Ph.D.- President, Bowers Museum of Cultural Art

Kelly Ruggirello- Executive Director, Long Beach Symphony

Carl St.Clair- Music Director, Pacific Symphony

Richard Stein- Executive Director, Arts Orange County

Dean of Student Services

Becca Freeland

Dean of Instruction

Sally Lopez

Dean of Facilities and Operations

William Wallace, Ed. D.

Dean of Arts Conservatories

Teren Shaffer

Director, Special Services

Kare McCann

School Counselors

Vanessa Musso

Mindy Shiroma

Ashley Talbert

Rebecca Vance-Freeland

Learning Specialist

Nicole Read

ACCREDITATION

Western Association of Schools and Colleges

Recognitions

- One of top three public high schools in Orange County (*Orange County Register*) 2014
- California Distinguished School 2005, 2009, 2013
- Blue Ribbon School 1998, 2006
- America's Best High Schools (*Newsweek*) 2009, 2010, 2013, 2014
- Best High Schools in America (*US News & World Report*) 2008, 2009, 2010, 2011, 2012, 2013
- Exemplary School – Arts School Network 2010-2011, 2013-2015

MEMBERSHIPS

- WASC
- International NETWORK of Schools for the Advancement of Arts Education

FACULTY

- Academic faculty - fully credentialed NCLB Compliant
- Majority of the 200 arts and academic teachers hold advanced degrees
- Guest artists and industry leaders share their expertise and creativity with students through lectures, presentations and hands-on-training.

TUITION

OCSA is tuition free, donation dependent. No student is admitted or denied based on financial capacity.

SCHOOL PROFILE

2015-2016

The Orange County School of the Arts (OCSA), a public charter school located in the heart of Santa Ana, California, provides a six year comprehensive academic and conservatory arts program to students in grades 7 through 12. Established in 1987, OCSA is one of the premier arts schools in the nation where aspiring young artists have the opportunity to refine their skills and flourish in one of twelve pre-professional arts conservatories.

OCSA serves a culturally diverse student body of more than 2,108 students from 100 cities throughout Southern California. Based on the belief that creative artistry is fueled by intellectual insight, the Orange County School of the Arts provides a rigorous college preparatory academic program that produces high achieving, motivated scholars. Students attend five hours of rigorous academic classes in addition to three hours of daily arts instruction. Acceptance to the Orange County School of the Arts is based on an audition and a minimum academic 2.0 GPA.

ENROLLMENT

2108 students (grades 7 through 12)
Male: 640
Female: 1468
Seniors: 352
Juniors: 373
Sophomores: 442
Freshmen: 425
8th Grade: 271
7th Grade: 245

ETHNICITY

Hispanic: 24%
Non-Hispanic: 76%

DEMOGRAPHICS

American Indian: 4.3%
Asian-American: 23%
Pacific Islander: 1%
Filipino: 5.1%
African American: 2.7%
White: 63.9%

CURRICULUM

- The Academic program is organized on an alternating block schedule. Students take three 90-95 minute block classes daily. Each block class meets every other day.
- The Art Conservatory program consists of two 80-minute blocks, four days a week. Middle school students attend one block each day while high school students attend two blocks. These pre-professional arts courses vary in content, day and block based on the conservatory.

HIGH SCHOOL GRADUATION REQUIREMENTS

Course	Length	Credits
Literature & Composition	8 Semesters	40
Mathematics (Integrated I and Integrated II)	4 Semesters	20
Life Science	2 Semesters	10
Physical Science	2 Semesters	10
Health	1 Semester	5
SOAR (Required for freshmen only)	1 Semester	5
World History	2 Semesters	10
US History	2 Semesters	10
Government	1 Semester	5
Economics	1 Semester	5
World Language	4 Semesters	20
Fine Arts	2 Semesters	10
Physical Education	4 Semesters	20
Required Course Credits		170
Electives		70
Total Credits Required to Graduate:		240

Thirty-two credits of conservatory courses are required each year of all 9th through 12th grade students from one of the following audition based conservatories: Acting, Classical Voice, Classical/Contemporary Dance, Commercial Dance, Creative Writing, Culinary Arts & Hospitality, Digital Media, Film and Television, Instrumental Music, Integrated Arts, International Dance, Musical Theatre, Production and Design, or Visual Arts.

TESTING INFORMATION

SAT Reasoning Test - Mean Scores

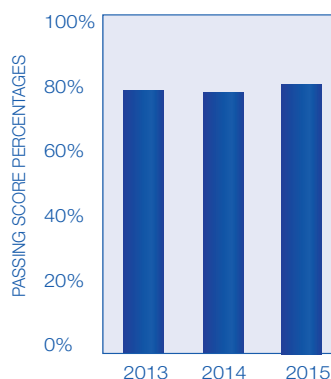
Class of 2015 # of students taking exam	OCSA 168	2015 State SAT Data 234, 767
Critical Reading	588	495
Math	574	511
Writing	588	484

ACT Test – Mean Scores

Class of 2015 # of students taking exam	OCSA 197	2015 State ACT Data 121, 815
<i>Composite Score</i>	26.2	22.5
English	27.7	22.1
Math	24.8	22.7
Reading	27.1	22.6
Science	24.9	22.0

Advanced Placement Exams

- May 2015, 574 students took AP exams
- A total of 1,028 exams were taken in 16 AP subjects
- 81% of the AP exams received passing scores
- May 2014, 590 students took AP exams
- A total of 1,070 exams were taken in 16 AP subjects
- 78% of the AP exams received passing scores
- May 2013, 486 students took AP exams
- A total of 769 exams were taken in 16 AP subjects
- 79% of the AP exams received passing scores



STUDENT ACHIEVEMENT

National Merit Scholarship Awards	Class of 2012	Class of 2013	Class of 2014	Class of 2015
National Merit Finalist	1	2		
National Merit Semi-Finalists	1	2		2
National Merit Commended Scholars	11	11	10	10
National Hispanic Recognition Scholars	5			4

Advanced Placement Awards	2012	2013	2014	2015
National Honors	4	4	9	5
Scholar with Distinction	45	42	69	71
Scholar with Honors	29	30	40	45
Scholar	35	61	89	88

2015 API – 914
2015 County Rank – 4
2015 State Rank – Top 8%

Grade and GPA Scale

OCSA utilizes a four-point scale to calculate students' grade point averages, but does not rank students by GPA.

Grade Scale: A = 4.0 B = 3.0
 C = 2.0 D = 1.0

Advanced Placement/Honors courses (+) are weighted with an additional value of 1 point for each course semester.

Class Rank: Per school policy, students are NOT RANKED.

Average Cumulative Academic GPA: 3.3

Advanced Placement Classes

AP Art History
 AP Biology
 AP Calculus AB
 AP Calculus BC
 AP Chemistry
 AP Economics
 AP Environmental Science
 AP French
 AP Government
 AP Language and Composition
 AP Literature and Composition
 AP Music Theory
 AP Physics 1
 AP Psychology
 AP Spanish
 AP Statistics
 AP U.S. History
 AP World History

Honors Classes

Literature and Composition I Honors
 Literature and Composition II Honors
 Pre-Calculus (+)
 IMP IV (+)
 Biology Honors
 Chemistry Honors
 Spanish IV Honors (+)
 French IV Honors (+)

Extra Curricular Opportunities

- Student Body Leadership
- National Honor Society
- California Scholarship Federation
- Camp OCSA Counselor
- Over 100 student-led clubs and organizations

*Information provided by the Academic
 and Student Services offices.
 Updated 9/8/2015*

COLLEGE PREPARATORY (CP) COURSE OFFERINGS BY SUBJECT AREA

We offer 8 year-long Honors Courses and 18 Advanced Placement courses. Courses indicated with an asterisk * receive an extra point in the grade point average calculation.

English

- ☐ Literature and Composition I
- ☐ Literature and Composition IH
- ☐ Literature and Composition II
- ☐ Literature and Composition IIH
- ☐ Literature and Composition III
- ☐ *AP English Language
- ☐ *AP English Literature and Composition
- ☐ 19th Century Literature
- ☐ Film, Literature and Composition
- ☐ Modern Plays/Media Analysis
- ☐ Mythology and Folklore/Composition
- ☐ Popular Culture and Literature
- ☐ Science Fiction/Composition
- ☐ Shakespeare/Composition

Science

- ☐ Anatomy
- ☐ *AP Biology
- ☐ *AP Chemistry
- ☐ *AP Environmental Science
- ☐ *AP Physics 1
- ☐ Biology
- ☐ Biology Honors
- ☐ Chemistry
- ☐ Chemistry Honors
- ☐ Environmental Science
- ☐ Food and Nutrition Science
- ☐ Physics
- ☐ Zoology

Mathematics

- ☐ Algebra II
- ☐ Algebra II/Trigonometry
- ☐ *AP Calculus AB
- ☐ *AP Calculus BC
- ☐ *AP Statistics
- ☐ Functions, Statistics, and Trigonometry (FST)
- ☐ Integrated Math I
- ☐ Integrated Math II
- ☐ Integrated Math Program (IMP) II
- ☐ Integrated Math Program (IMP) III
- ☐ *Integrated Math Program (IMP) IV
- ☐ *Pre-Calculus
- ☐ Statistics

Social Science

- ☐ *AP Government and Politics
- ☐ United States
- ☐ *AP Macro Economics
- ☐ *AP United States History
- ☐ *AP World History
- ☐ Economics
- ☐ Government
- ☐ U.S. History
- ☐ World History

World Languages

- ☐ *AP French Language and Culture
- ☐ *AP Spanish Language and Culture
- ☐ French I
- ☐ French II
- ☐ French III
- ☐ French IV
- ☐ *French IVH
- ☐ Spanish for Native Speakers A
- ☐ Spanish for Native Speakers B
- ☐ Spanish I
- ☐ Spanish II
- ☐ Spanish III
- ☐ Spanish IV
- ☐ Spanish IVH
- ☐ Spanish V-Hispanic Literature and Culture

Visual and Performing Arts

- ☐ 3-D Design
- ☐ Acting Technique
- ☐ Advanced Painting
- ☐ Animation
- ☐ *AP Art History
- ☐ *AP Music Theory
- ☐ Art History
- ☐ Ballet Dance
- ☐ Ballet Technique
- ☐ Ballroom Dance
- ☐ Brass Ensemble
- ☐ Ceramics
- ☐ Chamber Orchestra
- ☐ Choreography
- ☐ Clarinet Ensemble
- ☐ Commercial Music Theory
- ☐ Conducting

- ☐ Dance Conditioning
- ☐ Dance History
- ☐ Directing
- ☐ Drawing
- ☐ Elements of Music Theory
- ☐ Fashion and Costume Design
- ☐ Flute Masterclass
- ☐ Folklorico Repertory
- ☐ Graphic Design
- ☐ Illustration
- ☐ Improvisation
- ☐ Jazz Combos
- ☐ Jazz Dance
- ☐ Jazz Orchestra
- ☐ Jewelry
- ☐ Landscape Painting
- ☐ Modern Dance Technique
- ☐ Music History
- ☐ Music Theory
- ☐ Painting
- ☐ Percussion Ensemble
- ☐ Photography
- ☐ Piano
- ☐ Piano Masterclass
- ☐ Playreading and Analysis
- ☐ Saxophone Ensemble
- ☐ String Orchestra
- ☐ Strings Chamber Music
- ☐ Tap Dance
- ☐ Theatre History
- ☐ Vocal Ensemble
- ☐ Voice
- ☐ Watercolor
- ☐ Wood Ensemble
- ☐ Woodwind Quintet

Electives

- ☐ CW Core Short Story
- ☐ Journalism
- ☐ Philosophy
- ☐ *AP Psychology
- ☐ Screenwriting
- ☐ Senior Project

Thirty-two credits of conservatory courses are required each year of all 9th through 12th grade students from one of the following audition-based conservatories:

SCHOOL	CONSERVATORY	STUDENTS ENROLLED
School of Applied Arts	Culinary Arts & Hospitality	103
School of Dance	Classical/Contemporary Dance Commercial Dance International Dance <i>Ballet Folklorico Program</i> <i>Ballroom Program</i>	61 120 108 70 38
School of Fine & Media Arts	Creative Writing Digital Media Film and Television Integrated Arts Visual Arts	145 60 79 240 188
School of Music	Classical Voice Instrumental Music <i>Commercial Music Program</i> <i>Frederick Fennel Wind Studies Program</i> <i>Garn Family Jazz Studies Program</i> <i>Guitar Program</i> <i>Pianist Program</i> <i>Strings & Orchestra Program</i>	92 344 49 58 38 62 44 93
School of Theatre	Acting Musical Theatre Production and Design	206 235 123

MATRICULATION

Ninety-nine percent of the Class of 2015 was accepted into institutions of higher education. For the graduating class, 77% are attending a four-year college program, 21% are attending a two-year college or conservatory program, and 2% of the seniors are going directly into the workplace or take a gap year.

College/University Acceptances: OCSA students apply to and enroll at schools that reflect each student's individual interests and strengths. The following post-secondary campus acceptances and matriculation (in parenthesis) data was reported by the class of 2015

Academy of Art University	4 (1)	DePauw University	1	Oregon State University	3 (1)	Los Angeles	30 (13)
Allegheny College	1	Design Institute of San Diego	1	Otis College of Art and Design	1 (1)	Merced	1
AMDA-College and Cons. of the Perf. Arts	3	Dickinson College	1	Pace University, NYC	21 (3)	Riverside	14 (3)
American Academy of the Dramatic Arts	1	Dominican University of California	2	Pacific University	2 (1)	San Diego	29 (6)
American Academy of Dramatic Arts/West	1 (1)	Dordt College	1	Palomar College	1 (1)	San Francisco	14 (3)
AMDA-Amer. Musical and Dramatic Acad.	4	Drexel University	4	Pasadena City College	1 (1)	Santa Barbara	21 (5)
American University	5 (3)	Duke University	1	Peabody Institute of John Hopkins U.	1	Santa Cruz	28 (5)
Amherst College	1 (1)	Eastman School of Music-U of Rochester	1 (1)	Pennsylvania State University, U. Park	3	University of Central Florida	1 (1)
Arizona State University	8	Elon University	1	Pepperdine University	4	University of Central Oklahoma	2
Art Center College of Design	7 (3)	Emerson College	16 (1)	Point Loma Nazarene University	2 (1)	University of Cincinnati	1
Art Institute of California-Los Angeles	1	Emory University	5 (1)	Point Park University	7	University of Colorado at Boulder	8 (1)
Art Institute of California-Orange County	2	Fashion Institute of Technology	1 (1)	Pomona College	1 (1)	University of Colorado at Denver	2
Art Institute of Southern California	1	Florida State University	1	Portland Community College	1 (1)	University of Denver	7 (1)
Azusa Pacific University	9 (1)	Fordham University	11	Portland State University	5	University of Connecticut	1
Babson College	1	Fullerton College	7 (6)	Pratt Institute	2 (1)	University of Florida	2
Baldwin Wallace University	1	Geneva College	1	Princeton University	1	University of Hartford	7
Ball State University	1	George Mason University	2	Purchase College State U of New York	7 (1)	University of Hawaii at Hilo	1
Bard College	3	George Washington University	4 (1)	Raffles International College	1 (1)	University of Hawaii at Manoa	2
Barnard College	2 (1)	Georgia Institute of Technology	2	Reed College	5 (2)	University of Hawaii Maui College	1
Baylor University	3 (1)	Georgia State University	1	Regis University	1	University of Illinois at Urbana-Champaign	2
Belmont University	8 (1)	Gettysburg College	1	Rensselaer Polytechnic Institute	2 (1)	University of Kansas	1
Bennington College	2	Golden West College	2 (2)	Rhode Island School of Design	2 (2)	University of Kentucky	1
Bentley University	1	Gonzaga University	2	Rhodes College	1	University of La Verne	4 (1)
Berklee College of Music	9 (6)	Goucher College	1	Rice University	4 (2)	University of Massachusetts, Amherst	2
Biola University	5	Hampshire College	1	Rider University	5 (1)	University of Miami	4
Boise State University	1	Harvard University	1 (1)	Ringling College of Art and Design	1	University of Michigan	6 (1)
Boston Conservatory	7 (1)	Harvey Mudd College	2 (1)	Riverside Community College	1 (1)	University of Minnesota, Twin Cities	3
Boston University	12 (1)	Hofstra University	4	Rocky Mountain College of Art & Design	1	University of Missouri, Columbia	1
Brandeis University	1	Hope College	1	Roger Williams University	1	University of Nebraska at Lincoln	2
Brigham Young University	2 (1)	Howard University	1	Rollins College	1	University of New Mexico	1
Brooklyn College of the CUNY	1	Hult International Business School	2	Roosevelt University-Schaumburg	4	University of N. Carolina School of the Arts	1 (1)
Brooks Institute of Photography	2 (1)	Indiana University at Bloomington	7 (1)	Rose-Hulman Institute of Technology	2 (1)	University of North Texas	2
Brown University	2 (2)	Interior Designers Institute	1	Saddleback College	7 (7)	University of Northern Colorado	3
California Baptist University	4 (1)	Irvine Valley College	12 (10)	Saint Louis University	2	University of Oklahoma	1
California College of the Arts (San Franc)	2 (1)	Ithaca College	2	Saint Louis University, Madrid	2 (1)	University of Oregon	11 (2)
California Institute of Technology	1	James Madison University	1	Saint Mary's College of California	2	University of the Pacific	8 (2)
California Institute of the Arts	10 (3)	John Hopkins University	4	Samford University	1	University of Pennsylvania	2 (1)
California Lutheran University	4 (1)	John Jay College of Criminal Justice-CUNY	1	San Francisco Art Institute	1	University of Pittsburgh	3
California State Universities		Johnson and Wales University (Providence)	1 (1)	San Francisco Conservatory of Music	5 (2)	University of Portland	4
Cal Poly Pomona	20 (3)	Juniata College	3	Santa Ana College	2 (2)	University of Puget Sound	4 (2)
Cal Poly SLO	3 (1)	Kent State University	1	Santa Clara University	5 (1)	University of Redlands	7 (1)
Channel Islands	6 (2)	Kernon College	3 (1)	Santa Fe University of Art and Design	2	University of Richmond	1
Chico	1	Knox College	1	Santa Monica College	3 (3)	University of Rochester	1 (1)
Dominquez Hills	2	LaGrange College	1	Santiago Canyon College	6 (6)	University of San Diego	7
Fullerton	64 (11)	Laguna College of Art and Design	7 (2)	Sarah Lawrence College	5	University of San Francisco	17 (4)
Humboldt	8 (3)	Lake Forest College	1	Savannah College of Art and Design	5 (1)	University of South Carolina	1
Long Beach	57 (3)	Lewis and Clark College	5 (1)	School of Art Institute of Chicago	5	University of Southern California	32 (11)
Los Angeles	11 (2)	Long Beach City College	1 (1)	School of Visual Arts	5	University of St. Andrews	1
Monterey Bay	1	Los Angeles Recording School	1 (1)	Seattle Pacific University	1	University of Tampa	1
Northridge	4 (1)	Los Angeles Trade-Technical College	1 (1)	Seattle University	3 (1)	University of Texas, Austin	3
Sacramento	4	Louisiana State University	1	Seton Hall University	2	University of Toronto	1
San Diego	21 (3)	Loyola Marymount University	20 (3)	Sewanee: The University of the South	1	University of Utah	2 (1)
San Marcos	1	Loyola University Chicago	1	Shenandoah University	1 (1)	University of Vermont	1
San Francisco	32 (7)	Loyola University Maryland	2	Smith College	3 (1)	University of Victoria	1
San Jose	9	Macalester College	2	Soka University of America	1	University of Washington	9 (1)
Sonoma	13	Manhattan School of Music	2	Southern Methodist University	4	University of Wisconsin, Madison	4
		Mannes College of Music	1	Southern Oregon University	2	Utah Valley University	1 (1)
		Marymount California University	2	Southern Virginia University	1	Vanguard University of Southern California	5 (2)
Calvin College	1 (1)	Marymount Manhattan College	17	St. John's College	1	Vassar College	2
CAP21 Performing Arts Conservatory	6	Marymount University	1	St. John's University-Staten Island	1	Ventura College	1 (1)
Cardinal Stritch University	1	Maryville University	1	St. John's University-Queens Campus	4	Viterbo University	1
Carleton University	1	Massachusetts Institute of Technology	1 (1)	St. Lawrence University	1	Wagner College	1
Carnegie Mellon University	2 (1)	McGill University	1	St. Mary's College of Maryland	1	Washington State University	3
Carroll College (Montana)	1	Miami University, Oxford	1	St. Olaf College	1 (1)	Washington University, St. Louis	1
Case Western Reserve University	1	Michigan State University	1	Stanford University	3 (1)	Webster University	1
Chapman University	55 (17)	Middlebury College	1	Stephens College	1	Wellesley College	3
Citrus College	1 (1)	Mills College	1	Suffolk University	1 (1)	Westmont College	1
City College of San Francisco	1 (1)	Molloy College	9 (2)	Swarthmore College	3 (1)	Wheaton College IL	1
Claremont McKenna College	3	Montclair University	4 (1)	Syracuse University	4 (1)	Whitman College	1
Clark University	2	Monmouth University	1	Texas A & M University	1	Whittier College	3 (1)
Cleveland Institute of Music	1	Morningside College	1	Texas Christian University	3 (3)	Whitworth University	1
Coastal Carolina University	1	Mt. San Antonio College	1 (1)	The Art Institute of California-Inland Empire	1 (1)	Williamette University	4
Colburn School	1 (1)	Muhlenberg College	2	The College of Wooster	1	Wright State University	1
Colby College	1	Musicians Institute	4 (2)	The Julliard School	2 (1)	Young Americans College of Perf. Arts	1 (1)
College of the Atlantic	1	Nebraska Wesleyan University	1	The New School-Eugene Lang College	8 (1)		
College of Charleston	1	New England Conservatory of Music	4	Trinity College	1		
Colorado College	1	New York Film Academy	1 (1)	Tufts University	1		
Colorado School of Mines	3 (1)	New York University	18 (8)	Tulane University	1		
Colorado State University	1	Northeastern University	5	Union College	1 (1)		
Columbia College Chicago	6	Northern Arizona University	12 (4)	University of Alabama	1		
Columbia University	3 (2)	Northwestern University	3	University of Arizona	19 (5)		
Concordia University-Irvine	2	Oberlin College	3	University of the Arts	2		
Connecticut College	2	Oberlin Conservatory of Music	1 (1)	University of the Arts London	1		
Cornell University	3	Occidental College	3 (2)	University of British Columbia	2 (1)		
Cornish College of the Arts	2 (1)	Ohio Northern University	2				
Culinary Institute of America-Greystone	1	Oklahoma Christian University	1	University of California			
Culinary Institute of America	2	Oklahoma City University	2	Berkeley	22 (6)		
Cypress College	4 (2)	Orange Coast College	20 (16)	Davis	23 (4)		
DePaul University	18 (6)	Oregon Culinary Institute-Pioneer Pacific	1 (1)	Irvine	39 (11)		

Exhibit 1

Appendix 1

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: California School of the Arts San Diego County Contact (Name, Title, Email, Phone Number): _____ Principal. [email address] [telephone #]
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47606.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47606.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title 1 of Public Law 107-110) that are incorporated or referenced as relevant in this document.

NOTE: Sample only. Upon approval of the Petition, CSASDC founders will meet with stakeholders to develop an LCAP reflecting local needs and anticipated finances.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

<p>C. Engagement:</p> <p>Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)</p> <p>Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)</p> <p>School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)</p>

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Throughout the 2015-2016 school year, the CSASDC engaged in learning about the Local Control Funding Formula (LCFF) and familiarizing staff with requirements for developing a Local Control Accountability Plan (LCAP).</p> <p>As a school, two way communication about the LCAP was accomplished in the following manner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Power Point presentation that included information about this process as well as the State's 8 priorities was presented to stakeholder groups including certified teachers, parents and the School Board. <input type="checkbox"/> Stakeholder groups were consulted throughout the year on suggested spending priorities. <input type="checkbox"/> The school's Curriculum Team and Department Facilitators worked with the school administration throughout the year on the plan. 	<p>In response to the described process, the school crafted the following three (3) goals to be used in the design of the LCAP:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school. <input type="checkbox"/> Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students. <input type="checkbox"/> Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth. <p>Discussion of these 3 goals further led to the indicators, spending priorities and programmatic details described in Sections 2 and 3 of the LCAP.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and	Goals	Annual Update:	What will be different/improved for students? (based on identified metric)	Related State and Local
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Metric	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Analysis of Progress	LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19	Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included; each goal may be linked to more than one priority if appropriate.)
CSASDC Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school								
Metric: Increase % of students scoring proficient or advanced on SBAC. Baseline to be established in 14-15.	CSASDC Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school.	All	CSASDC	Yearly	Establish baseline data for ELA and Math SBAC assessment	Increase SBAC scores in ELA by ??% or maintain SBAC proficiency at the top 10% of CA High Schools. Increase SBAC scores in Math by ??% or maintain SBAC proficiency at the top 10% of CA High Schools	Increase SBAC scores in ELA by ??% or maintain SBAC proficiency at the top 10% of CA High Schools. Increase SBAC scores in Math by ??% or maintain SBAC proficiency at the top 10% of CA High Schools	Priority 4 Pupil Achievement

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19	
Metric: Increase % of students scoring proficient or advanced on common assessments for PLC's	CSASDC Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school	All	CSASDC	Each Semester	Establish baseline database and continue to create common assessments in core academic subjects	Increase % of students scoring proficient or advanced by 5% or maintain level above 75%	Increase % of students scoring proficient or advanced by 5% or maintain level above 75%	Priority 4 Pupil Achievement
Metric: Maintain CAHSEE pass rates at or above 95% (or other exam for high school graduation	CSASDC Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school	All	CSASDC	Yearly	Maintain current high level of passing percentage.	Maintain current high level of passing percentage	Maintain current high level of passing percentage	Priority 4 Pupil Achievement Priority 8 Other Pupil Outcomes
Metric: Maintain	CSASDC Goal #1: Ensure all	All	CSASDC	Yearly	Increase AP pass rates by	Increase AP pass rates by	Increase AP pass rates by	Priority 4 Pupil

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19	
Advanced Placement (AP) enrollment at or above 50% and increase AP pass rates	students master their learning objectives, both in the form of State Standards as well as those determined by the school				1% in each course annually	1% in each course annually	1% in each course annually	Achievement Priority 7 Course Access
Metric: Implement the CCSS for all students	CSASDC Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school	All	CSASDC	Yearly	Provide training and materials for ELA and Math teachers.	Provide training and materials for ELA and Math teachers	Provide training and materials for ELA and Math teachers	Priority 2 Implementation of State Standards

Identified Need and	Goals	Annual Update:	What will be different/improved for students? (based on identified metric)	Related State and Local
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Metric	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Analysis of Progress	LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19	Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included; each goal may be linked to more than one priority if appropriate.)
CSASDC Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students.								
Metric: Students have increased access to technology	CSASDC Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students.	All	CSASDC	Yearly	Increase # of computers/tablets to improve access.	Increase # of computers/tablets to improve access.	Increase # of computers/tablets to improve access.	Priority 1 Basic Priority 4 Pupil Achievement
Metric: Students continue to have access to text books and relevant learning materials	CSASDC Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students.	All	CSASDC	Yearly	All students will continue to have access to textbooks and materials. Materials will be reviewed and updated as necessary.	All students will continue to have access to textbooks and materials. Materials will be reviewed and updated as necessary.	All students will continue to have access to textbooks and materials. Materials will be reviewed and updated as necessary.	
CSASDC Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth								
Metric: Maintain high	CSASDC Goal #3: Cultivate a	All	CSASDC	Yearly	Establish a near perfect	Continue to maintain near	Continue to maintain near	Priority 5 Pupil

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19	
graduation rates.	positive school culture and system of supports for student personal and academic growth.				graduation rate.	perfect graduation rate.	perfect graduation rate.	Engagement.
Metric: Decrease % of students chronically absent.	CSASDC Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.	All	CSASDC	6 Week grading periods	Reduce # of students who are chronically absent + total number of absences.	Reduce # of students who are chronically absent + total number of absences.	Reduce # of students who are chronically absent + total number of absences.	Priority 5 Pupil Engagement.

Identified Need and Metric	Goals	Annual Update:	What will be different/improved for students? (based on identified metric)	Related State and
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Metric	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Analysis of Progress	LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19	Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Metric: Increase time spent supporting students' academic as well as social-emotional needs	CSASDC Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.	All	CSASDC	Semester	Student/counselor ratio will decrease.	Maintain counselor time spent predominantly on students.	Maintain counselor time spent predominantly on students	Priority 5 Pupil Engagement Priority 6 School Climate Priority 3 Parent Involvement Priority 4 Pupil Achievement

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19
CSASDC Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school	Priority 1 Basic Priority 4 Pupil Achievement Priority 2 Implementation Of State Standards	1. Support teachers in deepening their understanding of the Common Core State Standards.	CSASDC		Provide professional development on CCSS implementation. Action Learning Synced Solutions. Anticipated Cost: \$20,000 Funding Source CC	Provide professional development on CCSS implementation. Action Learning Synced Solutions. Anticipated Cost: \$8,000 Funding Source CC	Provide professional development on CCSS implementation. Action Learning Synced Solutions. Anticipated Cost: \$8,000 Funding Source CC
		1. Support teachers in deepening their			New Math Text Book Adoption of CPM.	Release time to support adoption and to	Release time to support adoption and to

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19
		understanding of the Common Core State Standards			Anticipated Cost: \$100,000 Funding Source: CC	create common math assessments. Anticipated Cost: \$5,000 Funding Source: GF	create common math assessments. Anticipated Cost: \$5,000 Funding Source: GF
		1. Support teachers in deepening their understanding of the Common Core State Standards			New Non-Fiction Anthology Text for ELA. Anticipated Cost: \$34,000 Funding Source: CC	Release time to support adoption and to create common ELA assessments. Anticipated Cost: \$5,000 Funding Source: GF	Release time to support adoption and to create common ELA assessments. Anticipated Cost: \$5,000 Funding Source: GF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19
CSASDC Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school	Priority 4 Pupil Achievement Priority 2 Implementation Of State Standards	2. Provide ongoing professional development for supporting Advanced Placement instruction			AP summer institute for new AP courses, new teachers of AP and rotation of veteran AP teachers on a 3-5 year basis. Anticipated cost: \$3,000 Funding Source: GF	AP summer institute for new AP courses, new teachers of AP and rotation of veteran AP teachers on a 3-5 year basis. Anticipated cost: \$3,000 Funding Source: GF	AP summer institute for new AP courses, new teachers of AP and rotation of veteran AP teachers on a 3-5 year basis. Anticipated cost: \$3,000 Funding Source: GF
CSASDC Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students							

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19
CSASDC Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school	Priority 4 Pupil Achievement Priority 2 Implementation Of State Standards	3. Provide additional computer access for student and classroom use as well as for SBAC testing.		Add computers for SBAC testing and classroom use.	Anticipated Cost: \$ Funding Source: GF	Anticipated Cost: \$ Funding Source: GF	Anticipated Cost: \$ Funding Source: GF
CSASDC Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students							

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19
CSASDC Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school	Priority 4 Pupil Achievement Priority 2 Implementation Of State Standards	4. Provide personal technology in the form of classroom sets for checkout.			Pilot staff technology use and provide professional development.	Additional classroom technology for second round of teachers. Anticipated Cost: \$ Funding Source: CC	Additional classroom technology for second round of teachers. Anticipated Cost: \$ Funding Source: Program Excellence
CSASDC Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students							

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19
CSASDC Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.	Priority 4 Pupil Achievement Priority 5 Pupil Engagement Priority 6 School Climate Priority 7 Course Access	5. Assign a part-time staff member to support Admin and Student Services in order to reduce attendance issues administer testing and increase Counselor time with students.			Additional 6/5 th assignments (1 or 2) in order to monitor student attendance, administer AP testing Anticipated cost: \$11-22,000 Funding source: GF	Additional 6/5 th assignments (1 or 2) in order to monitor student attendance, administer AP testing Anticipated cost: \$11-22,000 Funding source: GF	Additional 6/5 th assignments (1 or 2) in order to monitor student attendance, administer AP testing Anticipated cost: \$11-22,000 Funding source: GF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19
CSASDC Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.	Priority 4 Pupil Achievement Priority 5 Pupil Engagement Priority 6 School Climate Priority 7 Course Access	6. Increase student/counselor time, provide middle school support.			Hire Counselor. Anticipated cost: \$100,000 Funding Source: GF	Maintain Counselor for 7 th grade, 8 th grade and new 9 th grade students. Anticipated cost: \$100,000 Funding Source: GF	Maintain Counselor for 7 th grade, 8 th grade and new 9 th grade students. Anticipated cost: \$100,000 Funding Source: GF

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19
	Priority 1 Basic Priority 4 Pupil Achievement Priority 7 Course Access	For low income pupils: For English learners: For foster youth: For Re-designated Fluent English Proficient	CSASDC will serve the needs of any foster youth or English Learners that enroll. Our RFEF and low income students will achieve at the same levels as our student population. These subgroups are held to the same standards as all students and have equal access to the most rigorous course of study.		Academic support will be provided for any student struggling in ELA. ELL students are specifically covered by this curriculum. Anticipated cost: \$ Funding Source GF	Academic support will be provided for any student struggling in ELA. ELL students are specifically covered by this curriculum. Anticipated cost: \$ Funding Source GF	Academic support will be provided for any student struggling in ELA. ELL students are specifically covered by this curriculum. Anticipated cost: \$ Funding Source GF

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner,

the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The California School of the Arts San Diego County has a full inclusion program for ALL students and therefore, all increase in LCAP funds are used to support instruction in all core academic classrooms. We have a Director of Student Services who is responsible for monitoring the academic of all student sub-groups to insure that they are performing at the same level as students identified in the State's priority areas.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The full inclusion model has all of the school's low income pupils, foster youth, and English learners participating in our regular education programs with additional support as needed from school staff.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001

**California School of the Arts San Gabriel Valley
Statement of Meaningfully Interested Teachers**

My signature below indicates that I have read the proposed charter petition of the California School of the Arts San Gabriel Valley and that I am meaningfully interested in teaching at the charter school when it opens in the Fall of 2017.

Printed Name

Signature

Christine Apolph	Christine Apolph (visual arts)
Cameron Shim	Cameron Shim (Integrated Arts)
Jonathan Nieves	Jonathan Nieves (International Dance)
Jay Wallace	Jay Wallace (Acting) DIRECTOR
VASIL CHEVAREZ	VASIL CHEVAREZ (Ballroom) JOURNALIST
Natalie Oelschlaeger Knox	Natalie Oelschlaeger Knox (IA / Creative Writing)
Katlin Evans	Katlin Evans (Visual Arts)
Kelly Cirigliano	Kelly Cirigliano (English)
Charmn Lopez	Charmn Lopez
① Tadjana Trout	Tadjana Trout (French & Spanish)
Maggie Davies	Maggie Davies (French) (admin?)
Chris Dion	Chris Dion
COURTNEY HARPER	COURTNEY HARPER (ELA) STUDENT TEACHER
Rachel Gorman	Rachel Gorman (ELA)
SAMANTHA MO.	SAMANTHA MO. ENGLISH
Anna Bae	Anna Bae (visual arts)
Stephen Amster	Stephen Amster (afternoon)
SEAN McMULLEN	SEAN McMULLEN (P&D, IA & COSTUME SET PROP PUPPET)
Rebecca Wang Burdett	Rebecca Wang Burdett CCD, IA, MT, CV
BEN PENMAN	BEN PENMAN
Aaron Kokesch	Aaron Kokesch (P&D Director, admin)
Bridget Smith	Bridget Smith / culinary / photography
Anne Huang	Anne Huang (French)
Abbe Levine	Abbe Levine
Josh Wood	Josh Wood

California School of the Arts San Gabriel Valley
Statement of Meaningfully Interested Teachers

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Printed Name

Signature

John Walcott
Sara Gabrielle Botts
Bill Wallace
Nicole Read
Sally Lopez
Elizabeth Hall
Becca Freehand
Ron Grimm
Marcy Crouch
Terri Seerist
Kari Barlow
Brett Andrews

[Signature]
[Signature]
[Signature]
Nicole Read
Sally Lopez
Elizabeth Hall
Becca Freehand
[Signature]
McClonch
Terri Seerist
Kari Barlow
Brett Andrews

California School of the Arts San Gabriel Valley
Statement of Meaningfully Interested Teachers

My signature below indicates that I have read the proposed charter petition of the California School of the Arts San Gabriel Valley and that I am meaningfully interested in teaching at the charter school when it opens in the Fall of 2017.

Printed Name

Camy Boehling

Signature

Camy Boehling

STATEMENT OF MEANINGFULLY INTERESTED TEACHERS		
Adolph	Christine	christine.adolph@ocsarts.net
Shim	Cameron	cameron.shim@ocsarts.net
Nieves	Jonathan	jonathan.nieves@ocsarts.net
Wallace	Jay	jay.wallace@ocsarts.net
Chekardzhikov	Vasil	vasil.chekardzhikov@ocsarts.net
Knox	Natalie	natalie.knox@ocsarts.net
Evans	Katlin	katlin.evans@ocsarts.net
Cirigliano	Kelly	kelly.cirigliano@ocsarts.net
Trout	Tatjana	tatjana.trout@ocsarts.net
Davies	Maggie	maggie.davies@ocsarts.net
Dion	Chris	chris.dion@ocsarts.net
Harper	Courtney	courtney.harper@ocsarts.net
Gorman	Rachel	rachel.gorman@ocsarts.net
Mo	Samantha	samantha.mo@ocsarts.net
Bae	Anna	anna.bae@ocsarts.net
amsler	Stephen	stephen.amsler@ocsarts.net
McMullen	Sean	sean.mcmullen@ocsarts.net
Burdett	Rebecca	rebecca.burdett@ocsarts.net
Penman	Ben	ben.penman@ocsarts.net
Kokesch	Aaron	aaron.kokesch@ocsarts.net
Smith	Bridget	bridget.smith@ocsarts.net
Huang	Anne	anne.huang@ocsarts.net
Levine	Abbe	abbe.levine@ocsarts.net
Wood	Josh	josh.wood@ocsarts.net
Walcutt	John	john.walcutt@ocsarts.net
Botts	Sara	sara.botts@ocsarts.net
Wallace	William	william.wallace@ocsarts.net
Read	Nicole	nicole.read@ocsarts.net
Lopez	Sally	sally.lopez@ocsarts.net
Hall	Elizabeth	elizabeth.hall@ocsarts.net
Freeland	Becca	becca.freeland@ocsarts.net
Grimm	Ron	ron.grimm@ocsarts.net
Secrist	Terri	terri.secrist@ocsarts.net
Barlow	Kari	kari.barlow@ocsarts.net
Andrews	Brett	brett.andrews@ocsarts.net

EXHIBIT “A”

Coordinator of Special Education California School of the Arts San Gabriel Valley Job Description

Basic Function:

Provide leadership for special education support services at California School of the Arts San Gabriel Valley (“CSASGV”); assign and evaluate support staff and administer the implementation of services according to current state and federal laws, and District policies and procedures; provide coordination, program development, and evaluation, serve as the liaison with the Oceanside Unified School District’s (“District”) special education department regarding all matters relating to special education services for CSASGV students. The Coordinator of Special Education for CSASGV will serve under the direction of the Assistant Superintendent of Pupil Personnel Services for the District, or his/her designee.

Representative Duties:

Supervise assigned employees; provide technical direction and guidance; provide required supervision to support staff personnel for licensure and certification of clinical competency. Conduct observations, conferences and evaluations of support staff; monitor implementation of pupils’ Individualized Education Programs through classroom observations, consultation with staff, and review of documentation. Identify training needs for support staff and provide for and conduct training. Direct and monitor record keeping performed by staff for required data and ongoing evaluation of program effectiveness. Organize and coordinate the preparation of District and site Coordinated Compliance Reviews of Special Education performed by the California State Department of Education; monitor legal maintenance of records and prepare required reports. Meet with teachers regarding program planning for individual students (e.g. additional intervention strategies, behavioral concerns, inclusion of students in the least restrictive environment, etc.). Serve as liaison with the District’s special education department regarding expulsions and suspensions of special education pupils. Coordinate the child find effort for evaluations of students not currently identified as students with disabilities attending CSASGV. Respond to questions and concerns regarding support services from parents, community, site administrators, and District administrators. Perform related duties as assigned and/or necessary and appropriate in order to assure CSASGV’s compliance with state and federal law and District special education policies and procedures.

Knowledge and Abilities:

Knowledge of:

- ☐ Applicable sections of California Education Code, 5 CCR, and federal law, including eligibility criteria for special education
- ☐ State and federal laws regarding identification and placement process, including alternative assessments and alternative service delivery models
- ☐ School District organization, operations, objectives and procedures for identification and placement of students in special education
- ☐ Statistical methods and principles
- ☐ Rights and due process of special education students

- ☐ Principles and practices of administration, supervision, and training
- ☐ Record-keeping techniques
- ☐ City and community cultures
- ☐ Student needs of differing socioeconomic and ethnic backgrounds
- ☐ Technology
- ☐ State standards and assessments
- ☐ Social, cultural, and linguistic diversity of District, city and community

Ability To:

- ☐ Organize and coordinate
- ☐ Work cooperatively with others
- ☐ Communicate effectively both orally and in writing
- ☐ Plan and supervise work
- ☐ Train and supervise personnel
- ☐ Provide adequate clinical supervision of, and certify staff according to professional regulations and procedures
- ☐ Maintain records and prepare reports
- ☐ Work confidentially and with discretion
- ☐ Perform statistical calculations
- ☐ Maintain appropriate staff relationships
- ☐ Work effectively with administrators, staff, parents and community and in multicultural and bilingual environments
- ☐ Effectively interpret and analyze data and/or assessments
- ☐ Perform the essential functions of the job, either with or without reasonable accommodations

Education and Experience:

A Master's degree in counseling, psychology, communicative disorders, or special education and at least five years' experience in special education as support staff.

Licenses and Other Requirements:

Required to have all of the following:

- ☐ California Administrative credential
- ☐ Pupil Personnel Services credential (authorizing service as a school psychologist) or Communicative Disorders credential
- ☐ Valid California driver's license
- ☐ Biliterate (English/Spanish) desirable

Working Conditions:**Environment:**

Indoor environment

Driving a vehicle to conduct work

Physical Abilities:

Hearing and speaking accurately to exchange information and make presentations

Seeing to read a variety of materials and to drive a vehicle

Sitting or standing for extended periods of time

Bending at the waist, kneeling or crouching to file materials

Lifting or moving objects, normally not exceeding 20 pounds

Reasonable accommodation will be made to enable a person with a disability to perform the essential functions of the job

BYLAWS
OF
CALIFORNIA SCHOOL OF THE ARTS SAN GABRIEL VALLEY

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**BYLAWS
OF
CALIFORNIA SCHOOL OF THE ARTS SAN GABRIEL VALLEY**

**ARTICLE I
Purposes**

The corporation is organized for the public and educational purposes as specified in its Articles of Incorporation.

**ARTICLE II
Offices**

Section 1. Principal Office.

The corporation's principal office shall be located at the school site and, from time to time, at 1010 North Main Street, Santa Ana, California 92710. The Board of Trustees ("Board") is granted full power and authority to change the principal office from one location to another within California, as may be provided by state law and the provisions of the approved charter petition.

Section 2. Other Offices.

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

**ARTICLE III
Membership**

Section 1. Sole Statutory Member.

Unless and until these Bylaws are amended to provide otherwise, California School of the Arts Foundation, a California nonprofit public benefit corporation, shall be the sole statutory member of this corporation (the "Statutory Member") as the term "member" is defined in California Nonprofit Corporation Law. The membership of the Statutory Member in the corporation is not transferable.

Section 2. Associates.

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members under the provisions of these Bylaws, and no such reference by the corporation shall render anyone a member within the meaning of California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Trustees/directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of California Nonprofit Corporation Law.

ARTICLE IV Board of Trustees

Section 1. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Trustees. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;
- ii. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;
- iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;
- iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor;
- v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;
- vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and
- viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

Section 2. Number of Trustees.

The Board of Trustees shall consist of five (5) members, three of which shall be appointed by the California School of the Arts Foundation. The Governing Board of the Duarte Unified School District shall appoint two (2) additional members to the Board of Trustees. The corporation shall be allowed to advise the Board in the selection of such District Board members.

Section 3. Appointment and Term of Office.

Except for those Trustees appointed by the Governing Board of the Duarte Unified School District, as provided under Section 2, Trustees shall be appointed by the Statutory Member.

Section 4. Resignation and Removal.

Subject to the provisions of the California Nonprofit Public Benefit Corporation Law, any Trustee may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. Subject to the restrictions under Section 5 applicable to Trustees appointed by the Governing Board of the Duarte Unified School District, a Trustee may be removed only by the Statutory Member.

Section 5. Restrictions on Appointment, Service, and Removal.

No restrictions on the appointment, service, or terms for removal of other members of the corporation's Board of Trustees shall apply to any member appointed by the Governing Board of the Duarte Unified School District. Such members shall serve at the pleasure of and be removed only by the action of the Governing Board of the Duarte Unified School District or designee.

Section 6. Vacancies.

i. A Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased.

ii. Notwithstanding Section 4, the Board may declare vacant the office of any Trustee who has been convicted of a felony, except a Trustee appointed by the Governing Board of the Duarte Unified School District, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

iii. A vacancy on the Board shall be filled only by the Statutory Member or by the Governing Board of the Duarte Unified School District as provided in Section 2. Each Trustee so elected, appointed, or designated by the Statutory Member shall hold office until the expiration of the term of the replaced Trustee and continue to hold office until a qualified successor has been elected, appointed, or designated.

iv. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee prior to the expiration of the Trustee's term of office.

Section 7. Place of Meeting.

Meetings of the Board shall be held at the school site and, from time to time, at 1010 North Main Street, Santa Ana, California 92710. The Board may also designate that a meeting be held at any place within California that has been identified in a notice in compliance with the provisions of the Ralph M. Brown Act.

Section 8. Annual Meeting.

All meetings of the Board, including annual meetings, shall be called, noticed, and held in compliance with the Ralph M. Brown Act. Annually, the Board shall meet for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified and noticed by the Statutory Member.

Section 9. Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. At least seventy-two (72) hours before a regular meeting, the Board or its designee, shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting.

Section 10. Special Meetings.

Special meetings of the Board for any purpose may be called at any time with 24 hours' notice, by the chair of the Board, if there is such an officer, the president, the secretary or any two Trustees. The party calling such special meeting shall determine the place, date and time thereof.

Section 11. Notice of Special Meetings.

i. In accordance with the Ralph M. Brown Act, special meetings may be held after twenty-four (24) hours' notice is given to each Trustee and to the public through posting of an agenda containing a description of the general nature of the business proposed.

ii. Notice shall be addressed or delivered to each Trustee at the Trustee's address as it is shown on the records of the corporation or as may have been given to the corporation by the Trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Trustees are regularly held.

iii. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient.

iv. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the school site, and the agenda for business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 12. Quorum.

During open session, a majority of the offices of Trustees, presently five (5), shall constitute a quorum. All acts of the Board shall be by a majority vote of the full membership of the Board of Trustees and the presence of a quorum. Should there be fewer than a majority of Trustees present at any meeting, the meeting shall be adjourned. Trustees may not vote by proxy.

Section 13. Telephonic and Electronic Video Meetings.

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment so long as all of the following requirements in the Ralph M. Brown Act are followed:

i. At a minimum, a quorum of the Trustees shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the corporation's school operates.

ii. All votes taken during a telephone conference meeting shall be by roll call.

iii. If the Board elects to use teleconferencing, it shall timely post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting.

iv. All locations where a member of the Board participates in a meeting via teleconference shall be accessible to members of the public and shall be listed on the agenda.

v. Members of the public must be able to hear what is said during the meeting and shall have an opportunity to address the Board directly at the teleconference location.

Section 14. Adjournment.

A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time or place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by the provisions of the Ralph M. Brown Act.

Section 15 Rights of Inspection.

Every Trustee has the right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

Section 16. Board Committees.

The Board may appoint an executive committee and one or more other committees, each consisting of two (2) or more Trustees, to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

- a. The approval of any action for which California Nonprofit Public Benefit corporation Law requires the approval of the Statutory Member;
- b. The filling of vacancies on the Board or on any committee which has the authority of the Board;
- c. The fixing of compensation of the Trustees for serving on the Board or on any committee;
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws;
- e. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- f. The appointment of other committees having the authority of the Board;
- g. The expenditure of corporate funds to support a nominee for Trustee after there are more people nominated for Trustee than can be elected; or
- h. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law.

Section 17. Other Committees.

- a. The chair of the Board or the president, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chair. If a Trustee is on a committee, he or she shall be the chair. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

Section 18. Fees and Compensation.

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a Trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 19. Non-liability of Trustees.

No Trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section 20. Restriction on Board Authority.

The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

a. Borrow money in the name of the corporation for corporate purposes in excess of Five Hundred Thousand Dollars (\$500,000) or utilize property (real or personal) owned by the corporation as security for loans in excess of \$1 million;

b. Assign, transfer, pledge, compromise or release any of the claims of or debts to the corporation except on payment in full, or arbitrate or consent to the arbitration of any dispute or controversy of the corporation;

c. Make, execute or deliver any assignment for the benefit of creditors, or any bond, confession of judgment, chattel, mortgage, security agreement, deed, guaranty, indemnity bond, surety bond, or contract to sell or bill of sale of the property of the corporation;

d. Acquire, purchase, develop, improve, sell, lease or mortgage any corporate real estate or any interest therein or enter into any contract for any such purposes;

e. Make any loan or investment of any assets of the corporation, or enter into any contract or incur any liabilities on behalf of the corporation other than for fair consideration or in the ordinary course of business relating to its normal daily operation; or

f. Make any loan of money or property to or guarantee the obligation of any Trustee or officer, except as is expressly permitted under Section 5236 of the California Nonprofit Public Benefit Corporation Law.

Section 21. Interested Persons.

No Trustee serving on the Board may be "interested persons." An "interested person" is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full□ or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person.

Section 22. Standard of Care.

A Trustee shall perform the duties of a Trustee, including duties as a member of any committee of the Board upon which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- i. One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;
- ii. Counsel, independent accountants or other persons as to matters which the Trustee believes to be within such person's professional or expert competence; or
- iii. A committee of the Board upon which the Trustee does not serve as to matters within its designated authority, provided the Trustee believes merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 23. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any Trustee or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a Trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Trustee, if, in the absence of such advance, such Trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 24. Annual Report.

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each Trustee not later than 120 days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section 25. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the Trustees no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 24 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

- i. Any "covered transaction" (defined below) during the previous fiscal year. of the corporation involving (a) more than Fifty Thousand Dollars (\$50,000) or, (b) which was one of a number of "covered transactions" in which the same "interested person" (defined

below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any "interested persons" involved in such covered transactions, including such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated.

ii. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(a) Any Trustee or officer of the corporation, or its parent or subsidiary;
or

(b) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

iii. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the corporation to any officer or Trustee of the corporation.

For purposes of this Section, any person described in either paragraph (a) or (b) of subsection ii. above is an "interested person. "

ARTICLE V Officers

Section 1. Officers.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, a chair of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president or chair of the Board.

Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 10 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 3. Subordinate Officers.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such

period, have such authority, and perform such duties as are provided in the Bylaws or as the Board may from time to time determine.

Section 4. Chair of the Board.

The chair of the Board, if there is such an officer, shall preside at all meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned by the Board.

Section 5. President.

The president is the chief executive officer of the corporation, subject to the control of the Board of Trustees, and has general supervision, direction and control of the business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board. The president shall be an ex officio voting member of each Board committee.

Section 6. Vice President.

In the absence or disability of the president, the vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 7. Secretary.

The secretary shall keep or cause to be kept, at the principal office of the corporation in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Trustees and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business; but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 8. Chief Financial Officer.

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Trustee. The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the president and the Trustees, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 9. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the president, the president shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 10. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

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ARTICLE VI Indemnification

Section 1. Definitions.

For the purposes of this Article, "agent" means any person who is or was a Trustee, officer, or employee of this corporation, or is or was serving at the request of the corporation as a Trustee, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a Trustee, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and "proceeding" means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 4 or 5.b. of this Article.

Section 2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. Indemnification in Actions by or in the Right of the Corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such

person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 4. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

a. A majority vote of a quorum consisting of Trustees who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

Section 6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 7. Other Indemnification.

No provision made by this corporation to indemnify its or its subsidiary's Trustees, Trustees or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of members or Trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such Trustees/directors and officers may be entitled by contract or otherwise.

Section 8. Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5.b., in any circumstances where it appears:

a. That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section 10. Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any Trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such Trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

ARTICLE VII
Miscellaneous

Section 1. Fiscal Year.

The fiscal year of the corporation shall be a fiscal year ending June 30.

Section 2. Inspection of Corporate Records.

The books of account and minutes of the proceedings of members and Trustees, and of any executive committee or other committees of the Trustees, shall be open to inspection at any reasonable time upon the written demand of any member. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

Section 3. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities

owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the president and the chair of the Board.

Section 4. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the chair of the Board, the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, or the chair of the Board, or the president. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII
Effective Date and Amendments

Section 1. Effective Date.

These Bylaws shall become effective immediately upon their adoption. Amendments to these Bylaws shall become effective immediately upon their adoption, unless the Statutory Member of the corporation in adopting them provides that they are to become effective at a later date.

ARTICLE XIV
Conflicts

Section 1. Compliance with Conflicting Laws.

Notwithstanding any conflict in the corporation's Articles of Incorporation or these Bylaws, all business of the corporation and its Board shall comply with all laws controlling charter schools. The corporation shall comply with the Ralph M. Brown Act, Government Code Section 1090 et seq., the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.) and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations.

ARTICLE XV
DEDICATION OF ASSETS

Section 1. Notwithstanding any rule, regulation, provision under the Charter School's Charter, or document to the contrary, on closure of the corporation, all assets of the corporation, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and any other revenues generated exclusively through state and federal apportionment funds for the Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school. Any assets acquired from the Duarte Unified School District or District property will be promptly returned to the Duarte Unified School District upon the corporation's closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law. All remaining assets of the corporation will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation, any capital assets, including facilities or property, purchased in whole or in part with public funds will be distributed to the California School of the Arts Foundation.

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify:

- (1) That I am the Secretary of California School of the Arts San Gabriel Valley.
- (2) That the foregoing Bylaws constitute the Bylaws of such corporation as duly adopted by the Statutory Member and the Board of Trustees on_____, 2016.

**ARTICLES OF INCORPORATION
OF
CALIFORNIA SCHOOL OF THE ARTS SAN GABRIEL VALLEY**

I

The name of this corporation is California School of the Arts San Gabriel Valley.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

B. The specific purpose of this corporation is to manage, operate, guide, direct and promote California School of the Arts San Gabriel Valley, a California public school.

III

The name and address in the State of California of this corporation's initial agent for service of process is:

Dr. Ralph Opacic
1010 N. Main Street
Santa Ana, California 92701

IV

A. This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

V.

The property of this corporation is irrevocably dedicated to public and educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member hereof or to the benefit of any private person. Upon dissolution or winding up of this corporation, its assets shall be distributed to a California public entity engaged in education and/or a nonprofit fund, foundation or corporation which is organized and operated

exclusively for public purposes or for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

Dated: _____

Ralph Opacic, Incorporator

California School of the Arts San Gabriel Valley Emergency Procedures



2017-2018

EMERGENCY PROCEDURES

This information is provided as a guideline for actions in the event of an emergency. Understand that all situations in a critical incident cannot be predicted. Always remember that the first priority is the safety and protection of life.

Police Department: Call 911 (Dial 8 first for an outside line.)

Fire Department: Call 911 (Dial 8 first for an outside line.)

Emergency Information: **[WILL CSASGV HAVE A WEBSITE PAGE CONTAINING INFORMATION IN THE EVENT OF EMERGENCIES?]**
(In the event of a disaster or wide spread emergency, this site will provide up-to-date information and instructions.)

Monrovia Police
Department
626-256-8000

Los Angeles County
Sheriff
626-965-6627

Los Angeles County Fire
Department
626-358-3118

ACCIDENT, INJURY, SUDDEN ILLNESS

Action Step	Primary Person Responsible	If Primary Not Available
Contact Health Office (xxx), Front Desk, [name] (xxx) or [name] (xxx)	Instructor	Student
Apply First Aid	Instructor	Campus Security
Contact 911/OFD (760-435-4100) if injury becomes life threatening	Administrator	Health Office
Contact parents or significant other	Administrator	Health Office
Complete any necessary paperwork following the incident	Health Office	Administrator

Stay calm and disperse the crowd, if necessary. Remain with the injured person to provide comfort and reassurance. If a criminal act has caused injuries, after assuring safety, identify and detain witnesses. Secure the scene.

If the injury is serious or life threatening, dial 911 and be prepared to:

- ☐ State the nature of the emergency.
- ☐ State your name and a phone number at your location.
- ☐ State the building address and room number or area of the building.
- ☐ Remain on the phone until told to hang up.
- ☐ Contact The Receptionist Desk to notify security that emergency personnel are responding.
- ☐ Ask security to meet emergency officials at the street.

If the injury is not serious or life threatening:

- ☐ Locate a CPR or First Aid certified person to assist (Principal, Assistant Principals, and Counselors are trained every summer.)
- ☐ Send another individual to Health Office or call Health Office from your phone
- ☐ Administer first aid, if indicated.
- ☐ Avoid handling bodily fluids or clothing stained by them.
- ☐ If simple first aid is not enough, transport the person to the nearest medical center as listed at the back of these quick reference emergency procedures.
- ☐ Request that school officials notify the person's emergency contact of any decision to transport for medical care.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

BIOLOGICAL HAZARD

Action Step	Primary Person Responsible	If Primary Not Available
Evacuate Room/Floor/Building Effected	Teachers	Campus Security
Gather information on scope and extent of damage, hazard	Maintenance/Custodial	Campus Security
Seal and isolate location of emergency	Maintenance/Custodial	Campus Security
Call 911/OFD (760-435-4100) to report address, building, floor, room, campus location (compass directions)	Administrator/Receptionist	Administrator/Receptionist
Radio campus supervisors to inform them of response by OFD	Room [#] Office Manager	Room [#] Administrative Assistant
Shutdown electricity and gas to effected building if safe to do so and if necessary	Maintenance/Custodial	Campus Security
Ensure orderly evacuation of students and staff	Teachers	Campus Security
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room [#] Office Manager	Room [#] Administrative Assistant
Verify attendance of all classes	Registrar/Attendance Clerk	Room [#] Staff
Report missing students and staff to Command Staff and fire department	Registrar/Attendance Office	Room [#] Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Police/Campus Security	Maintenance/Custodial
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room [#] Office Manager	Room [#] Administrative Assistant
Communicate notice on CSASGV Emergency Twitter [IF THERE WILL BE A TWITTER ACCOUNT]	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Establish biohazard, chemical detox location	OFD	OFD
Formulate parent reunification plan	Attendance Office	Room [#] Staff
Update staff every 15 minutes until conclusion of incident	Room [#] Office Manager	Foundation Staff
Update CSASGV Emergency Twitter every 30 Minutes [IF THERE WILL BE A TWITTER ACCOUNT]	Foundation Staff	Foundation Staff

If you encounter any suspicious mail or package (one with handwritten or poorly typed address; oily stains, discoloration or odor; excessive tape or string; protruding wires or aluminum foil) or you encounter a substance you think may be biological in nature:

- ☐ Do not touch, shake, open, move around or allow other staff or individuals to handle the item.
- ☐ Evacuate and isolate the area or room that contains the suspected substance.
- ☐ Immediately notify **SECURITY**, who will evaluate the situation and call 911 and/or notify the FBI and/or County Health Department. Dial 911 to report the incident.
- ☐ Mark the room or area "DO NOT ENTER."
- ☐ Contain and isolate any individuals that may have been contaminated.
- ☐ Wear protective gloves, if available; then wet lightly any potentially contaminated area or person. Remove and triple bag any potentially contaminated clothing.
- ☐ Do not eat or drink while handling suspicious mail, package or substance.
- ☐ Wash hands with soap and warm water.

It is safest to assume that all blood and bodily fluids contain blood borne pathogens such as HIV and Hepatitis. Avoid contact with bodily fluids, if possible. If contact is unavoidable:

- ☐ Wear protective gloves if available.
- ☐ Wash all exposed skin with soap and water.
- ☐ Flush eyes with water.
- ☐ Do not eat, drink smoke, apply cosmetics or handle contact lenses in the area in which the exposure occurred.
- ☐ Arrange to inspect and decontaminate any equipment or furnishings in the area, before it is reused.

Report the incident as soon as possible to Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

BOMB THREAT OR TERRORIST THREAT

Action Step	Primary Person Responsible		If Primary Not Available
Contact SRO/Police (xxx)/(626-256-8000) to report bomb threat	Administrative Team		Academic Advisors
Lock down all access doors in Access Control	Assistant Principal/Director of IT		Assistant Principal/Director of IT
Communicate to Campus Security to lock all exterior doors for all buildings	Main Campus	Campus Security	Maintenance/Custodial
	Theatre	Theatre Facility Mgr.	Maintenance/Custodial
Establish Command Post	Administrative Team		Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room [#] Office Manager		Room [#] Administrative Assistant
Establish Action Plan	Administrative Team		Administrative Team
Gather information on location, floor, room, etc.	School Resource Officer/Maintenance & Operations Staff		Campus Security
Gather floor plans for law enforcement use	Maintenance & Operations Staff/Administration/School Resource Officer		Maintenance & Operations Staff/Administration/School Resource Officer
Establish perimeter around school campus; designate teachers for Facility Security	Police/Campus Security		Maintenance/Custodial
Communicate the prohibition to use electronic equipment	Administration/Room [#] Administrative Assistant		Room [#] Office Manager/ Room [#] Admin Asst
PIO communicates notice on CSASGV Emergency Twitter [IF APPLICABLE]	Foundation Staff		Foundation Staff
Monitor media coverage of incident	Foundation Staff		Foundation Staff
Establish medical triage location for possible injuries	Health Office		Health Office
Formulate parent reunification plan	Attendance Office		Room [#] Office Manager/ Room [#] Admin Asst
Update staff every 15 minutes until conclusion of incident	Room [#] Administrative Assistant		Foundation Staff
Update CSASDSC Emergency Twitter every 30 minutes [IF APPLICABLE]	Foundation Staff		Foundation Staff
Maintain facility security and student supervision	Police/Campus Security		Maintenance/Custodial

Although most bomb threats are hoaxes, all threats must be treated as if they are real. Whether in person or by telephone, remain calm and permit the person to talk without interruption. Ask questions:

- ☐ Where is the bomb?
- ☐ When is it going to go off?
- ☐ What kind is it?
- ☐ What does it look like?
- ☐ What will cause it to go off?
- ☐ What is the intended target?
- ☐ Take actual or mental notes on everything said and your observations : time; description of person; voice characteristics, background noise (if a telephone threat)

For all bomb threats:

- ☐ Call Administrative Staff in order to call 911.
- ☐ Prohibit any radio frequency transmissions and use of cell phones, PDAs, etc.
- ☐ Evacuate any suspected area and alert other staff.
- ☐ Advise all individuals not to touch, move or disarm any object or item.
- ☐ Advise all individuals not to change any equipment or electrical switches.
- ☐ All action regarding disposal or handling of the bomb or device will be handled by the local police agency or fire department.

If you have a written threat:

- ☐ Handle the note carefully and minimally – just enough to make a copy.
- ☐ Protect the original note from further handling or loss.
- ☐ Wait for further instructions from emergency personnel.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

CIVIL DISTURBANCE

Action Step	Primary Person Responsible	If Primary Not Available
Secure perimeter of incident	Campus Security	Teachers/Maintenance Staff
Establish Command Post	Administrative Team	Administrative Team
Establish Action Plan	Administrative Team	Administrative Team
Contact SRO/Police (xxx/760-435-4900) if situation becomes out of control	Administrative Team/Receptionist	Administrative Team/Receptionist
Initiate Lockdown if necessary (see Lockdown Action Steps)	Administrative Team	Administrative Team
Detain students/persons involved	Campus Security	Teachers
Assign behavior consequences if necessary	Administrative Team	Administrative Team
Be prepared for medical injuries	Health Office	Health Office
Contact law enforcement if criminal acts have occurred	Administrative Team	Administrative Team
Update staff every 15 minutes until conclusion of incident	Administrative Team	Administrative Team

Any protest, misbehavior, or similar incident that disrupts or has the potential to disrupt the orderly functions of the workplace or the school site can escalate to a point where it is a danger.

If the incident is not serious, attempt to have those involved return to their normal routine. If the behavior could result in injury or further disruption, try to isolate the disruptive persons or their leaders. Initiate a lock down, if necessary. (See LOCKDOWN procedure.)

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

Once the incident is contained, determine what disciplinary action to take, if any. Invite Administrative Team members to discern the basis for the problem and take action to address those concerns.

DISASTER

Action Step	Primary Person Responsible	If Primary Not Available
Signal alarm or PA announcement to evacuate all buildings	Administrative Team	Administrative Team
Ensure orderly evacuation of students and staff	Teachers/Support Staff	Teachers/Custodial
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room [#] Office Manager	Room [#] Administrative Assistant
Gather information on scope and extent of damage (locations, floors, rooms, etc.)	Maintenance & Operations Staff	SRO/Campus Security
Utility check for damages; all utilities, all buildings	Maintenance & Operations Staff	Maintenance & Operations Staff
Shutdown utilities if necessary	Maintenance & Operations Staff	Maintenance & Operations Staff
Verify attendance of all classes	Registrar/Attendance Office	Room [#] Admin Assistant/ Attendance Office
Backup all data on servers and shutdown	IT Staff/Webmaster	IT Staff/Webmaster
Mobilize Search and Rescue team; organize supplies, search locations	Instructional Staff	Instructional Staff
Report missing students and staff to Search and Rescue team	Registrar/Attendance Clerk	Attendance/Room [#] Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/ Campus Security	Maintenance/Custodial
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room [#] Administrative Assistant	Room [#] Office Manager
PIO communicates notice on CSASGV Emergency Twitter [IF APPLICABLE]	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room [#] Staff
Custodial organization of supplies, food, water	Maintenance & Operations Staff	Food Service Staff
Update staff every 15 minutes until conclusion of incident	Room [#] Administrative Assistant	Foundation Staff
Update CSASGV Emergency Twitter every 30 minutes [IF APPLICABLE]	Foundation Staff	Foundation Staff
Maintain facility security and student supervision	Campus Security/Teachers	Maintenance/Custodial

Remain calm and be patient. Remain in your work area unless instructed otherwise. Heed

the instructions of emergency officials or command and evacuation personnel.

- ☐ Check for fires, smoke, fumes, electrical hazards, gas leaks or other potential hazards.
- ☐ If there are injuries, give first aid.
- ☐ Do not attempt to move seriously injured people.
- ☐ Call your prearranged family contact.
- ☐ Do not use the telephone again, except to dial 911 to report a life-threatening emergency.
- ☐ Keep a radio on for information and updates.
- ☐ Report all injuries and hazards to the Health Office and/or command personnel.
- ☐ Site emergency personnel will dial 911 to report the disaster, if the incident seems to be isolated to this location. If the disaster seems to be widespread, site emergency personnel will assume control of the situation until emergency officials arrive.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- ☐ Assist handicapped persons and anyone with manageable injuries.
- ☐ Do not attempt to move anyone who is severely injured.
- ☐ DO NOT run, use elevators, or close doors behind you.
- ☐ DO NOT smoke, light matches or activate any equipment or electrical switches.
- ☐ STAY AWAY from any structures, debris or utility lines.
- ☐ Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- ☐ Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- ☐ Report attendance and injuries to command personnel.
- ☐ Assemble with your class in the designated area and remain there until instructed otherwise.
- ☐ Do not attempt to reenter the building until it has been officially declared safe.
- ☐ Keep radios on for information and updates.

If officials are not present, assess the situation to determine whether the danger is outside or inside. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.

In the event of instructions to “shelter in place” or “lock down” the facility, all entrances will be locked and no one will be permitted to exit or enter the building(s) until emergency officials determine that it is safe to do so. Keep a radio on for information and updates.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

EARTHQUAKE

Action Step	Primary Person Responsible	If Primary Not Available
Signal alarm or PA announcement to evacuate all buildings	Room [#] Staff	Room [#] Staff
Ensure orderly evacuation of students and staff	Teachers/Support Staff	Teachers/Custodial
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room [#] Office Manager	Room [#] Administrative Assistant
Gather information on scope and extent of damage (locations, floors, rooms, etc.)	School Resource Officer/Maintenance & Ops Staff	Learning Specialist/Campus Security
Utility check for damages; all utilities, all buildings	Maintenance & Ops Staff	Maintenance & Ops Staff
Shutdown utilities if necessary	Maintenance & Ops Staff	Maintenance & Ops Staff
Verify attendance of all classes	Registrar/Attendance Clerk	Attendance Clerk/Room [#] Admin Assistant
Backup all data on servers and shutdown	IT Staff/Webmaster	IT Staff/Webmaster
Mobilize Search and Rescue team; organize supplies, search locations	Instructional Staff	Instructional Staff
Report missing students and staff to Search and Rescue team	Registrar/Attendance Clerk	Attendance Clerk/Room [#] Admin Assistant
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/Maintenance & Ops Staff	Maintenance/Custodial
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room [#] Administrative Assistant	Room [#] Office Manager
PIO communicates notice on CSASGV Emergency Twitter [IF APPLICABLE]	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room [#] Staff
Custodial organization of supplies, food, water	Maintenance & Operations Staff	Food Service Staff
Update staff every 15 minutes until conclusion of incident	Room [#] Administrative Assistant	Foundation Staff
Update CSASGV Emergency Twitter every 30 minutes	Foundation Staff	Foundation Staff
Maintain facility security and student supervision	Campus Security/Teachers	Maintenance/Custodial

If you are inside,

- ☐ Move away from windows, mirrors, tall bookcases, file cabinets or high stacked items and out from under beams, architectural elements and suspended light fixtures.
- ☐ Drop to the floor and, if possible, crawl under a sturdy table or desk.
- ☐ If not possible, stand in a corner or against a solid wall.
- ☐ Close eyes, clasp both hands behind neck, and cover ears and head with forearms.
- ☐ Do not move or evacuate the building unless instructed to do so by emergency personnel.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- ☐ Assist handicapped persons and anyone with manageable injuries.
- ☐ Do not attempt to move anyone who is severely injured.
- ☐ Take your purse or wallet with you. Do not take time to collect all belongings or to shut down computers.
- ☐ DO NOT run, use elevators, or close doors behind you.
- ☐ DO NOT smoke, light matches or activate any equipment or electrical switches.
- ☐ STAY AWAY from any structures, debris or utility lines.
- ☐ Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- ☐ Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- ☐ Report attendance and injuries to command personnel.
- ☐ Assemble with your division in the designated area and remain there until instructed otherwise.
- ☐ Do not attempt to reenter the building until it has been officially declared safe.
- ☐ Be prepared for aftershocks.
- ☐ Keep a radio on for information and updates.

If you are outside,

- ☐ Move away from buildings/areas subject to falling debris, glass, electrical wires, poles or trees.
- ☐ The safest place is in the open. Take cover in a doorway or archway if you cannot get to a clear area.
- ☐ Stay low, close eyes, and cover ears and head with forearms.
- ☐ Do not enter buildings until they have been officially declared safe.
- ☐ Be prepared for aftershocks.
- ☐ Keep a radio on for information and updates.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

EXPLOSION, HAZMAT, CHEMICAL SPILL

Action Step	Primary Person Responsible	If Primary Not Available
Evacuate Room/Floor/Building Effected	Teachers	Campus Security
Gather information on scope and extent of damage, hazard	School Resource Officer/Campus Security	Maintenance & Operations Staff
Seal and isolate location of emergency	Maintenance/Custodial	Campus Supervisors
Call 911/OFD to report address, building, floor, room, campus location (compass directions)	Administrative Team	Administrative Team
Radio campus supervisors to inform them of response by OFD	Room [#] Office Manager	Room [#] Administrative Assistant
Shutdown electricity and gas to effected building if safe to do so and if necessary	Maintenance/Custodial	Campus Security
Ensure orderly evacuation of students and staff	Support Staff	Campus Supervisors
Establish Command Post	Administrative Staff	Administrative Staff
Contact Foundation Office Staff to report to Command Post for PIO Support	Room [#] Office Manager	Room [#] Administrative Assistant
Verify attendance of all classes	Attendance Office/Room [#] Staff	Attendance Office/Room [#] Staff
Report missing students and staff to Command Staff and OFD	Attendance Office/Room [#] Staff	Attendance Office/Room [#] Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/Campus Security	Maintenance & Operations Staff
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room [#] Administrative Assistant	Foundation Staff
Communicate notice on CSASGV Emergency Twitter [IF APPLICABLE]	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Establish biohazard, chemical detox location	OFD	OFD
Formulate parent reunification plan	Attendance Office	Room [#] Staff
Update staff every 15 minutes until conclusion of incident	Room [#] Administrative Assistant	Foundation Staff
Update CSASGV Emergency Twitter every 30 minutes [IF APPLICABLE]	Foundation Staff	Foundation Staff

For an explosion,

- ◆ Remain calm.
- ◆ Immediately drop to the floor, close eyes, clasp both hands behind neck, and cover ears and head with forearms.

When the explosion(s) have stopped,

- ◆ Keep everyone inside the location unless instructed to evacuate.
- ◆ Close windows, shut off vents, turn off fans, seal gaps at windows and doorways.
- ◆ Do not smoke, light matches or activate any electrical or equipment switches.
- ◆ Avoid inhaling toxic fumes if possible.
- ◆ Monitor individuals for any signs of injury and report as soon as possible to command or emergency personnel.

For hazardous materials or chemical spill,

- ◆ Stay away from the hazard source. Do not touch or step in any of the material.
- ◆ Do not eat or drink anything; it may be contaminated.
- ◆ Isolate any individuals that may have become contaminated.
- ◆ Monitor individuals for any signs of medical distress and report as soon as possible to command or emergency personnel.

If evacuation is indicated,

- ◆ Proceed uphill, upstream or upwind of the material, fumes or smoke.
- ◆ Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- ◆ Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- ◆ Quickly assemble in an area away from the exit door and any emergency operations.
- ◆ Do not return to the building unless instructed to do so.

Dial 911 as soon as possible and report the incident to The Receptionist Desk or Security (press buttons on phone) and/or supervisor. Submit any requested documentation immediately.

List of Hazardous Materials Locations:

Building	Room	Description
		Industrial Cleaning Supplies
		Biology Sciences Supplies
		Chemistry Science Supplies
		Propane storage for Welding

FIRE

VERIFIED FIRE ACTION STEPS		
Action Step	Primary Person Responsible	If Primary Not Available
Evacuate Building Effected	Teachers	Campus Supervisors
Gather information on scope and extent of fire (location, ignition point, etc.)	Maintenance & Operations Staff	Room [#] Staff
Call 911/OFD to report address, building, floor, room, campus location (compass)	Administrative Team	Administrative Team
Radio campus supervisors to inform them of response by OFD	Room [#] Office Manager	Room [#] Administrative Assistant
Shutdown electricity and gas to effected building if safe	Maintenance & Operations Staff	Maintenance & Operations Staff
Ensure orderly evacuation of students and staff	Teachers/Support Staff	Teachers/Custodial
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room [#] Office Manager	Room [#] Administrative Assistant
Verify attendance of all classes	Attendance Clerk/Room [#] Staff	Attendance Clerk/Room [#] Staff
Report missing students and staff to Command Staff and fire department	Attendance Clerk/Room [#] Staff	Attendance Clerk/Room [#] Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/Campus Security	Maintenance/Custodial
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leads	Room [#] Administrative Assistant	Room [#] Office Manager
Communicate notice on CSASGV Emergency Twitter [IF APPLICABLE]	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room [#] Staff
Update staff every 15 minutes until conclusion of incident	Room [#] Administrative Assistant	Foundation Staff

FALSE ALARM ACTION STEPS		
Evacuate Building Effectuated	Teachers	Campus Security
Gather information on scope and extent of fire (location, ignition point, etc.); verify false alarm	Maintenance & Operations Staff/Campus Security	Maintenance & Operations Staff/Campus Security
Call OFD and alarm company to verify false	Maintenance & Operations Staff	Maintenance & Operations Staff
Establish Command Post	Administrative Team	Administrative Team
Ensure orderly evacuation of students and staff	Teachers/Support Staff	Teachers/Custodial
Verify attendance of all classes	Attendance Office	Room [#] Staff
Reset alarm panel and pull stations, open all fire doors	Maintenance & Operations Staff	Maintenance & Operations Staff
Ensure orderly return to building for all classes	Teachers/Support Staff	Teachers/Custodial

If you smell smoke or see flames, contact The Receptionist Desk or Security (press buttons on phone), or **[Name, ext. xxx]**. That person will assess the situation and take appropriate action. If the situation is already out of hand and assistance is not available, dial 911 and be prepared to:

- ◆ State the nature of the emergency.
- ◆ State your name and a phone number at your location.
- ◆ State the building address and room number or area of the building.
- ◆ Remain on the phone until told to hang up.
- ◆ Ask someone to meet emergency officials at the street.
- ◆ Use the fire extinguisher nearest you, if personal safety permits.
- ◆ **DO NOT USE A FIRE EXTINGUISHER ON AN ELECTRICAL FIRE. EVACUATE IMMEDIATELY.**

Use nearest designated evacuation route exit and assembly area unless otherwise instructed.

- ◆ If smoke is present, stay close to the floor.
- ◆ Cover your mouth and nose with a wet cloth.
- ◆ Do not open hot doors. Before opening a door, touch it near the top to see if it is warm.
- ◆ Close doors behind you as you exit. Do not use elevators.
- ◆ Hold handrails. If no broken glass, remove high heels to avoid tripping.
- ◆ Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- ◆ Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- ◆ After exit, quickly assemble in an area away from the exit door and any emergency operations.
- ◆ Report attendance and injuries to command personnel.
- ◆ Do not return to the building until you are instructed to do so.
- ◆ Keep building entrances and access roads clear for emergency personnel and vehicles.

If evacuation is not possible:

- ◆ Put closed doors between yourself and the smoke and heat.
- ◆ Stay close to the floor.
- ◆ Cover your mouth and nose with a wet cloth.
- ◆ Seal cracks around windows and doors.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

LOCKDOWN/SECURE CAMPUS

Action Step	Primary Person Responsible		If Primary Not Available
Order Lockdown of all buildings and rooms	Administrative Team		Academic Advisors
Contact 911/Police (626-256-8000) to report the lockdown situation and reason for it	Administrative Team		Academic Advisors
Lock down all access doors in Access Control	Assistant Principal/IT Staff		Assistant Principal/IT Staff
Communicate to Campus Security to lock all exterior doors for all buildings	Main Campus	Campus Security	Maintenance/Custodial
	Webb Theater	Webb Theater Facility Manager	Maintenance/Custodial
Establish Command Post	Administrative Team		Administrative Team
Contact Foundation Staff to report to Command Post for PIO Support	Room [#] Office Manager		Room [#] Administrative Assistant
Establish Action Plan	Administrative Team		Administrative Team
Gather information on location, floor, room, etc.	Police/Campus Security		Learning Specialist
Gather floorplans for law enforcement use	Assistant Principal/Director of Maintenance & Operations		Assistant Principal/Director of Maintenance & Operations
Establish perimeter around school campus; designate teachers for Facility Security	Police/Campus Security		Maintenance/Custodial
Communicate with classrooms via email or telephone	Learning Specialist/Room [#] Administrative Assistant		Room [#] Office Manager/ Room [#] Admin Assistant
PIO communicates notice on CSASGV Emergency Twitter [IF APPLICABLE]	Foundation Staff		Foundation Staff
Monitor media coverage of incident	Foundation Staff		Foundation Staff
Establish medical triage location for possible injuries	Health Office		Health Office
Formulate parent reunification plan	Attendance Office		Room [#] Staff
Update staff every 15 minutes until conclusion of incident	Room [#] Administrative Assistant		Foundation Staff
Update CSASGV Emergency Twitter every 30 minutes [IF APPLICABLE]	Foundation Staff		Foundation Staff
Maintain facility security and student supervision	Campus Security/Teachers		Maintenance/Custodial

ACTION	SIGNALLED BY	TEACHER ACTION
Lockdown	PA announcement: "This is a LOCKDOWN , this is not a drill."	Lock down all rooms and keep students away from doors and windows
Secure Campus	PA announcement: "This is a SECURE CAMPUS , this is not a drill. Please keep all students inside."	Keep all students inside of rooms, await further instructions

LOCKDOWN vs. SECURE CAMPUS

A lockdown is called when there is a need to shelter in place for all students and staff, such as a violent intruder. A SECURE CAMPUS is called when there is a potential threat in the area, and all students and staff should be kept inside.

If an intruder or a threat to safety is identified in the building or in the immediate area, a LOCKDOWN may be declared by command or emergency personnel. In this situation, immediate action is required. A lockdown applies to everyone on site.

PLEASE NOTE THAT A LOCKDOWN CAN BE CALLED BY ANYONE.

If in the building,

- ☐ Lock all doors. Lower any shades or blinds and turn off classroom lights.
- ☐ Place heavy objects in front of door to barricade, if possible.
- ☐ Students and teachers should turn all cell phones and electronic devices to silent.
- ☐ Keep students and staff away from doors and windows and on floor.
- ☐ Move to a secure (concealed or walled) area of the building.
- ☐ If gunshot or explosion is heard, drop to the floor and seek cover.
- ☐ Move a telephone into the secure area and call 911 as soon as possible.
- ☐ Account for all students and staff. If possible, send email to administration regarding missing or injured students.
- ☐ Maintain a calm environment.
- ☐ Stay where you are until instructed otherwise by command or emergency personnel, even if the school/work day is over.
- ☐ Guard outside exits to prevent anyone from leaving the building.
- ☐ Update locked down personnel at 5-10 minute intervals, as information is received from command or emergency personnel. If possible, monitor email and listen for announcements over PA.
- ☐ During an attack, if it is easier or closer to escape campus and go to a more secure location elsewhere, do so. If you leave campus, notify administration or Duarte Police as soon as possible.

If outside,

- ☐ Duck and cover to the ground immediately; face down, as flat as possible. If within 15-20 feet of a safe location, duck and run for safety using a zig-zag motion.
- ☐ Try to get behind or inside a building when you deem it safe.
- ☐ When you reach a relatively safe area, stay down and don't move. Do not peek or raise your head.
- ☐ During an attack, if it is easier or closer to escape campus and go to a more secure location elsewhere, do so, do not spend time looking for an open room. If you leave campus, notify administration or Oceanside Police as soon as possible.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

SECURED CAMPUS

Action Step	Primary Person Responsible	If Primary Not Available
Order securing of all buildings and rooms	Administrative Team	Academic Advisors
Secure and lock all access doors in Access Control	Assistant Principal/IT Staff	Assistant Principal/IT Staff
Communicate to Campus Security to lock all exterior doors to all buildings	Campus Security	Custodial/Maintenance
Establish Action Plan	Administrative Team	Administrative Team
Gather information on location and extent of incident	Police/Campus Security	Learning Specialist
Contact Foundation Staff to report to Command Post for PIO Support	Room [#] Office Manager	Room [#] Administrative Assistant
Communicate with classrooms via email or telephone	Learning Specialist/Room [#] Administrative Assistant	Room [#] Office Manager/ Room [#] Admin Assistant
PIO communicates notice on CSASGV Emergency Twitter [IF APPLICABLE]	Foundation Staff	Foundation Staff
Monitor media coverage of incident	Foundation Staff	Foundation Staff
Update staff every 15 minutes until conclusion of incident	Room [#] Administrative Assistant	Foundation Staff
Update CSASGV Emergency Twitter every 30 minutes [IF APPLICABLE]	Foundation Staff	Foundation Staff
Maintain facility security and student supervision	Campus Security/Teachers	Maintenance/Custodial

LOCKDOWN vs. SECURED CAMPUS

A lockdown is called when there is a need to shelter in place for all students and staff, such as a violent intruder. A SECURE CAMPUS is called when there is a potential threat in the area, and all students and staff should be kept inside.

If an intruder or a threat to safety is identified in the building or in the immediate area, a LOCKDOWN may be declared by command or emergency personnel. In this situation, immediate action is required. A lockdown applies to everyone on site.

If indoors:

- ☐ Lock all doors.
- ☐ Keep students and staff away from doors and windows.
- ☐ Account for all students and staff. Notify administration via email (send pdf version of emergency accountability report) of any student currently outside of your building and their location if you are aware of it.
- ☐ Maintain a calm environment, but continue with your classroom routine.
- ☐ Stay where you are until instructed otherwise by command or emergency personnel, even if the school/work day is over.
- ☐ Guard outside exits to prevent anyone from leaving the building.
- ☐ Monitor email and listen for announcements over PA.

If outside,

- ☐ Proceed immediately to a secure area.
- ☐ Remain there until instructed otherwise by command or emergency personnel, even if the school/work day is over.

POWER OUTAGE

Action Step	Primary Person Responsible		If Primary Not Available
Communicate with classrooms and direct teachers to wait for further instructions	Assistant Principal/Academic Advisors		Room [#] Staff
Check/verify extent of loss of power for campus and surrounding buildings	Maintenance & Custodial Staff		Campus Security
Designate 2 person teams to check elevators [IF APPLICABLE] and bathrooms in each campus building	Name of Bldg	Campus Security	Maintenance Staff
	Name of Bldg	SRO/AP	Maintenance Staff
	Name of Bldg	IT Staff	Attendance Office
	Name of Bldg	Maintenance Staff	Campus Security
	Name of Bldg	VA Staff	VA Staff
	Name of Bldg	Theatre Staff	SRO/AP
Shutdown servers and backup data for all critical systems at school	IT Staff		Webmaster
Designate Building Leads to communicate with teachers and students in each building	Name of Bldg	Dir of Spec. Ed	Learning Specialist
	Name of Bldg	Acad Adv (A-G)	Acad Adv (H-O)
	Name of Bldg	IT Staff	Dir of FTV
	Name of Bldg	Acad Adv (P-Z)	Dir of P&D
	Name of Bldg	Dir of VA	VA Staff
	Name of Bldg	Theatre Staff	CFO
Building Leads establish Floor Leads as the point of contact for each floor	Teachers		Teacher
Contact So. Cal Edison to report loss of power (800-611-1911)	Maintenance & Custodial Staff		Maintenance & Custodial Staff
Establish Command Post and Action Plan for Incident	Administrative Team		Administrative Team
Communicate Action Plan to Building Leads	Room [#] Administrative Assistant		Room [#] Office Manager
Communicate notice on CSASGV Emergency Twitter [IF APPLICABLE]	Foundation Staff		Foundation Staff
Communicate with Building Leads every 15 minutes	Room [#] Administrative Assistant		Room [#] Office Manager
Communicate with Southern California Edison every 30 minutes	Maintenance & Custodial Staff		Maintenance & Custodial Staff
Evacuate building if situation requires	Administrative Team		Administrative Team

During power outage,

- ◆ Use public or cell phones to communicate.
- ◆ Keep students calm and in your classroom for further instructions. If students need to leave, send students in pairs.
- ◆ Shut down computers. (It is advisable to back up computer files at least weekly.)
- ◆ Emergency lights are powered in specified areas for sixty (60) minutes.
- ◆ Flashlights will be distributed for assistance.

For suspected or actual utility break or water/gas leak,

- ◆ Evacuate the immediate area.
- ◆ Do not touch fallen wires.
- ◆ Check circuit breakers, pilot lights and other potential sources of the problem.
- ◆ Do not return to the area until instructed to do so.

EVACUATION

EVACUATION ROUTES OUT OF BUILDINGS

In the event of an emergency, teachers are asked to stay on campus for as long as their assistance is needed.

POTENTIAL EMERGENCIES

Disaster	Signal	Action
FIRE	<input type="checkbox"/> Intermittent bell	<input type="checkbox"/> Evacuate
EARTHQUAKE	<input type="checkbox"/> Building shaking <input type="checkbox"/> Intermittent bell <input type="checkbox"/> No bell sounds	<input type="checkbox"/> Duck and cover <input type="checkbox"/> Evacuate when intermittent bell sounds <input type="checkbox"/> Use best judgment to evacuate if bell fails
INTRUDER	<input type="checkbox"/> PA announcement this is a lockdown. This is not a drill.	<input type="checkbox"/> Lock down all rooms, and keep students away from doors and windows
LOSS OF POWER	<input type="checkbox"/> Lights shut off <input type="checkbox"/> Phones/electrical equipment do not work <input type="checkbox"/> Elevators do not work	<input type="checkbox"/> Remain in classroom for further instructions
CLASSROOM INCIDENT	<input type="checkbox"/> Various actions will indicate a classroom emergency in progress	<input type="checkbox"/> Call security from classroom phone <input type="checkbox"/> Call Health Office & 911 if appropriate <input type="checkbox"/> Move students away from emergency

EVACUATION ROUTES OUT OF BUILDINGS

Rooms/Buildings	Direction to Evacuate the Building	Evacuation Area

EVACUATION GROUPS

Group 1

Evacuate immediately at the sound of the bell

[NAMES OF BUILDINGS
AND/OR BUILDING
SECTIONS]

Group 2

Tower floors cascade in the following order:

☐ [FLOOR LEVELS, IF APPLICABLE]

EVACUATION PROCEDURES

1. Bring your class roster and Emergency Accountability Sheet. Lock your classroom door behind you.
2. ALL TEACHERS: Each floor needs to designate a Lead teacher and a Sweep teacher to escort students down the stairs.
3. GROUP 1 teachers: Designate one teacher at each stairwell to alert the floor below you when clear to evacuate.
4. GROUP 2 teachers: Be alert clearance from floor above
5. Once you have arrived at your designated location, have all students sit down in line. Complete the Emergency Accountability Report and send your attendance to the designated collection point for recording.

Leave the room calmly.

- ☐ **Group 1:** Evacuate the building immediately on your designated route and proceed to your designated evacuation area. Be sure to lock your door behind you.
- ☐ **Group 2:** Proceed immediately to the refuge areas and wait for floor above you to evacuate. Follow your designated evacuation route listed above. Be sure to lock your door behind you.

Evacuation of the building or work area may seem necessary to protect individuals from unknown or suspected danger, potential injury, or toxic exposure. Evacuation should not be automatic. You may be safer where you are. Heed the instructions of emergency officials or command and evacuation personnel.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- ☐ Take your purse or wallet and cellular phone with you. Do not take time to collect belongings or to shut down computers.
- ☐ Assist handicapped persons and anyone with manageable injuries.
- ☐ Do not attempt to move anyone who is severely injured.
- ☐ DO NOT run, use elevators, or close doors behind you.
- ☐ DO NOT smoke, light matches or activate any equipment or electrical switches.
- ☐ STAY AWAY from any structures, debris or utility lines.
- ☐ Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- ☐ Report attendance and injuries to command personnel as quickly as possible.
- ☐ Assemble with your division in the designated area and remain there until instructed otherwise.
- ☐ Do not attempt to reenter the building until it has been officially declared safe.
- ☐ Do not leave the site unless instructed to do so.

If officials are not present, assess the situation to determine whether the danger is outside or inside. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone) and one of the following individuals. Submit any requested documentation immediately.

List emergency contact numbers here:

[NAME] (XXX) xxx-xxxx

[NAME] (XXX) xxx-xxxx

[NAME] (XXX) xxx-xxxx

EMERGENCY DURING NON-INSTRUCTIONAL TIME (including Block 7)

If an emergency takes place during a non-instructional part of the day, (before or after school, nutrition, lunch, etc.) go to the evacuation location for your **NEXT SCHEDULED CLASS**.

**[INSERT
EVACUATION
MAP]**

This plan will be revised and restated in detail within 30 days of the execution of a facilities MOU with DUSD for the CSASGV site.

[INSERT COMMAND POST CHART AND INFORMATION]

This plan will be revised and restated in detail within 30 days of the execution of a facilities MOU with DUSD for the CSASGV site.

Incident Command Structure Job Descriptions

CAMPUS OPERATIONS DIRECTOR – The Executive Director or Chief Operations Officer, referred to as the Campus Operations Director is responsible for:

- ☐ Establishing the basic policies which govern the Emergency Management Organization
- ☐ Declaring an emergency when required
- ☐ Functioning as the highest level of authority during an emergency

INCIDENT COMMANDER – The Principal or Assistant Principal, referred to as the Incident Commander, has complete authority and responsibility for the overall operations of the incident. This includes activating, directing, and managing the Command Post; establishing objectives and strategies; approving action plans developed by Command Post staff to implement objectives and strategies; and approving requests for ordering or releasing resources through mutual aid. The Incident Commander directs the emergency response for a major disaster to minimize casualties and injuries, sets priorities and delegates tasks, and provides the Campus Operations Director with current information on the status of the emergency response. The Incident Commander is responsible for:

- ☐ Ensuring the emergency organization follows established policies and procedures
- ☐ Establishing priorities for the use of personnel and resources
- ☐ Authorizing deviations of procedures for implementing the emergency plan
- ☐ Adjudicating conflicting demands for support
- ☐ Managing the recovery process
- ☐ Developing strategies and tactics
- ☐ Ordering and/or releasing resources
- ☐ Assessing the situation and/or obtain a briefing from the prior Incident Commander
- ☐ Determining incident objectives and strategies
- ☐ Establishing immediate priorities
- ☐ Establishing an Incident Command Post
- ☐ Establishing an appropriate organization
- ☐ Ensuring planning meetings are scheduled as required
- ☐ Approving and authorizing the implementation of Incident Action Plans
- ☐ Ensuring that adequate safety measures are in place
- ☐ Coordinating activities for all Command and General Staff
- ☐ Coordinating with key people and officials
- ☐ Approving requests for additional resources or for the release of resources
- ☐ Keeping the Campus Operations Director informed of the incident status
- ☐ Authorizing the release of information to the news media
- ☐ Ordering the demobilization of the incident when appropriate

The Incident Commander is assisted by the following staff:

PUBLIC INFORMATION OFFICER (PIO) – The Vice President of Marketing and Special Events, referred to as the Public Information Officer (PIO) is responsible for preparing and disseminating emergency public information regarding the incident size, cause, ongoing situation, resources, and other matters of interest associated with the emergency. The PIO, with the assistance of the Personnel Unit (Student and Personnel Accountability) provides information to employees, students, parents, and the general campus community. The PIO is the point of contact for the public and the news media, coordinating releases for the school and with other agencies, and holding news conferences as necessary. The PIO is responsible for establishing a Rumor Control Center and assisting with plans for the rapid release of emergency instructions and information to the public through all available means. The PIO shall:

- ☐ Determine from the Incident Commander if there are any limits on information release
- ☐ Establish “news center” site as a media reception area, away from Command Post
- ☐ Develop materials for use in media briefings
- ☐ Obtain the Incident Commander’s approval of media releases
- ☐ Inform media and conduct media briefings
- ☐ Arrange for tours and other interviews or briefings that may be required
- ☐ Obtain media information that may be useful to incident planning
- ☐ Maintain current information summaries and/or displays on the incident and provide information on status of incident to assigned personnel
- ☐ Maintain a log of activities

LIAISON OFFICER – Incidents that are multi-jurisdictional, or have several agencies involved, may require the establishment of the Liaison Officer position on the Command Staff. The Director of Community Programs, referred to as the Liaison Officer is the contact person for the personnel assigned to the incident by assisting or cooperating agencies. These are personnel other than those on direct tactical assignments or those involved in a Unified Command. The Liaison Officer functions as the point of contact for the supporting agencies and mutual aid agency representatives. The Liaison Officer assists with intergovernmental communications and liaison. This may include representatives from other law enforcement agencies, fire services, emergency medical providers, city and county agencies, and private organizations. The Liaison Officer shall:

- ☐ Determine an operating area with necessary supplies and equipment
- ☐ Be a contact point for Agency Representatives
- ☐ Maintain a list of assisting and cooperating agencies and Agency Representatives
- ☐ Assist in establishing and coordinating inter-agency contacts
- ☐ Keep agencies supporting the incident aware of incident status
- ☐ Monitor incident operations to identify current or potential inter-organizational problems
- ☐ Participate in planning meetings, provide current resource status, including limitations and capability of assisting agency resources
- ☐ Maintain a log of activities

SAFETY OFFICER – The Principal or Assistant Principal, referred to as the Safety Officer is responsible for monitoring and assessing hazardous and unsafe situations and developing

measures for assuring student and personnel safety. The Safety Officer has the authority to stop all unsafe activity on an incident that is deemed to be outside the scope of the incident action plan. The Safety Officer is the point of contact for coordinating the response and deployment of counseling and psychology personnel for critical incident stress management.

The Safety Officer's function is to develop and recommend measures for assuring student and personnel safety, and to assess and/or anticipate hazardous and unsafe situations. Only one Safety Officer will be assigned for each incident. The Safety Officer may have assistants as necessary, and the assistants may also represent assisting agencies or jurisdictions. Safety Assistants may have specific responsibilities such as assessing hazardous materials incidents. The Safety Officer shall:

- ☐ Participate in planning meetings
- ☐ Identify hazardous situations associated with the incident
- ☐ Review the Incident Action Plan for safety implications
- ☐ Exercise emergency authority to stop and prevent unsafe acts that are outside the scope of the Incident Action Plan
- ☐ Investigate accidents that have occurred within the incident area
- ☐ Assign assistants as needed
- ☐ Review and approve the medical plan
- ☐ Maintain a log of activities

COMMAND POST SCRIBE – The Room [#] Office Manager, referred to as the Command Post Scribe, is responsible for maintaining a log and time record of all activities within the Command Post. The Scribe will record time and description of all communications, Incident Action Plans, mobilization/demobilization of units and maintain all records for the Command Staff.

OPERATIONS SECTION

OPERATIONS CHIEF – The Principal or Assistant Principal, referred to as the Operations Chief, is responsible for overseeing and managing the tactical operations of the various response elements involved in the disaster/emergency. The Operations Chief will:

- ☐ Assist in the development of the Operations portion of the Incident Action Plan
- ☐ Supervise the execution of the Incident Action Plan
- ☐ Ensure safe tactical operations
- ☐ Request additional resources to support tactical operations
- ☐ Make or approve expedient changes to the Incident Action Plan during the Operational Period as necessary
- ☐ Maintain close communication with the Incident Commander
- ☐ Coordinate units within the Operations Section
- ☐ Maintain a log of activities

The Operations Section includes the following units:

STUDENT COUNSELING UNIT – staffed by the Academic Advisor, is responsible for:

- ☐ Assisting students with stress management
- ☐ Responding to student grief situations
- ☐ Maintaining a log of activities

MEDICAL UNIT – staffed by the Health Clerk, is responsible for:

- ☐ Developing a Medical Aid Plan
- ☐ Coordinating and obtaining medical aid for students, employees, and visitors during the emergency/disaster
- ☐ Preparing reports and records
- ☐ Maintaining a log of activities

STUDENT TRANSPORTATION UNIT – staffed by the Director of Human Resources, is responsible for:

- ☐ Coordinating and providing transportation for evacuations as necessary
- ☐ Coordinating and providing vehicles to transport critical supplies and emergency workers as necessary
- ☐ Maintaining a log of activities

STUDENT/STAFF ACCOUNTABILITY UNIT – staffed by the Registrar, is responsible for:

- ☐ Maintaining an updated list of class sections each semester with student totals for each section
- ☐ Maintaining an accurate list of enrolled students at the school
- ☐ Receiving and verifying all emergency attendance sheets
- ☐ Coordinating with the Attendance Clerk for known student absences
- ☐ Communicating with the Search and Rescue Unit for students known to still be inside campus buildings
- ☐ Developing a plan for student supervision until reunification can take place
- ☐ Preparing reports and records
- ☐ Assisting the Student Reunification Unit with student-parent reunification
- ☐ Maintaining a log of activities

STUDENT REUNIFICATION UNIT – staffed by the Attendance Clerk, is responsible for:

- ☐ Maintaining an accurate record of student attendance each day
- ☐ Maintaining emergency cards for each student
- ☐ Assisting the Registrar and Director of Human Resources in receiving and verifying emergency attendance sheets during an emergency/disaster
- ☐ Developing a Student-Parent Reunification Plan
- ☐ Preparing reports and records

- ☐ Maintaining a log of activities

OPERATIONS SECTION SCRIBE – staffed by the Administrative Assistant to the Student Services Office, is responsible for maintaining a log to record the activities of the Operations Section.

SEARCH AND RESCUE UNIT – staffed by the Instructional Assistant, is responsible for:

- ☐ Organizing search and rescue teams
- ☐ Searching predetermined areas of the campus, in established patterns, after a disaster
- ☐ Locating endangered, trapped, disabled and/or isolated persons.
- ☐ Coordinating with the Student/Staff Accountability Unit to determine known absences and/or missing individuals
- ☐ Rescuing any trapped or injured persons according to established rescue plans
- ☐ Assisting injured persons with first aid
- ☐ Sending for help if the person cannot be safely moved
- ☐ Extinguishing small fires

PLANNING AND INTELLIGENCE SECTION

PLANNING AND INTELLIGENCE CHIEF – The Learning Specialist, referred to as the Planning Chief, is responsible for collecting, evaluating and disseminating the incident information needed to measure the size, scope, and seriousness of an incident, and to plan an appropriate response. The Planning Chief will:

- ☐ Assist in the development of the Incident Action Plan
- ☐ Supervise the execution of the Incident Action Plan
- ☐ Gather intelligence on the incident for use in planning meetings
- ☐ Develop a plan of action that will last for the duration of the incident
- ☐ Anticipate necessary materials and resources needed for the incident
- ☐ Maintain close communication with the Incident Commander
- ☐ Coordinate units within the Planning and Intelligence Section
- ☐ Maintain a log of activities

The Planning and Intelligence Section includes the following units:

DAMAGE ASSESSMENT AND UTILITIES CHECK UNIT – staffed by the Co-Director of Maintenance and Operations, is responsible for:

- ☐ Checking all facilities for damage
- ☐ Checking all utilities and disconnecting or shutting down if necessary
- ☐ Maintaining communication with the Planning and Intelligence Chief
- ☐ Coordinating with the Search and Rescue Unit to locate injured students and staff
- ☐ Maintaining a log of activities

SITUATION STATUS UNIT – staffed by the Room [#] Administrative Assistant is responsible for:

- ☐ Disseminating the status of the incident to all units at regular intervals
- ☐ Maintaining communication with the Planning and Intelligence Chief
- ☐ Developing reports that can be approved by the Planning and Intelligence Chief for distribution
- ☐ Developing reports that can be read by the Public Information Officer during media briefings
- ☐ Maintaining a log of all activities

ADVANCED PLANNING UNIT – staffed by the Director of Special Services is responsible for:

- ☐ Collecting intelligence that can be shared with the Planning and Intelligence Chief for use in the Incident Action Plan
- ☐ Anticipating changes in the incident situation
- ☐ Using community connections to anticipate changes in the incident
- ☐ Maintaining communication with the Planning and Intelligence Chief
- ☐ Maintaining a log of all activities

FACILITY SECURITY UNIT – staffed by Campus Security and Teachers/Instructors, are responsible for:

- ☐ Preventing unauthorized individuals from entering campus buildings during a disaster/emergency
- ☐ Reporting individuals trying to access buildings during an incident
- ☐ Assisting law enforcement to provide perimeter security

LOGISTICS SECTION

LOGISTICS CHIEF – The Co-Director of Maintenance and Operations, referred to as the Logistics Chief, is responsible for overseeing and managing the supply and staffing needs of the disaster/emergency. The Logistics Chief will:

- ☐ Assist in the development of the Logistics portion of the Incident Action Plan
- ☐ Supervise the execution of the Incident Action Plan
- ☐ Acquire the resources needed to assist emergency responders
- ☐ Develop a long range plan for needs like food, water, and bathroom facilities
- ☐ Maintain close communication with the Incident Commander
- ☐ Coordinate units within the Logistics Section
- ☐ Maintain a log of activities

The Logistics Section includes the following units:

STAGING UNIT – staffed by the Custodian, is responsible for gathering and preparing supplies needed for campus operations and emergency responders. The Staging Unit will:

- ☐ Bring the disaster supplies contained within the container in the Tower parking lot to the Command Post
- ☐ Respond to requests for additional materials from the Logistics Chief
- ☐ Maintain communication with the Logistics Chief
- ☐ Maintain a log of all activities

RESOURCE STATUS UNIT – staffed by the Custodian, is responsible for gathering intelligence on quantities of supplies necessary for the Operations Section and emergency responders. The Resource Status Unit will:

- ☐ Establish a list of available resources and quantities of each resource
- ☐ Maintain communication with the Logistics Chief
- ☐ Respond to requests for additional materials from the Logistics Chief
- ☐ Work in conjunction with the Staging Unit to gather and prepare resources for the Operations Section and emergency responders
- ☐ Prepare reports and records

INFORMATION TECHNOLOGY UNIT – staffed by the Director of Information Technology, is responsible for reestablishing and maintaining necessary IT systems during an emergency/disaster. The Information Technology Unit will:

- ☐ Secure the software and database systems for the school.
- ☐ Ensure that school information has been backed up and archived appropriately
- ☐ Reestablish internet connections in the school and the Command Post
- ☐ Provide the Command Post with 2 work stations and a printer when ICS is activated
- ☐ Maintain communications with the Logistics Chief
- ☐ Maintain a log of all activities

VOLUNTEER UNIT – staffed by the Parent Funding Contract Coordinator, is responsible for coordinating volunteers who arrive at the school during an emergency/disaster. The Volunteer Unit will:

- ☐ Develop an action plan for registering volunteers and their capabilities
- ☐ Maintain a record of all volunteers and their abilities when they arrive at the school
- ☐ Maintain communication with the Logistics Chief
- ☐ Assign volunteers to necessary jobs requested from the Logistics Chief
- ☐ Maintain a log of all activities

FOOD AND SHELTER UNIT – staffed by the Director of Food Services is responsible for:

- ☐ Implementing the Care and Shelter plan

- ☐ Providing emergency shelter, food, water, and basic necessities for students, employees, and visitors following an emergency/disaster

FINANCE SECTION

FINANCE CHIEF – The Director of Finance, referred to as the Finance Chief, is responsible for tracking incident related costs, personnel records, requisitions, and administrating procurement contracts required by the Logistics Section. The Finance Chief will:

- ☐ Develop a plan for acquiring necessary materials required for the disaster/emergency
- ☐ Develop a plan to maintain fiscal solvency during the disaster/emergency
- ☐ Track all purchases and expenditures related to the disaster/emergency
- ☐ Maintain communications with the Incident Commander
- ☐ Maintain a log of all activities

The Finance Section includes the following units:

TIME KEEPER UNIT – staffed by the Receptionist, is responsible for recording the events that are a part of the disaster/emergency. The Time Keeper Unit will:

- ☐ Record the times of all events that occur during the disaster/emergency
- ☐ Maintain communication with the Finance Chief
- ☐ Maintain communication with the section scribes
- ☐ Develop reports of all events
- ☐ Create a “master log” of all activities from all sections for incident debrief once the disaster/emergency is concluded

ACCOUNTS PAYABLE UNIT – staffed by the Controller, is responsible for paying for all necessary materials needed during the disaster/emergency. In addition, the Accounts Payable Unit will take steps to ensure that all staff members are paid on their normal schedule. The Accounts Payable Unit will:

- ☐ Provide the funding in order to purchase the necessary equipment and resources for emergency responders and the overall disaster/emergency
- ☐ Work closely with the Purchasing Unit to acquire necessary resources
- ☐ Develop a plan to maintain fiscal solvency for future purchases
- ☐ Develop a plan to maintain the payroll for staff
- ☐ Maintain communication with the Finance Chief
- ☐ Develop reports of all items/resources purchased during the incident
- ☐ Maintain a log of all activities

PURCHASING UNIT – staffed by the Business Office Administrative Assistant responsible for Purchasing, is responsible for purchasing the necessary materials and resources during the disaster/emergency. The Purchasing Unit will:

- ☐ Purchase all materials and resources necessary for emergency responders and the overall disaster/emergency
- ☐ Work closely with the Accounts Payable Unit to acquire the necessary funding
- ☐ Receive direction from the Finance Chief on purchases necessary
- ☐ Develop a plan for purchasing and acquiring materials when necessary
- ☐ Maintain communication with the Finance Chief
- ☐ Develop reports of items purchased
- ☐ Maintain a log of all activities

FINANCE SECTION SCRIBE – staffed by the Parent Liaison, is responsible for maintaining a log to record the activities of the Finance Section.

Behavior Management Policy

It is our goal to maintain a behavior management program at CSASGV that is well-defined and consistent. This policy is pro-active in nature and designed to elicit positive behaviors from the students.

Behavior Management is not synonymous with punishment, but rather, it is the teaching and reinforcement of appropriate behaviors. The philosophy of the behavior management program is based on these beliefs:

- ☐ Behavior is a matter of choice.
- ☐ All students must accept responsibility for their behavior.
- ☐ Teachers have the right to teach.
- ☐ Students may not prevent a teacher from teaching or another student from learning.
- ☐ Parents have the right and obligation to participate in and support the school's Behavior Management Program.

School-wide Behavior Standards are intended to guide the students towards becoming responsible and productive members of the CSASGV community. (The CSASGV community includes physical and electronic message boards.) The following standards are prominently displayed in each classroom and throughout the school:

- ☐ Students will refrain from acts of dishonesty and will refuse to aid others in dishonest acts.
- ☐ Students will be polite, courteous, and respectful in their words, tone of voice, and actions
- ☐ Students will respect the School's and other students' property.

Examples of above School-wide Behavior Standards:

- ☐ Reporting to class on time with necessary materials.
- ☐ Refraining from:
 - Using cell phones and other electronic devices during instruction time unless authorized by instructor.
 - Running in halls, classrooms, and crowded areas.
 - Inappropriate public displays of affection.
 - Inappropriate or bullying comments and/or images on social network and media sites.
- ☐ Consuming food or drinks in the areas designated by CSASGV staff.
- ☐ Following the CSASGV dress code.
- ☐ Entering classrooms or other campus buildings only when an adult is present to supervise.
 - Morning access to buildings:
 - Students are allowed in the cafeteria beginning at 7:45 AM.
 - Students are allowed in classrooms when the first bell rings.
 - Students may only enter the locker area to go to their locker. They must exit until the first bell rings.
- ☐ Obtaining permission from the teacher to video-tape, photograph, or record in the classroom.

Behavior Definitions:

- **Behavior Contract:** Any student who accrues 15 demerits during the school year is placed on a Behavior Contract for the duration of the current grading period and two subsequent grading periods. During the time the student is on a behavior contract, he/she may be ineligible to participate in extra-curricular activities including school dances, senior activities, and year-end performances. In order to be removed from the behavior contract, a student must not accrue additional demerits.
- **Behavioral Referral:** A behavior referral is a form given to a student for a violation of the School Wide Behavior Standards. A behavior referral results in 1 demerit.
- **Bullying:** Willfully and repeatedly exercising power or control over another by systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees. (i.e., repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Bullying can be physical, verbal (oral or written), electronically transmitted (cyber or high-tech), psychological (e.g., emotional abuse), through attacks on the property of another, or a combination of any of these. Some examples of bullying are:
 1. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
 2. Verbal (oral or written) – taunting, malicious teasing, insulting, name calling, sexual, religious, or racial harassment, making threats.
 3. Electronically transmitted (cyber or high-tech) – as defined below.
 4. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation, dehumanizing gestures or public humiliation.
- **Cyberbullying:** the use of information and communication technologies such as e-mail, cell phone, pager, text messages, instant messaging (IM), personal web sites, and online personal pooling web sites, whether on or off school campus, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to threaten or harm others, or which causes emotional distress to an individual to substantially disrupt or interfere with the operation of a school or an individual student's ability to receive an education. The Board recognizes that cyberbullying can be particularly devastating to young people because:
 1. Cyberbullies more easily hide behind the anonymity that the Internet provides;
 2. Cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
 3. Cyberbullies do not have to own their own action, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and

4. The reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity.

Cyberbullying includes, but is not limited to the following: posting slurs or rumors or other disparaging remarks about a student on a web site or on a web blog; sending e-mail or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill; using a camera phone to take and send embarrassing photographs of students; posting misleading or fake photographs of students on web sites. The physical location or time access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated.

- ❑ **Discrimination and Harassment Prohibited:** Students shall conduct themselves at all times without regard to ethnicity, national origin, gender or disability, race, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in Penal Code section 422.55.
- ❑ **Office Referral:** Any student who demonstrates disruptive behavior at school that interferes with the instructional program will be issued an Office Referral. A meeting with an administrator will take place and appropriate behavior consequences will be assigned.
- ❑ **Suspension:** A student may be suspended; e.g., temporarily removed from school for violating California Education Code sections 48900, 48900.2, 48900.3, 48900.4 or 48900.7. (see below). A student will be suspended for 1 to 5 days. A suspended student will receive 12 demerits.
- ❑ **Dismissal or Expulsion:** In its discretion depending on the circumstances, CSASGV may dismiss a student for violating any subsection of California Education Code section 48900, or may dismiss a student for other causes as specified herein. (See below.)
CSASGV may expel a student for conduct as specified in Education Code Sections 48915(a) or (c) or 48900.2, 48900.3, 48900.4, and/or 48900.7. CSASGV may also expel a student for violating California Education Code section 48900.
- ❑ **Tardy Referral:** A student who arrives late to any class period during the instructional day will be issued a tardy by the Attendance Office or teacher. A tardy referral results in 1 demerit.
- ❑ **Truancy:** A truancy is issued to a student when a student meets one of the following conditions: being absent from school without knowledge or consent of a parent; arriving 30 or more minutes late to school; leaving and/or staying out of class without permission, even if on campus; leaving the school grounds during the day without permission. A truancy will result in 3 demerits for an act of truancy during a single block, and 9 demerits for an All-Day truancy.

Behavior Consequences

A violation of the Behavior Standards will result in one or more of these interventions:

- ← Verbal warning
- ← Conference with student
- ← Parent notified by e-mail or phone call
- ← Alternative activity or consequence
- ← Office Referral issued

- ← Friday Detention
- ← Loss of privilege to participate in extra-curricular activities
- ← Student Behavior Contract
- ← Suspension from school (Ed Code 48900)
- ← Dismissal or Expulsion from school

Students who violate the school-wide rules and policies will receive “demerits.” The chart below summarizes consequences for violations of the School-wide Behavior Standards.

Infraction	Demerits	Friday Detention?	Hour(s)
Behavior Referral	1	No	NA
Tardy Referral	1	No	NA
Detention – 3 Behavior Referrals	0	Yes	1 hour
Detention – 5 Tardies	0	Yes	1 hour
Single Block Truancy	3	Yes	1 hour
All-Day Truancy	9	Yes	2 hours
Office Referral	3	Yes	2 hours
Failure to Serve Detention	3	Yes	2 hours
Suspension	12	No	NA

Demerit Policy:

- ☐ After a student accrues 10 demerits for any reason, the parent is informed of the number of demerits received during the school year.
- ☐ Once a student accrues 15 demerits for any reason, a meeting is scheduled with the parent to notify of the additional demerits accrued. The student is placed on a Behavior Contract that will make them ineligible to participate in extra-curricular and co-curricular performances including school dances, senior activities, and year-end performances.
- ☐ Once a student accrues 25 demerits for any reason, he/she may, in CSASGV’s discretion, be dismissed or expelled from CSASGV.

Friday Detention:

When a student is assigned detention for violations of the School-wide Behavior Expectations, students may select from the following options to complete their consequence:

1. Serve Detention – students complete their consequence by sitting quietly in detention for the assigned time. Upon completion, the student’s assertive discipline record is noted to show completion. **No demerits are removed for students by sitting in detention.**
2. Positive Behavior Support for Detention – students who receive their first detention of each semester for tardies or behavior infractions may postpone their detention one month provided they do not accrue additional tardies or behavior infractions. If the student is successful, they will not be required to serve time in detention. **No demerits are removed if students successfully complete Positive Behavior Support for Detention.**

3. Lunch Duty Trash Pickup – Students have the option of signing up for trash pickup duty at lunch to satisfy their detention time. Each trash duty is 30 minutes long; a student who is assigned one hour of detention will need to sign up for two trash duties; a student assigned two hours of detention will need to sign up for four trash duties. Students will retrieve all equipment from an administrator at the start of lunch. Like Positive Behavior Support for Detention, the assigned detention will be postponed one month to provide adequate time to complete their trash duty consequence. **For each 30 minute trash duty completed, one demerit will be removed from the student's assertive discipline record.**

Suspension

Suspension is the removal of a student from ongoing instruction for a specified number of days. Suspensions are served on campus or at home at the discretion of the Administrative Team.

All students who are suspended are required to attend a re-entry conference with a parent and an administrator before they may return to the instructional program at CSASGV.

Dismissal

Dismissal is the permanent, indefinite removal of a student from CSASGV. It is less severe in nature than an expulsion. CSASGV may, in its discretion, dismiss a student in lieu of expelling the student if CSASGV determines that the student violates any of the following:

- ☐ Any subsection of Education Code 48900, 48900.2, 48900.3, 48900.4, or 48900.7 set forth below
- ☐ 25 or more unexcused absences
- ☐ 25 or more demerits

Prior to dismissal, a meeting will be scheduled with the student and his/her parent or guardian to discuss the reasons for the dismissal.

A dismissed student may only return to CSASGV in accordance with Education Code section 48916, set forth below.

Expulsion

Expulsion is the permanent, indefinite removal of a student from CSASGV for any of the causes in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7. It is more severe in nature than a dismissal, as a student under an order of expulsion is not entitled to reenroll in his/her district of residence.

If the principal recommends expulsion of a student from CSASGV, the parent/guardian and student shall receive 10 days written notice of the alleged conduct, the legal ground for the recommended expulsion, the hearing date, time, location, a brief explanation of the hearing process before the administrative panel, the right to be represented, to question the school's evidence and witnesses, and to call witnesses on the student's own behalf; however, Education Code section 48918 shall not apply.

The administrative hearing panel shall be composed of three impartial school administrators, all holding valid California administrative services credentials and selected by CSASGV administrative staff. One administrator will be invited from the student's home district. No district may have more than one representative on the panel. No CSASGV administrator shall be a panel member.

The administrative panel shall hold a hearing wherein CSASGV shall be required to support its recommendation with substantial evidence. If the panel recommends expulsion, the parent/guardian and student may address the school's Board of Trustees, which shall make the final decision on behalf of the school.

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

If a pupil who is subject to compulsory full-time education pursuant to Education Code Section 48200 is expelled or leaves CSASGV without graduating or completing the school year for any reason, CSASGV 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.

Suspension, Dismissal and Expulsion Procedures for Students with Special Needs

A student identified as an individual with disabilities or for whom CSASGV has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. CSASGV will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, as well as the District's policies, procedures, and practices, when imposing any form of discipline on a student identified as an individual with disabilities or for whom CSASGV has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. CSASGV shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and shall grant the District approval rights prior to the expulsion of any such student.

Special Procedures for the Consideration of Suspension, Dismissal, and Expulsion of Students with Disabilities

1. Notification of District

CSASGV shall immediately notify the District and coordinate the procedures in this policy with the District when any student with a disability, or student for whom CSASGV or the District would be deemed to have knowledge that the student had a disability, violates a code of student conduct, rule, or policy resulting in a suspension.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for dismissal, expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct, rule, or policy, CSASGV, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

(A) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

(B) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If CSASGV, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the child's disability.

If CSASGV, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team shall:

(A) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such student, provided that the District had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.

(B) If a behavioral intervention plan has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

(C) Except in the case of a student removed to an interim alternative educational setting, CSASGV shall return the child to the placement from which the student was removed, unless the parent and CSASGV agree to a change of placement as part of the modification of the behavioral intervention plan.

If CSASGV, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the CSASGV may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Education Code 48900

- a) 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code.
- k) 1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018 deletes or extends that date.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For purposes of this subdivision, "hazing" means a method of initiation or 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 subdivision, "hazing" does not include athletic events or school sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 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 pupil or group of pupils as defined in section 48900.2,

48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. A) "Electronic act" means the creation and transmission originated on or off the school site by means of an electronic device including but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet web site, including but not limited to:
 - I. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph 1.
 - II. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph 1. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - III. Creating a false profile for the purpose of having one or more of the effects listed in paragraph 1. "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.

B) Notwithstanding paragraph 1 and subparagraph A, 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.

3. "Reasonable pupil" means a pupil including but not limited to an exceptional needs pupil 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 his or her exceptional needs.

s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a

school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including but not limited to, any of the following:

1. While on school grounds;
 2. While going to or coming from school;
 3. During the lunch period whether on or off the campus;
 4. During, or while going to or coming from, a school-sponsored activity.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision a.
- u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

48900.2 In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, 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 not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3 In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4 In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled

determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.7

- a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- b) For the 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 district property, or the personal property of the person threatened or his or her immediate family.

§ 48915. Expulsion; particular circumstances

- a) 1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:
 - A. Causing serious physical injury to another person, except in self-defense.
 - B. Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - C. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - D. Robbery or extortion.
 - E. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

- 2) If the principal or the superintendent of schools makes a determination as described in paragraph 1, he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- b) Upon recommendation by the principal or the superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in paragraph 1 of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
 2. Brandishing a knife at another person.
 3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 5. Possession of an explosive.
- d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
1. Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 2. Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

3. Is not housed at the school site attended by the pupil at the time of suspension.
- e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
 1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 2. That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
 - f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
 - g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
 - h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

§ 48916. Expulsion orders; readmission date; rehabilitation plan

- a) An expulsion order shall remain in effect until the governing board, in the manner prescribed in this article, orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district or to the school the pupil last attended. If an expulsion is ordered during summer session or the intersession period of a year-round program the governing board shall set a date, not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section

48915, the governing board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district, except that the governing board may set an earlier date for readmission on a case-by-case basis.

- b) The governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.
- c) The governing board of each school district shall adopt rules and regulations establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the governing board shall readmit the pupil, unless the 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 or to other pupils or employees of the school district. 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.
- d) If the governing board denies the readmission of an expelled pupil pursuant to subdivision (c), the governing board shall make a determination either to continue the placement of the pupil in the alternative educational program initially selected for the pupil during the period of the expulsion order or to place the pupil in another program that may include, but need not be limited to, serving expelled pupils, including placement in a county community school.
- e) The governing board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil readmittance into the regular school district program. The written notice shall also include the determination of the educational program for the expelled pupil pursuant to subdivision (d). The expelled pupil shall enroll in that educational program unless the parent or guardian of the pupil elects to enroll the pupil in another school district.

The acts must relate to school activities or attendance, **but may take place at any time including but not limited to:**

- ☐ While on school grounds.
- ☐ While going to or coming from school.
- ☐ During the lunch period.
- ☐ During or while going to or coming from a school-sponsored activity.
- ☐ Online activities that disrupt the school environment.

An expelled student may only return to CSASGV in accordance with Education Code section

48916, set forth above.

The California School of the Arts San Gabriel Valley is fully committed to providing a safe and secure school environment in which students can learn. The Board will not tolerate student behavior that threatens the safety of the other pupils, staff, or visitors.

In addition to the conduct itemized in Education Code section 48915, the Board enforces the following penalties for any student who possesses, sells, is under the influence of, or furnishes any drug, or who possesses any weapon, explosive, or dangerous object while within the jurisdiction of school authority:

- **Controlled Substances** - Students found to be selling any controlled substance or possessing, using, or being under the influence of a controlled substance, may be subject to expulsion or dismissal from CSASGV **on the first offense**.
- **Possess. Selling. or Furnishing a Firearm/Weapon** - Students found to be possessing, selling, and/or furnishing any firearm or weapon will be subject to expulsion or dismissal from CSASGV **on the first offense**.
- **Sexual Assault** - Students found committing or attempting to commit a sexual assault or committing a sexual battery will be subject to expulsion or dismissal from CSASGV **on the first offense**.

Attendance Policy

CSASGV's Attendance Policy is in accordance with California Education Code section 48205.

- ☐ Regular attendance is vital to a student's success in school. A student who is frequently tardy or absent misses direct instruction, even though written work may be completed.
- ☐ Students are **required to attend arts and academic classes** even during their performance periods.
- ☐ Failure to do so may result in the student not being allowed to perform for that day.
- ☐ Students who miss classes due to outside performances or auditions are responsible for consulting with their teachers **ahead of time** to obtain assignments.
- ☐ Students who work in the entertainment business as professionals, and who may be called for an audition/callback without prior notice, will be responsible for obtaining homework assignments through the CSASGV website, <http://sharepoint.CSASGVrts.net>, or by consulting their "Homework Buddy."
- ☐ By law, teachers are under no obligation to accept make-up work due to truancies and unexcused absences. Students who are absent fifteen times or more from any single class during the semester may receive an "F" for that course as determined by the teacher.
- ☐ A request for an extended personal absence must be given to the Academic Advisor in writing at least one week prior to the absence.
- ☐ It is **strongly recommended** that parents and students check the website, <http://sis.CSASGVrts.net>, on a regular basis, to obtain the student's current attendance record. **If the parent fails to contact the Attendance Office regarding an unverified absence, the absence will be recorded as a truancy. Once an unverified absence becomes a truancy, it cannot be cleared and disciplinary action will result.**

To Verify An Absence:

For any student absence that is unverified, parents must utilize one of the three options:

- ☐ contact the Attendance Office (xxx) xxx-xxxx Ext. xxx, within 72 hours to verify the absence.
- ☐ email the Attendance Office at attendance@CSASGV.net.
- ☐ provide a note for the child to bring to the Attendance Office upon return to school.

Communication for excused absences must include:

- the first and last name of the student
- the date of the absence
- the reason for the absence
- the parent's name/signature

Excessive Absences:

Students and parents/guardians must recognize that there is a direct relationship between school attendance and grades/credits earned. In accordance with California Education

Code requirements, a student must be in class a minimum of sixty hours (60) to receive five units of credit. Once a student exceeds 15 absences for any reason from a class, that student may be dropped from class or receive a failing grade for those absences. The teacher will notify the parent/guardian of the recommendation to remove the student from the class or to issue a failing grade with loss of credit.

Early Release Request Policy:

This applies to both Excused and Verified Unexcused Absences, and to students who provide their own transportation.

- ☐ The **most efficient way** to ensure that your student is released from class at the requested time is to notify the Attendance Clerk **in advance** by sending a note to school with your child.
- ☐ The student must take the note to the Attendance Office **before school** begins to obtain an CSASGV *Off Campus* release slip. Students must present the slip to their teacher and then bring it to the Attendance Office to check out before leaving campus.
- ☐ If there is a last minute change in the student's appointment, the parent may call the Attendance Office (xxx) xxx-xxxx, Ext. xxxx, to request an earlier release for those students who have obtained prior approval.
- ☐ Even though some of our students are 18 years of age, they are still required to have written permission from a parent/guardian in order to leave campus.
- ☐ Failure to comply with the established check-out procedure may result in an office referral and Friday detention.

Truancy Policy:

Single class truancy = (3) demerits = 1 hour Friday Detention

Full-day truancy = (6) demerits = 2 hour Friday Detention

Tardy Policy:

Each tardy is equal to one demerit and counts toward a student's overall demerits during the school year. Tardies may result in a student being dismissed from CSASGV at any time of the school year.

- ☐ For every five (5) tardies, a Friday Detention of 1 hour will be issued.

Attendance Probation Process:

- ☐ Once a student accrues 10 full-day absences, the parent will be notified via letter informing them of the absences and the potential for the student to be placed on Attendance Probation.
- ☐ After 15 absences, a meeting will be scheduled to inform the parent that their student is on Attendance Probation for the remainder of the year.
- ☐ Once a student accrues 25 unexcused absences, he/she may be dismissed from CSASGV and reassigned to his/her home school.

Attendance

Definitions:

- **Unverified Absence (A):** An absence not verified by a parent/guardian. This absence will result in a truancy if not verified within 72 hours.
- **Excused Absence(X):**
 - An absence that is verified by a parent or guardian for illness, medical, funeral (immediate family), court, jury duty, religious retreat, college interview/appointment or audition for paid, professional entertainment work. Verification is required upon return to school. Verification should be official documentation such as: letterhead, stamp of identification, company, contact name and signature and phone number. Excessive Absences may result in the student being placed on Attendance Probation for the remainder of the school year.
 - An absence that is **pre-approved** by an administrator that is academic or conservatory related. These absences are not official school-sponsored field trips, but are related to events in the academic or conservatory day. Again, these absences must be pre-approved by an administrator.
- **Verified Unexcused Absence (U):** An absence that is verified by a parent for reasons such as family vacation, transportation problems, and personal reasons. Excessive unexcused absences may result in the student being placed on Attendance Probation for the remainder of the school year.
- **Tardy (T):** Being late to any class. Excessive tardies may result in the student being placed on Attendance Probation for the remainder of the school year. Tardy must be cleared within 72 hours.
- **Excused Tardy (K):** Excused tardiness for medical appointments. Official verification required upon arrival/return to school.
- **Truancy (W):** Being over 30 minutes late to school (blocks 1 or 4), being 15 minutes late to class (blocks 2, 3, 5, 6, 7, 8 or 9), missing an entire class or not attending school without a valid excuse, will result in a truancy. All truanies must be cleared within 72 hours or will result in a Friday detention.
- **Student Admit/Release Slip:** Form used for the purpose of late arrival, early release, and re- admit, and which is date/time stamped by the Attendance Clerk.

Re-admit: When a student leaves the campus during any portion of the school day, upon return to school, they must provide the Attendance Office with verification of the appointment or reason for leaving school. If paper verification or a phone call from the parent is not presented within 72 hours, the absences will be recorded as verified/unexcused.