

Los Angeles Unified School District
Charter School Application



Petition for Conversion to Affiliated Charter
Submitted by Van Gogh Elementary School
2012-2013
Van Gogh Charter School

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CHARTER BRIEFING PAGE

- Name of Organization Applying for Charter: **Van Gogh Charter School**
- Projected Grades Served-Year 1: **K-5**/ Grades Served-Year 5: **K-5**
- Projected Enrollment Year 1: **490** / Number of Students -Year 5: **500**
- Location Address or Target Neighborhood: **17160 Van Gogh Street, Granada Hills, 91344**
- Facility Status/Location: **Van Gogh Charter School is a District affiliated charter in LAUSD facilities.**
- Prop. 39 –Application Submitted? **No**
- Does the location meet Board Policy? (Low API, Overcrowded) **N/A**
- Board of Directors: **Principal, UTLA Chapter Chair, three teachers, one classified (plus two alternate teacher representatives), and six/parent/guardian/family members.**
- Description of Mission: **Our mission at Van Gogh Charter School is to educate children to be successful, responsible, and respectful individuals. Our school community strives to support and encourage our students to become compassionate and contributing members of society.**
- Description of Vision: **Van Gogh Charter School is committed to helping all learners embrace their diverse and unique talents to their fullest potential. Our students will become academically competent individuals, creative and critical thinkers, socially responsible citizens, successful contributors in a global society, and motivated lifelong learners.**
- Source/Core of Money: **Categorical Block Grant and in Lieu of EIA monies.**
- 3 – 5 Top Leaders/Charter Development Team:
 - Gale Gundersen, Principal**
 - Harvey Abram, UTLA Chapter Chair**
 - Cindy Buchholz, Special Education Teacher**
 - Linda Hirsch, Resource Specialist Teacher**
 - Leigh Ann Perry, Upper Grade Teacher**
- Has your charter applied to any other jurisdiction for approval? **No**
- Are there any sister charters? **No**
- What innovative elements of your charter could be considered “best practices” and replicated by other schools?
 - **Schoolwide collaborative model for Response to Intervention**
 - **Schoolwide multi-modal, interactive instruction through the use of technology**
 - **Integration of the Arts throughout the curriculum**
 - **Music instruction including chorus and an instrumental music program after school**
 - **Hands on science instruction**
 - **Celebration of the diversity of the school’s population in the curriculum**
 - **Student/parent created California Native gardens throughout the school**
 - **State-of-the-art computer lab**
 - **Variety of unique enrichment programs**

**Los Angeles Unified School District
Charter Schools Division**

CHARTER SCHOOLS GUIDELINES CHECKLIST – INITIAL SCREENING

Charter School Name: _____ Date: _____
 Contact Person: _____ Phone No.: _____ Fax No.: _____

SUMMARY CONTENTS							
* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
86 NA 86 12 NA	1. Approval Documentation <ul style="list-style-type: none"> • Supporting signatures of: • conversion charter: 50% of permanent status teachers at the school site • start-up charter: 50% of parents who intend to enroll children or • 50% of teachers who intend to be employed at the school during first year of operation • petition includes prominent statement of meaningful interest to start a charter (board resolution) • resume and questionnaire for all board members 						47605 (1) (2) 47605(3)
13 13 13 13 13 13	2. Assurances that school will: <ul style="list-style-type: none"> • be non-sectarian in programs, admission policies, employment practices and other operations • not charge tuition • not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation) • not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements • not require any child to attend a charter school nor any employee to work at a charter school • if pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. • A charter school shall admit all students who wish to attend. 						47605 (d) (1) 47612 (a) (1) 47605 (e) (f)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>16</u>	3. Description of which students will attend the school						47605 (d) (1) 47605 (d) (2) (A) (B)
<u>15</u>	4. Duration of initial charter petition: 5 years						47607 (a) (1)
<u>73</u>	5. Renewal process/timeline						47607 (a) (1) (2)
<u>40</u>	6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes						47607 (a) (1) 47607 (b)
<u>75</u>	7. Accepts and understands the grounds on which a charter may be revoked						47607 (b) (1-4) (c)
<u>48</u>	8. Accepts and understands obligations to comply with specific sections of the Education Code: § 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance						47610
<u>76</u>	9. How district/county facilities will be maintained, insured and used by the charter school, if applicable						47605 (g) 47614
<u>78</u>	10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process						47607 (a) (1)
<u>57</u> <u>57</u>	11. How school personnel, district/county will be insured against liability claims resulting from school operations <ul style="list-style-type: none"> • description of type/scope of legal services to be used • plans for insurance liability and legal issues to be dealt with collectively and individually 						47605 (g)
<u>76</u>	12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, and the like and contracted services and supervisory oversight						47605 (g) 47613.7
<u>16</u>	13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students						47612 (a) (2)
<u>62</u>	14. Agreement between the charter school and sponsoring agency detailing operational funding levels						47613.5 (a)
<u>49</u>	15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries						47604.3

OPERATIONAL CONTENTS							
* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>16</u>	1. Description of the educational program of the school (<i>Element 1</i>)						47605 (b) (5) (A) 47605 (h)
<u>17</u>	<ul style="list-style-type: none"> • an identification of those whom the school is attempting to educate 						
<u>18</u>	<ul style="list-style-type: none"> • description of what it means to be an educated person in the 21st century 						
<u>18</u>	<ul style="list-style-type: none"> • how learning best occurs 						
<u>23</u>	<ul style="list-style-type: none"> • goals of the program 						
<u>23</u>	<ul style="list-style-type: none"> • how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school 						
<u>23</u>	<ul style="list-style-type: none"> • instructional framework which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population. 						
<u>27</u>	<ul style="list-style-type: none"> • specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs. 						
<u>36</u>	<ul style="list-style-type: none"> • attendance requirements including length of school day and year 						
<u>35</u>	<ul style="list-style-type: none"> • instructional materials and the process by which curriculum, materials and instructional activities are to be selected 						
<u>35</u>	<ul style="list-style-type: none"> • reference to NCLB as it relates to student achievement and credentialing 						
<u>23</u>	<ul style="list-style-type: none"> • instructional strategies 						
<u>35</u>	<ul style="list-style-type: none"> • teacher recruitment 						
<u>15</u>	<ul style="list-style-type: none"> • professional development 						
<u>15</u>	<ul style="list-style-type: none"> • school calendar 						
<u>16</u>	<ul style="list-style-type: none"> • daily schedule 						
<u>36</u>	<ul style="list-style-type: none"> • mission/vision 						
<u>36</u>	<ul style="list-style-type: none"> • demographics/academic achievement of surrounding schools 						
<u>NA</u>	<ul style="list-style-type: none"> • implementation plan 						
<u>NA</u>	<ul style="list-style-type: none"> • High School only <ul style="list-style-type: none"> - meet A-G requirements - transferability - WASC 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>39</u>	2. Measurable student outcomes to be achieved by students (<i>Element 2</i>)						47605 (b) (5) (B)
	<ul style="list-style-type: none"> extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals 						
<u>39</u>	<ul style="list-style-type: none"> when and how often pupil outcomes will be assessed including any assessments of innovative components 						
<u>39</u>	<ul style="list-style-type: none"> specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress 						
<u>39</u>	<ul style="list-style-type: none"> identification of who will be accountable for student progress as it relates to student achievement 						
<u>39</u>	<ul style="list-style-type: none"> reference to NCLB 						
<u>NA</u>	<ul style="list-style-type: none"> CAHSEE (HS only) 						
<u>39</u>	<ul style="list-style-type: none"> CELDT 						
<u>39</u>	<ul style="list-style-type: none"> API 						
<u>39</u>	<ul style="list-style-type: none"> AYP 						
<u>39</u>	<ul style="list-style-type: none"> CST 						
<u>NA</u>	<ul style="list-style-type: none"> graduation rate (HS only) 						
<u>41</u>	3. Method by which pupil progress in meeting pupil outcomes is measured (<i>Element 3</i>)						47605 (b) (5) (C) 47605 (c)(1)
	<ul style="list-style-type: none"> use of standardized test scores in measuring pupil progress 						
<u>40</u>	<ul style="list-style-type: none"> use of variety of assessment tools 						
<u>41</u>	<ul style="list-style-type: none"> use of longitudinal, survey and other data in measuring pupil progress (in-house assessments) 						
<u>40</u>	<ul style="list-style-type: none"> methods to ensure that all statewide standards are met and pupil assessments conducted 						
<u>41</u>	<ul style="list-style-type: none"> process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning 						
<u>41</u>	<ul style="list-style-type: none"> process for conducting pupil assessments pursuant to EC § 60602.5 						
<u>40</u>	<ul style="list-style-type: none"> description of all assessment tools including in house assessments 						
<u>41</u>	<ul style="list-style-type: none"> identification of the grading policy 						
<u>41</u>	<ul style="list-style-type: none"> district required language for testing 						

PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<p>44</p> <p>44</p> <p>46</p> <p>48</p> <p>48</p> <p>48</p> <p>49</p> <p>46</p> <p>49</p> <p>43, 49</p>	<p>4. Governance structure of the school including the process which is to be followed to ensure parent involvement (<i>Element 4</i>)</p> <ul style="list-style-type: none"> • process which ensures staff, students and other stakeholder involvement • methods by which schools consult with parents and teachers regarding school's educational programs • decision-making process, organizational chart, and relevant site committees • assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. ., Brown Act • what, if any, relationships district/county will maintain with the charter school and how it will be accomplished • process for amendments to charter articles of incorporations and bylaws of nonprofit corporation • selection process of board members and governance committees • audit and inspection of records • district required language for governance 						47605 (b) (5) (D) 47605 (c)(2)
<p>52</p> <p>53</p> <p>51</p> <p>55</p> <p>53</p> <p>55</p> <p>57</p> <p>51</p> <p>51</p>	<p>5. Qualifications to be met by individuals to be employed by the school (<i>Element 5</i>)</p> <ul style="list-style-type: none"> • process for staff selection • job descriptions for positions • credentials, requirements and qualifications of staff • employee compensation-general description • identification of the roles and functions of staff members • measures of assessment of performance • procedure to be used for adequate background checks • process for recruiting teachers • procedure for monitoring credentials 						47605 (b) (5) (E) 47605 (1)

PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>56</u> <u>57</u> <u>58</u> <u>58</u> <u>58</u> <u>58</u> <u>15</u> <u>57</u> <u>58</u> <u>57</u>	6. Procedures that the school will follow to ensure the health and safety of pupils and staff (<i>Element 6</i>) <ul style="list-style-type: none"> • school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237 • how the school will ensure that its facilities are safe • how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials) • role of staff as mandated or non-mandated child abuse reporters • TB requirements • employee fingerprints • student immunization requirement • address of the facilities to be used by the charter school • compliance with state building code, federal ADA requirements • assurance of Certificate of Occupancy prior to school opening • contains District required language regarding health and safety procedures 						47605 (b) (5) (F) 47605(g)
<u>59</u>	7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction (<i>Element 7</i>) <ul style="list-style-type: none"> • geographic areas that will be targeted in the outreach effort • state languages to be utilized in the outreach • district required language for this element 						47605 (b) (5) (G)
<u>60</u> <u>60</u> <u>60</u> <u>60</u> <u>60</u>	8. Admission requirements, if any (<i>Element 8</i>) <ul style="list-style-type: none"> • admission assurances preferences • lottery assurance and procedures • waiting list • preference (if applicable) • states the charter school will admit all pupils who wish to attend • efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students 						47605 (b) (5) (H)
<u>63</u>	9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved (<i>Element 9</i>)						47605 (b) (5) (I)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>65</u>	10. Procedures by which students can be suspended or expelled (<i>Element 10</i>) <ul style="list-style-type: none"> • procedure for involving parents, students and staff in designing and implementing a discipline policy • due process for students • appeals of disciplinary action • procedures for ensuring rights of students • list of suspension and expulsion offenses • suspension and expulsion procedure • general discipline approach • procedures for rehabilitation readmission and interim placement • district required language regarding special education students • Description of how the school will implement the District's Discipline Foundation Policy 						47605 (b) (5) (J)
<u>64</u>							
<u>68</u>							
<u>64</u>							
<u>66</u>							
<u>68</u>							
<u>65</u>							
<u>64</u>							
<u>64</u>							
<u>64</u>							
<u>70</u>	11. Procedures for dealing with staff issues (<i>Element 11</i>) <ul style="list-style-type: none"> • relationship between the teachers and the district/county bargaining unit • process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined • labor procedures which will be applied to employees • process for resolving complaints/grievances • process for ensuring due process • manner by which staff members will be covered by STRS, PERS, Social Security or Medicare • process for staff recruitment, selection, evaluation and termination • Procedure for processing and monitoring credentials • Reporting PERS/STRS contributions 						47605 (b) (5) (K) 47605 (1)
<u>70</u>							
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* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>71</u>	12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school (<i>Element 12</i>) <ul style="list-style-type: none"> inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment not require any child to attend a charter school nor any employee to work at a charter school District required language regarding attendance alternatives 						47605 (b) (5) (L)
<u>72</u>	13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school (<i>Element 13</i>) <ul style="list-style-type: none"> what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county 						47605 (b) (5) (M)
<u>73</u>	14. Procedures to resolve disputes relating to provisions of the charter (<i>Element 14</i>) See LAUSD "District Required" Language <ul style="list-style-type: none"> District required language regarding the dispute resolution procedures 						47605 (b)(5) (N)
<u>74</u>	15. Declaration of Exclusive Public School Employer (<i>Element 15</i>)						47605 (b)(5) (O)
<u>75</u>	16. Description of charter school closure procedures. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records (<i>Element 16</i>) <ul style="list-style-type: none"> District required language regarding charter school renewal, revocation, and closing procedures 						47605(6) A (ii) O

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>52</u>	Other Items: 17. Description of the manner in which administrative services of the school are to be provided <ul style="list-style-type: none"> • responsibility for evaluating employees • criteria and procedures used in evaluation • how hiring decisions are made 						47605 (g)
<u>63</u> <u>63</u> <u>63</u> <u>33</u>	18. Budget for the financial operation which is consistent with the requirements of any school district budget <ul style="list-style-type: none"> • proposed first year operational budget (including start-up costs) • financial projections for first three years • process for investment procedures and deposit of funds • procedure for ensuring adequate cash flow • process for assuring that resources will be available to meet the needs of students with disabilities including transportation in those cases it is a related service 						47605(g)
<u>75</u>	19. Liability of district/county to handle payments if charter school defaults <ul style="list-style-type: none"> • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • general assurances "District Required" language 						47604
<u>59</u>	20. Court-ordered Integration Language <ul style="list-style-type: none"> • action Plan for 70:30 or 30:70 						

* PAGE: Petitioner to identify page(s) in petition in which items are located

INTRODUCTION

Purpose

The Van Gogh Charter School ("Van Gogh" or the "Charter School") community is united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District ("LAUSD" or the "District").

The purpose of the Van Gogh Charter School petition is threefold:

- First, it enables the school to build on its current strengths which are many and varied.
- Second, it provides a focus through which the school offers a rigorous, enriched educational program for a wide range of student needs.
- Third, an affiliated charter designation will enable us to aggressively implement a 21st century curriculum that not only meets but exceeds the minimum academic standards established by the District. The Van Gogh Charter School curriculum will incorporate higher order thinking skills, project-based learning, multiple intelligences, service learning, and multimedia literacy across the instructional spectrum. This multimedia approach to teaching and learning will emphasize communication in all its forms as a key to student success. Through the use of 21st century tools and strategies in the classroom, students will grow in their ability to access information and in their understanding of their place in the global community.

Van Gogh Charter School is a California Distinguished School. However, we are increasingly faced with external challenges that threaten our ability to maximize student potential. Obstacles include declining state and District budgets, growing class size, and fewer faculty and support personnel. These changes have hampered our efforts to provide truly differentiated instruction to an increasingly diverse student population -- special needs, identified gifted, English language learners, students performing below grade level, and our typical learners who do not require additional services but deserve instruction to meet their needs. Our school is continually challenged to do more with less.

Internally, Van Gogh has encountered a growing gap between resources needed to fully address the individual needs of every child and the practical realities of the educational climate. At the same time, we anticipate mounting pressure to sustain and advance our academic program to achieve even higher levels of student performance. Status as an affiliated charter will provide Van Gogh with a means to overcome some of these difficulties and to achieve the goals established by the community.

Goals of the Van Gogh Charter School

Van Gogh Charter School's primary goal is to provide an innovative instructional program that actively engages all children to embrace learning, achieve their highest potential, and master a 21st century curriculum. To accomplish this goal we will:

- Maximize student achievement, primarily based on State-established academic standards and District expectations and enhanced authentic assessments.
- Increase interactive, hands-on learning opportunities for all students with an emphasis on enriched learning experiences differentiated for subgroups such as children performing below grade-level, Gifted, and English Learners (EL).
- Encourage the use of innovative teaching methods and empower our teachers through targeted professional development.

- Provide families in our school community with an opportunity to shape the learning environment and to contribute to the school's success.
- Articulate with our community middle and high schools to become the first step in a continuous pathway of outstanding public education.

Our secondary goal is to leverage Van Gogh Charter School's documented outcomes and best practices in all aspects of building a successful community school to serve as a model among elementary schools in the District. We believe that attaining affiliated charter status can yield tremendous benefits for our school community in the near term and will pay dividends to the District in the long term. Van Gogh will seek to introduce successful "real world" models to other schools in the District who seek to close the achievement gap, engage the whole community in the success of the school, prepare children to be academically successful for life, and to be responsible citizens who will make a positive contribution to society.

Affirmations and Assurances:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils, within the LAUSD defined school boundaries, who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District EC47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school or any employee to work at the charter school.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Description of the School

Van Gogh Charter School, an affiliated charter school for grades kindergarten through fifth grade is located at 17160 Van Gogh St. in Granada Hills in Local District 1 of the Los Angeles Unified School District.

The Van Gogh Charter School and its Community

The Van Gogh Charter School site is a conversion of LAUSD school Van Gogh Street Elementary School, located in the residential community of Granada Hills, in the North San Fernando Valley. The school originally opened in 1968. However, much of the Van Gogh campus was rebuilt after the 1994 Northridge Earthquake.

In the immediate geographic area of Granada Hills, there are many private and public school options available to families that reside within the school's boundaries (see Figure 1 on next page). In order to effectively compete with these many options, Van Gogh Charter School must continue to offer the highest quality education available for our community. As we have in the past, we will maintain our culturally and ethnically diverse student enrollment. As a

socially inclusive school that embraces children of all ethnic and socio-economic backgrounds, as well as all achievement levels, we foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

Figure 1: Public Elementary Schools Located within 3-Mile Radius of Van Gogh

NAME OF SCHOOL	2011 GROWTH API SCORE
Van Gogh Street Elementary School	926
El Oro Way Elementary School	889
Knollwood Elementary School	867
Tulsa Street Elementary School	859
El Dorado Avenue Elementary School	759
Herrick Avenue Elementary School	815
Castlebay Lane Elementary School	940
Granada Elementary School	793
Danube Avenue Elementary School	836
Total Area Schools	9

Van Gogh Charter School will use its resources to establish itself as an innovative center of learning and a vital part of the Granada Hills community. The school will offer a comprehensive, multi-disciplinary curriculum designed to give students the most enriched education possible, preparing students to become successful learners.

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

School Information

School Name:	Van Gogh
Term of Charter	The term of this charter shall be from 2012 to 2017.
Address:	17160 Van Gogh Street, Granada Hills, CA 91344
Telephone Number:	(818) 360-2141
Contact Person:	Gale Gundersen, Principal
Number of Rooms:	22
Grade Configuration:	Kindergarten — Grade 5
Number of students in First Year:	490 students
Grade level(s) of the students the first year will be:	Kindergarten — Grade 5
Opening Date:	August 14 th , 2012

Admission Requirements: School will follow standard District policy and guidelines on admission, *See also Element 8 Admission Requirements.*

Instructional Calendar: The instructional calendar will adhere to the District traditional calendar.

Operational Capacity: Operational capacity is 531 as determined by District E-Cast forecast.

Bell Schedule: The bell schedule for the Van Gogh will be:

Standard Schedule	
7:56	Warning bell
8:01	School begins
10:00	1st recess
10:20	End 1st recess
10:20	2nd recess
10:40	End second recess
11:50	1st lunch begins
12:00	2nd lunch begins
12:10	3 rd lunch begins
12:30	1st lunch ends
12:40	2nd lunch ends
12:50	3 rd lunch ends
2:25	End of day

Exceptions to Standard Bell Schedule:

1:20 end of day on ALL Tuesdays (banked days)

Minimum days - school ends at 12:30

Shortened days - school ends at 1:35

Total minutes offered the students would be 53,730. Elementary schools are allowed to take up to 10 minimum or 20 shortened days, or any combination thereof in the ratio of one minimum day being equal to two shortened days.

A. Students the School Proposes to Serve

Currently, the school accepts children who live within our local school boundaries, as well as children on permits such as: work, child care, and open enrollment. These permits are contingent on the spaces available in each grade level.

If there are grade-level openings, traveling students will have the option to attend.

Some facts about the current and sub-group population:

- The school will serve the neighborhood population in the current Van Gogh Elementary attendance boundary, and students from surrounding areas of Los Angeles, providing continued integration of the charter school.
- Consistently exceeds established District Academic Performance Index (API) benchmarks and meets NCLB requirements as it relates to student achievement each year.
- Currently considered to be a high-performing school with an API of 926 with 486 students.
- Higher number of identified gifted children than LAUSD average (17% of students are identified Gifted & Talented compared to District goal of 6%).
- Our student population of 486 speaks fifteen different languages and represents six ethnicities. Currently 19 of our students are Limited English Proficient (LEP). Approximately 15% of our students are IFEPs (Initially Fluent English Proficient) speaking 15 different languages. 19% of the students speak languages in addition to or instead of English. 56% of Van Gogh students are classified as minority students.
- Special Education students make up 11% of the 2011-2012 population. We have three Special Education teachers: our present SDP teacher, our former upper SDP teacher (who was rehired as our intervention/class size reduction teacher), and one Resource Specialist, all providing instruction in Collaborative Learning Center environments.
- During the last five years, our enrollment numbers have grown slightly with a current population of 486 students.

B. Van Gogh Mission Statement, Motto, and Vision Statement

Mission Statement

Our mission at Van Gogh Charter School is to educate children to be successful, responsible, and respectful individuals. Our school community strives to support and encourage our students to become compassionate and contributing members of society.

Our Motto

Dream, Believe, Achieve

Vision Statement

Van Gogh Charter School is committed to helping all learners embrace their diverse and unique talents to their fullest potential. Our students will become academically competent individuals, creative and critical thinkers, socially responsible citizens, successful contributors in a global society, and motivated lifelong learners.

Implementation of Vision

Van Gogh Charter School will build a model of excellence in public education through a learning program that:

- Infuses music, dance, art, physical education and technology into traditional, standards-based curriculum to provide a rich experience for all of our students.
- Includes hands-on, investigative learning, and special offsite field work, like the annual California Time Capsule overnight field trip for fourth graders and reenactment of The American Revolution at Riley’s Farm for the fifth grade students.
- Places an emphasis on multi-disciplinary, project-based learning that encourages our children to make connections between the curriculum and the real world.
- Provides a solid foundation in everyday communication skills; solving problems creatively, thinking critically, working both independently and cooperatively, and utilizing technology effectively.
- Emphasizes social and community values that foster self-esteem and respect for each other.
- Meaningfully involves all stakeholders – parents, students, faculty, administration, and local community partners – in the continuous improvement and success of the school.
- Develops and advances best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.

C. What It Means To Be an Educated Person in the 21st Century

Van Gogh believes an educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge. These individuals are self-confident and self-motivated, lifelong learners that are active participants in their community.

An educated person of the 21st century is prepared for a multi-cultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive.

Students at Van Gogh will take responsibility for their own learning. They will be able to gain valuable information and insights from concrete experiences in order to develop positive problem solving and critical thinking skills. Students will make more efficient and meaningful choices to expand inter- and intra-personal relationships.

Van Gogh students will reason, question and inquire. They can apply the scientific method of investigation. Our students will be intellectually flexible and able to think about complex systems whether abstractly or creatively.

To be effective in the 21st century, students must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, and collaboration. One needs the ability to collaborate and make individual

contributions on a global scale in order to work and contribute to the modern world.

D. How Learning Best Occurs

Van Gogh recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. Teachers, parents, and community members need to create an environment and culture that is inherently reflective of our school, home, and community.

Learning best occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this culture of education for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning.

Van Gogh will serve as an academic arena to develop a desire for lifelong learning in all children. The school will provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Well-qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for every child to be reached and supported in his/her educational development. Classroom instruction will take into account the multiple modalities of learning and the differences of abilities among students.

E. How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Lifelong Learners

Van Gogh's desired curriculum will include an integrated, inquiry-based K-5 curriculum closely aligned with California Standards and closely aligned to National Standards in the core areas of language arts, science, math, and social studies. Cross curricular, project-based learning will be enhanced using music, art, and dance instruction and there will be a strong emphasis on hands-on learning. Van Gogh's program embraces the following key elements:

- 1. Standards are Essential:** Clear and public standards for what students should learn at benchmark grade levels are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for all stakeholders, teachers, administrators, parents, and students, indicative of the specific basic knowledge and skills the students must master.
 - a. Students will demonstrate their self-motivation and competence toward learning through increased attendance in school, on time completion of classroom assignments and teacher evaluation of the student participation in classroom tasks.
 - b. Students will demonstrate their progress toward becoming lifelong learners by their consistent selection of projects for instruction and parents' rating on the school report card survey with the evidence which will be posted on the School Report Card.
- 2. Challenging Curriculum:** Standards will be accompanied by a rigorous curriculum that is aligned with those standards. The goal of Van Gogh is provide a demanding and enriching 21st Century curriculum that will not only meet but extend the minimum thresholds established by the District and the state.
- 3. Teachers Matter:** If students are going to be held to high standards, they need teachers who know the subjects and know how to teach those subjects. Strategies for significant and on-going teacher professional development using the selected curricula will be included in the Van Gogh program.

F. Typical Day at Van Gogh

It's 8:01 a.m. and as the second bell rings at Van Gogh you feel the excitement in the air as the students settle into their classrooms for a day of rigorous standards-based learning. You will see a trusting, encouraging, and safe environment that emphasizes lifelong problem solving and leads to academic excellence. On a typical day you will see teachers, administration, parents, staff, and community members working together to meet the individualized needs of all of our students.

If it's a Monday morning you will see the principal, assisted by the student council, leading our weekly morning greeting. During the morning greeting, announcements are made about upcoming events, and current issues are discussed. The flag is saluted, the Pledge of Allegiance is recited, and there is a lively rendition of a patriotic song (differing on a monthly basis). Recognition of character traits aligned to the Pillars of Character and seasonal themes are emphasized. Community members are encouraged to attend this weekly opportunity to recognize and applaud student accomplishments.

Throughout the day, in all classrooms, you will see students highly engaged in activities related to all curricular areas. You may encounter students interacting with SMARTBoards; viewing PowerPoint presentations; utilizing hands-on manipulatives; experiencing differentiated instruction in small, flexible, learning groups; or incorporating art and music into the core-content areas.

Our recognition of the gifts all students possess has created a campus of tolerance and acceptance, where additional adult support is so pervasive, the specialists so visible, small group instruction so commonplace and flexible, that students with special needs and English Learners, seamlessly blend in with their peers.

As you pass by our Parent Center you will find an enthusiastic cadre of dedicated volunteers planning and preparing for exciting schoolwide events, as well as supporting teachers in their preparation of materials for rigorous, innovative, and stimulating lessons.

Walking through the grounds of the beautiful Van Gogh campus, it would be hard not to miss our native California gardens, well-maintained and clean facilities, and bulletin boards proudly displaying students' work. Students actively participate in keeping the campus clean and demonstrate a commitment to the environment by diligently recycling.

At the end of school, the fun doesn't stop! Students happily participate in a plethora of enrichment classes, engage in Youth Services sports programs, the North Valley YMCA activities, or supervised free play.

Glimpse of a Typical Day

Activity Time Block	Description Structure & Strategies	Integrated Opportunities for Program Enrichment	Outcomes
Morning Routine 8:00-8:15	<ul style="list-style-type: none"> • Monday morning assembly, held each week • Flag salute/Patriotic song • Attendance • Homework Collection • Warm-Up 	<ul style="list-style-type: none"> • Civic pride • Reinforcement of monthly character trait • Schoolwide announcements (recycling, community service initiatives, current charitable events, spirit day) • Patriotic song 	<ul style="list-style-type: none"> • Engage all community members in one setting, consistently • Venue to dispense timely, critical initiatives (such as CST test prep, student code of conduct, and upcoming events) • Enlist broad-based stakeholder participation • Opportunity to celebrate • Posting of student pictures on dedicated bulletin board
Language Arts Block 8:15-10:00/10:20	Collaborative teaching in flexible groups of standards-based content, enhanced with: <ul style="list-style-type: none"> •Lecture/discussion • Departmentalized thematic unit extensions •Universal Themes 	<ul style="list-style-type: none"> • Cooperative Grouping • Differentiated curriculum for different learning groups • Hands-on, inquiry based instruction • Literature circles • <i>California Treasures</i> • Flexible Grouping • <i>Write from the Beginning</i> • Writing Journals 	<ul style="list-style-type: none"> • Provide a stimulating, engaging & challenging environment for each and every student • Cross disciplinary projects as means to enhance critical thinking, resourcefulness, • Cross disciplinary learning through the thoughtful use of technology to create an end product • Effective writing and speaking skills
Universal Access (Independent Work Time) 10:20/10:40-11:00	<ul style="list-style-type: none"> • Writing Extensions - Thematic Unit • Enrichment • Universal Access/Differentiated Instruction 	<ul style="list-style-type: none"> • Library • ELD instruction • Technology based learning (netbooks, e-Readers, web-based programs, • Leveled readers • Small group instruction 	<ul style="list-style-type: none"> • Grade level reading • Critical reading and math skills • Approaching, On-Level and Beyond
Mathematics Block 11:00-11:50/12:10	<ul style="list-style-type: none"> • enVision Math • Cooperative Learning • Hands-on Manipulative • Intervention 	<ul style="list-style-type: none"> • Flexible Grouping • Math journal • Calendar Math • Integrated technology • Hands-on equations • Marcy Cook • AIMS 	<ul style="list-style-type: none"> • Students reach benchmark, proficient or advanced levels of proficiency in district, state, publisher and teacher generated assessments • Refined teaching content with supplemental sources to create students who effectively apply math problem solving skills to real world scenarios

Glimpse of a Typical Day (cont.)

Activity Time Block	Description Structure & Strategies	Integrated Opportunities for Program Enrichment	Outcomes
Lunch 11:50-12:30 12:00-12:40 12:10-12:50	<ul style="list-style-type: none"> • Sustenance • Recycle • Game Area 	<ul style="list-style-type: none"> • Nutrition Partnership • Recycling 	<ul style="list-style-type: none"> • Cooperative play • Character education • Play leaders – cross-grade level interaction building leadership skills
Afternoon Routine Social Studies Science Health Art PE 12:30-2:25	<ul style="list-style-type: none"> • Standards-based curriculum • Interactive/hands-on modalities to illuminate abstract concepts. • These days alternate to allow for a concentration of activity on alternating days 	<ul style="list-style-type: none"> • State/District curriculum <ul style="list-style-type: none"> ▪ FOSS Kits incorporating hands-on investigations and inquiry ▪ 3rd-5th gr. Science Rotation ▪ Scott Foresman ▪ AIMS ▪ Interactive activities & models ▪ Science Inquiry Journals ▪ Too Good For Drugs ▪ Character Counts ▪ Second Step ▪ Meet the Masters ▪ District Arts Program (Visual, Theater and Dance) ▪ Music ▪ Sportsmanship ▪ Cooperation and team behavior ▪ Simulations ▪ Learning through the arts, musicals, multicultural dances, studying photography and paintings ▪ Exhibits and Presentations ▪ History simulations ▪ Bad Wolf Press Plays ▪ Psychomotor ▪ Field Trips ▪ Expert Visits 	<ul style="list-style-type: none"> • Full integration of arts & academics with real world examples • Cause & Effect • Community Outreach & Partnerships with: <ul style="list-style-type: none"> ▪ Tree People ▪ Locks of Love ▪ UNICEF ▪ Candy Split ▪ Food Drives ▪ Jump for Heart (Heart Association) ▪ Clothing donations ▪ Humane Society donations ▪ Cooperative play ▪ Following directions-rules ▪ Physical fitness
Dismissal 2:25			

Glimpse of a Typical Day (cont.)

Activity Time Block	Description Structure & Strategies	Integrated Opportunities for Program Enrichment	Outcomes
<p>After School Programs 2:35-6:30</p>	<ul style="list-style-type: none"> • Intervention • Beyond the Bell - Youth Services (District) • North Valley YMCA • Enrichment Programs <ul style="list-style-type: none"> ▪ Tae Kwon Do ▪ Sports Zone ▪ Sky High Dance ▪ Book Club ▪ Orchestra ▪ Chess Club ▪ Cooking ▪ Spanish ▪ Armenian ▪ Typing ▪ Science Clubs ▪ Video Animation ▪ Critter Squad ▪ Ceramics ▪ Junior Detectives ▪ Robotics 	<ul style="list-style-type: none"> • Diverse opportunities for all students • Students receive support for content areas • Students participate in cooperative and skill based games 	<ul style="list-style-type: none"> • Cooperative learning • Cross grade level interaction
<p>Parent Ed/Center Throughout the day and evening</p>	<ul style="list-style-type: none"> • Gifted/Talent • Homework Help • Math-Science Night • Community Initiatives • Principal’s Chat • Friends of Van Gogh PTO meetings 	<ul style="list-style-type: none"> • Parents are invited to learn about curriculum, student issues, GATE • Grade-level standards • Parent Center presentations • Community meetings 	<ul style="list-style-type: none"> • Training parents (Team) effort to support all students • Understanding content being taught in school • Meeting other parents • Community improvement
<p>Integrated Enrichment</p>	<ul style="list-style-type: none"> • Psychomotor • Music • District Arts Program • Meet the Masters • Computer Lab 	<ul style="list-style-type: none"> • All students participate in our enrichment programs on a weekly basis. 	<ul style="list-style-type: none"> • Express through various art forms, knowledge and understanding of other disciplines. Students will examine and formulate deeper understandings by integrating the Arts.

G. Proposed Instructional Program

1. Framework & Teaching Methodologies

Van Gogh's proposed teaching methodologies are framed around differentiated and experiential, or inquiry-based instruction through thematic units in a cooperative group setting. Supporting these methodologies, Van Gogh teachers will utilize a collaborative model for instruction to provide professional development by grade-level experts and instructional leaders. All our methodologies will be supported by authentic assessments.

2. Instructional Framework

Van Gogh's curriculum is based on the California state standards and Associated Frameworks in language arts, mathematics, science, social studies, health, visual and performing arts, technology, and physical education. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct instruction, guided practice and the application of skills through expansive, multi-disciplinary selections ensure that all students are accessing the standards. Multiple intelligences are addressed through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical as well as creative thinkers.

3. Teaching Methodologies

The teachers of Van Gogh, supported by the leadership team, will review and use current research and student data to drive best teaching methodologies while utilizing rigorous, conceptual learning at each grade-level. Teachers in K-5th grade collaborate to integrate curricular standards to maximize student learning and provide consistent professional development to support the standard methodologies, which include:

Clear Expectations - Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained.

Academic Rigor - Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.

Criteria Charts/Rubrics-These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.

Independent Study - Students and teachers identify problems or topics of interest to the student and they plan a method of investigating the problem or topic and identify the type of product the student will develop. The product will address the problem and demonstrate the students' ability to apply skills and knowledge to the problem or topic.

Experiential Learning - Learning by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students will process, analyze, and conceptualize the experience.

Project Based Learning - Teachers evaluate student achievement through creative, varied and innovative products to illustrate a student's understanding of material taught. By using project-based learning, the students will select products that will provide another avenue for differentiation among our diverse learners.

Flexible/ Collaborative Groupings - Students participate in flexible groupings for language arts, math and science in their classrooms and grade levels. After data analysis, teachers collaborate to determine student placement in flexible groups. During grade-level planning, teachers create scaffolded assignments and evaluate student

progress. These flexible groupings provide intervention opportunities at levels Tier 1 through Tier 3. Strategies are used throughout the day to help a wide range of academic abilities work together to solve problems, revise writing, reinforce concepts and help children learn different ways to be successful.

Modeling - Our teachers demonstrate different strategies to guide students' learning throughout the day.

Multi-Modal Direct Instruction - Teachers provide strong first teaching using carefully planned direct instruction to present standards-based lessons.

Guided and Independent Practice - Students are provided opportunities for guided and independent practice to achieve understanding and application of the concepts or skills being taught.

Higher-Level Thinking - Teachers design lessons that develop and enhance critical thinking skills, which help to solve complex problems with depth and complexity. Teachers use the highest stages of Bloom's Taxonomy when questioning, to provide students the opportunity to stretch their thinking through synthesis, analysis, and evaluation. In class discussions and on authentic assessments, teachers vary the levels of questions posed to learners based on their readiness, interests, and learning styles. Sandra Kaplan's Gifted Training guides questioning techniques to allow students to extend their thinking processes and deepen their conceptual grasp of content.

Thinking Maps - Thinking Maps are used to guide students' critical thinking skills in all subject areas.

Differentiated Instruction - Educators provide multiple options for taking in information, making sense of ideas, and expressing what is learned for a mixture of students with multiple intelligences. Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.

Integration of the Arts - Teachers and curriculum specialists use drama, dance, music and visual arts to enhance their students' thinking and learning experiences.

Adhering to the proposed instructional framework and teaching methodologies ensures Van Gogh's instructors can successfully meet the needs of all students.

4. Content Goals - Scope and Sequence

The scope and sequence of skills taught across grade levels and content areas are outlined below. All California State Standards (as per <http://www.cde.ca.gov/be/st/ss/index.asp>) will be addressed with cross grade-level planning so students receive consistent instruction.

Common Core Standards will be implemented as required by the State.

Language Arts

- Present a rigorous curriculum that exceeds the state content standards for language arts K-5
- Develop students' reading, writing, listening and speaking skills to support academics across disciplines
- Develop critical reading skills
- Support reading using the District mandated reading program
- Enhance reading using Literature Circles, Core Literature, E-Readers, Web-based Reading Programs, Leveled Readers, SDAIE strategies, Kaplan prompts to develop depth and complexity
- Critique, justify, and theorize in compositions/writing across disciplines and genres
- Use of schoolwide writing program *Write From the Beginning*

- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across curriculum
- Apply vocabulary development in written and oral format
- Demonstrate critical thinking skills specific to Bloom's Taxonomy
- Use technology as a tool for presentation and projects
- Devote minimum two hours daily to language arts instruction in grades K-5

Mathematics

- Present a rigorous curriculum that exceeds the state content standards for mathematics
- Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Enhance mathematics using programs such as: enVision Math, Hands on Equations, Touchmath, technology including SMARTBoard and web-based programs
- Recognize relevant information and review applications by checking work
- Apply math skills to daily problem-solving situations
- Connect math across disciplines (music, dance, science, art, technology, and social studies)
- Develop students' skills using mathematical tools (protractors, calculators, computers, rulers)

Science

- Present a rigorous curriculum that meets and enriches the state content standards for science
- Support science by using FOSS Kits, textbooks, AIMS, and Delta materials
- Hypothesize and develop experiments utilizing the scientific method
- Use hands-on investigations and field studies for further research
- Apply the language of the discipline using inquiry journals
- Theorize and explore other subjects such as music and art as a scientist
- Understand the need for eco-friendly products and life-changes to better our local and global community
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels
- Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness

Social Studies

- Present a rigorous curriculum that meets and enriches the state content standards for history and social studies
- Enable students to understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods
- Develop critical thinking skills in order to relate over time to historical events and be able to find parallels and patterns
- Interpret geographical and historical information to draw conclusions and gain understanding of cause and effect of historical events
- Use role-play, interactive units, field trips, and technology, to gain first hand experiences

The Van Gogh community is diverse and may be likened to a mini United Nations. Over 15 languages are spoken at our school that range from Lithuanian to Urdu. All these rich cultures serve as a backdrop for many innovative and educational projects in the classroom, which include a Kindergarten Chinese New Year activity; a 1st grade National Monuments project; 2nd grade International Rice Festival; a 3rd grade multicultural Thanksgiving feast; a 4th grade Dia de los Muertos (The Day of the Dead) celebration; a 5th grade heritage presentation, and many others that celebrate worldwide diversity.

Technology

- Present a rigorous curriculum that meets and enriches the state content standards for technology with all classrooms wired for internet access and teachers provided with laptops and document readers used daily for the delivery of innovative, interactive, multi-modal instruction
- Enhance students' expository and creative writing by developing word processing skills (taught schoolwide using Type to Learn) and utilizing technology such as Book Creator for iPad
- Explore a myriad of artistic applications with programs such as: PowerPoint, iMovie, and Movie Maker
- Experience working with data to identify and present information using spreadsheets and graphs (Excel) are utilized in a variety of curricular areas
- Develop proficiency at identifying, choosing, and utilizing up-to-date relevant information to enhance research and support project-based learning.
- Use SMARTBoards, E-readers, and web-based programs to enhance students' content knowledge across the curriculum
- Participate in a schoolwide computer education program using a state-of-the-art computer lab, directed by a highly-trained computer teacher

Arts

Van Gogh students receive a Renaissance-like education rich in science, the arts, and history through multiple perspectives. This provides opportunities for students to apply their learning through challenging hands-on multidisciplinary projects and activities. We incorporate the District Arts Program which includes courses in drama, dance, fine arts, and music, all of which are an integral part of every student's instruction. Van Gogh's commitment to the Arts was recognized with the awarding of a \$2,000 Target grant that provides the students with the Meet-the-Masters program.

- Expand the students' art skills by building on the prior year's knowledge
- Introduce students to famous artists through the Meet the Masters and District Arts Programs, as well as teacher-developed lessons, which include art history, art theory, lines, techniques and different media
- Involve students in inter-disciplinary theatrical productions such as multicultural musicals and Shakespeare festivals, allowing students to understand the elements of drama, enrich their vocabulary, voice projection and enunciation
- Teach the students about rhythm, beat, tone, tune, melody, different music genres, and musical instruments, while tying songs into the curriculum
- Develop students' skills with math, patterns, listening, sequencing, memorization, and vocabulary which all lead to increased academic performance.
- Utilize and apply the music elements to plan and perform original classroom musicals for holidays such as Halloween, Thanksgiving, Winter holidays, Valentine's Day, Dr. Seuss Day, and Mother's Day

- Provide an after school instrumental program (K-5) through the Kadima Conservatory, which includes strings, woodwinds, percussion, and brass instruments; with scholarships provided for many students from a neighborhood charitable organization. Schoolwide performances are scheduled multiple times throughout the year, providing opportunities for students, teachers, parents and the community to enjoy their musical accomplishments
- Develop motor skills, dance vocabulary and creative expression, while being exposed to various historical and cultural dance traditions through a District Arts Dance Program
- Explore the dance genre of hip hop, through an after-school enrichment program provided by Sky High Dance, which includes three performances providing opportunities for students, teachers, parents and the community to enjoy their rhythmic accomplishments

Physical Education

- Teachers deliver high quality, standards-based physical education instruction to prepare every student for a lifetime of physical activity, health and well-being. As part of the classroom instructional program, teachers ensure that students receive 200 minutes every two weeks of physical education instruction as required by the State. Van Gogh's commitment to physical fitness was recognized with the awarding of a Physical Education Teacher Incentive Program (PETIP) PE grant that provides the students with a half-time credentialed physical education teacher.

5. How the Curriculum Addresses California Content Standards

Van Gogh's instructional program utilizes the California State Standards-based Curriculum. The school will use District provided Periodic Assessments for at least the first year. We will explore creating a mapping plan that is more closely aligned with the Periodic Assessments. This will result in data that is more relevant in driving instruction. The students will be assessed using the methods described in Elements 2 and 3.

6. Scope and Sequence

Van Gogh will be using the newly published California Department of Education K-12 curriculum incorporating the state standards and introducing some new Common Core Standards following the Scope and Sequence (see Curriculum and Instruction website <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>).

H. Student Population - Describe How the Program will Meet the Needs of Specific Student Populations

Van Gogh will address the needs of the student population by meeting and enriching the State's Standards. Teachers will, through differentiated instruction, utilize a variety of instructional programs appropriate to the diverse needs of the Charter's population. We are committed to the engagement of comprehensive strategies for all students enrolled at Van Gogh.

1. Academically Low Achieving Students

- A schoolwide recognition of the importance of early, targeted, intensive intervention based on a holistic view of student performance that includes formal assessment, student participation, work samples, and observation
- Teachers use a multi-tiered approach, assisting students in meeting or exceeding grade level standards by

regularly collecting and analyzing a myriad of performance-based data to determine the acquisition of skills

- Teachers have been trained in, are proficient in, and regularly utilize the District-provided, web-based My Data, CoreK-12, and M-Class (DIBELS) programs to review and analyze student outcome data to drive instruction
- Tier 1 and/or Tier 2 support is provided daily in classrooms during Universal Access Time in both literacy and mathematics, with teachers using flexible groupings and differentiated instruction to target specific skill areas in need of short-term remediation
- Special education assistants, instructional aides, retired teachers, or expert parent/family volunteers work in most classes to assist the teachers in providing Tier 1 and/or Tier 2 preteaching, reteaching, and review to small, flexible groups of students
- Primary (K-2) students in need of short-term Tier 3 interventions are provided daily, small group, intensive, targeted instruction in the afternoon in the two Primary Learning Centers taught by the primary SDP teacher and the Resource Specialist Teacher utilizing the approaching, intervention, and technology components of the California Treasures Reading Program, Burst Reading, and web-based programs such as Reading A-Z, Raz-Kids, and Starfall
- Progress Monitoring, using DIBELS, is regularly conducted to determine the outcomes of the Tier 3 instruction, with children moved in and out of their flexible groupings based on the results
- Students in grades 3-5 in need of Tier 3 interventions receive daily, intensive, smaller group support in both language arts and/or math, using a collaborative rotation (Learning Center) of the 3rd-5th grade general education teachers, the primary SDP Teacher, the former upper SDP Teacher (rehired as an Intervention Teacher), and the Resource Specialist Teacher
- The Learning Center utilizes core curriculum materials and standards, providing additional learning opportunities for the students using scaffolding techniques, accommodations, increased structure, multi-modal teaching, preteaching, reteaching, increased time on task, technology, and smaller groupings
- The continued need for Tier 3 intervention, or the need for more support, is determined by analyzing data that is shared through frequent communication and collaboration of the teachers working with those students
- An active, responsive Student Success Team (SST) meets regularly
- Referrals to the SST are for a variety of general education issues involving the emotional, behavioral and academic needs of the children
- Follow-up SST meetings are held at regular intervals to determine the success of interventions, with comprehensive special education assessments suggested only after a detailed analysis of the child's performance in Tier 3 interventions

2. Gifted and Talented Students

- Teachers provide GATE students with enriched lessons and assignments that encourage them to strengthen their cognitive skills
- Techniques developed by Sandra Kaplan are utilized to differentiate instruction and extend learning
- The concepts of Novelty, Depth, Complexity, and Acceleration/Deceleration are used to encourage critical thinking and problem solving skills
- Students demonstrate comprehension and a thorough knowledge of subjects by defining, describing and identifying what they have learned through analysis and synthesis of information
- Students present outcomes whether verbal, written, arts-based, or technology-based at an appropriate cognitive level
- The Charter will continue to utilize the District's GATE identification process and policy, and reimburse the District for testing and processing on a fee-for-service basis.

3. English Language Learners

Van Gogh currently has only seventeen ELL students, who speak five different languages. We consistently exceed the District goal of moving children up one ELD level each year by:

- Implementing District adopted ELD Treasures Program with ELD Practicum strategies such as: Think-Pair-Share, Choral/Reciprocal/Partner Reading, Bloom's Taxonomy of Higher Level Thinking, Sentence Framing (as needed), and Oral Language Development Opportunities
- Using Thinking Maps to support learning
- Using realia, manipulatives, TPR, SDAIE strategies, multi-modal techniques, technology
- We reclassify all students as they meet District criteria.
- Reclassification will continue to be above the District norm while focusing to meet or exceed the mandated AMAO 1, 2, and 3

4. Low SES

- Teachers use a multi-tiered approach, assisting students in meeting or exceeding grade level standards by regularly collecting and analyzing a myriad of performance-based data to determine the acquisition of skills
- Teachers have been trained in, are proficient in, and regularly utilize the District-provided, web-based My Data, CoreK-12, and M-Class (DIBELS) programs to review and analyze student outcome data to drive instruction
- Tier 1 and/or Tier 2 support is provided daily in classrooms during Universal Access Time in both literacy and mathematics, with teachers using flexible groupings and differentiated instruction to target specific skill areas in need of short-term remediation

- The concepts of Novelty, Depth, Complexity, and Acceleration/Deceleration are used to encourage critical thinking and problem solving skills
- Increased parent/teacher communication and support
- Van Gogh aspires to provide students with the necessary tools to succeed academically

5. Special Education (LAUSD Specific Language)

The District shall continue to serve the needs of special education students enrolled in the affiliated Charter Schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree.

Conversion Affiliated Charter

a. Charter School Special Education Responsibilities - General Requirements

The Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education (“FAPE”). The Charter School will also ensure that no student otherwise eligible to enroll in their Charter School will be denied enrollment on the basis of their special education status.

The Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the Charter School.

The Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request. The Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The Charter School will maintain copies of assessments and IEP materials for District review. The Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Charter School will participate in internal validation review (“DVR”).

The Charter School is responsible for the management of its, personnel, programs and services. The Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.

b. Transferring Students

For students transferring to the Charter School from District schools or District affiliated charter schools, the Charter School will provide those related services required by the students' IEPs immediately upon the students' enrollment.

For students transferring to the Charter School from other school districts, the Charter School shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

e. Least Restrictive Environment

The Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the Charter

School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. The Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The Charter School's outreach efforts should be geared toward aligning with the District-wide average. The Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.

Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the Charter School initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

Complaints

The District will investigate and respond to all special education complaints the District receives pertaining

to the Charter Schools including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

Funding of Special Education

The Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for charter school students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws. The Charter School will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

District Responsibilities Relating to Charter School Special Education Program

As long as Charter Schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Charter School staff.

***Modified Consent Decree Requirements**

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

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.

- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

I. Evidence That the Proposed Instructional Program Will be Successful with the Charter’s Targeted Population

The proposed instructional program will be successful with Van Gogh's targeted population based upon data relating to Van Gogh's current instructional program and student population. Van Gogh has been recognized as a high performing, Distinguished School, with an API score of 926, having increased 32 points over two years. Schoolwide our students improved from 74.4% Proficient and Advanced in English/Language Arts in 2008-2009, to 82.5% in 2010-2011. Similarly, our scores in Math improved schoolwide from 83.9% in 2008-2009, to 86.3% in 2010-2011. Keys to making our school successful are a well-trained, non-transient and devoted staff, the presentation of a rigorous curriculum, and strong parent support.

- Due to a successful 3rd, 4th and 5th grade science rotation program, teachers have become specialists in delivering the content for Earth, Life and Physical science. This collaborative model has resulted in reduced class size, allowing students greater opportunities for scientific exploration and discoveries. In 2010-2011, 86% of 5th grade students achieve proficient or advanced on the Science CST.
- Our Latino students improved from 70.3% Proficient and Advanced in English/Language Arts in 2008-2009 to 73.6% Proficient and Advanced in 2010-2011. This subgroup also improved in Mathematics from 77.2% Proficient and Advanced in 2008-2009 to 81.1% in 2010-2011.
- Our Students with Disabilities improved from 28.1% Proficient and Advanced in English/Language Arts in 2008-2009 to 40.9% Proficient and Advanced in English/Language Arts in 2010-2011.
- Our African American students improved from 60.0% Proficient and Advanced in English/Language Arts in 2008-2009, to 77.3% Proficient and Advanced in English/Language Arts in 2010-2011.
- Our Socio-Economically Disadvantaged students improved from 49.2% Proficient and Advanced in English/Language Arts in 2008-2009, to 73.4% Proficient and Advanced in English/Language Arts in 2010-2011.
- 89% of our English Language Learners showed CELDT annual growth of one or more ELD levels. Our reclassification rate has grown from 15% in 2006-2007 to 61.5% in 2010-2011, which is well above the District goal. 81% of our ELLs were Proficient or above in ELA and 86% were Proficient or above in Math on the 2011 CST.
- We are dedicated to identifying and addressing the needs of our gifted and talented and high achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our 17% GATE population is higher in comparison to the District's norm 6%.

J. Textbooks or Other Instructional Resources to be Used

	Language Arts	Math	Science	Social Studies	Health
Core Curriculum K-5	California Treasures	enVision Math	FOSS	Scott Foresman	Macmillan/McGraw-Hill
Supplemental Materials	Write from the Beginning	Hands on Equations	AIMS	Time For Kids	Too Good for Drugs
	Core Literature	Marilyn Burns materials	Bill Nye Science Videos	Liberty’s Kids Videos	Second Step
	Web-based enrichment programs	Web-based enrichment programs	Web-based enrichment programs	Web-based enrichment programs	Character Counts
	Bad Wolf Press Plays	Math Their Way		Bad Wolf Press Plays	Bad Wolf Press Plays
	Leveled Readers				
	E-Readers (Nooks, Kindles, iPads)				
	Teacher-selected literature				

K. How the School Will Recruit Teachers Qualified to Deliver the Proposed Instructional Program

Teachers will be recruited in accordance with District policy, procedures and collective bargaining agreements. Teacher staff will be asked to submit an application in accordance with Personnel Commission and District policies. An interview process will begin including administration, Union representative, grade-level or department personnel, and parent(s) from the School Site Council.

Van Gogh will serve as an academic arena to develop a desire for lifelong learning in all children. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences and the creation of project-based learning projects. Highly qualified teachers, as per **NCLB**, support personnel, and diverse classrooms will provide optimal opportunities for every child to be accessed and supported in their educational development. Classroom instruction will take into account the multiple modalities of learning and the differences of abilities among students

L. How the School Will Provide On-going Professional Development

Professional Development will be an on-going component of Van Gogh and an effective tool used to design the curricular needs of our students and teachers. Professional Development issues, ideas, and products will be driven by the students' and staffs' needs and interests. These are then forwarded to grade level chairs and administration for formalization of appropriate training and products. Professional development will be given during banked Tuesdays throughout the year and supported on through grade-level collaborative meetings. At the beginning of the school year, professional development topics will be determined based on the analysis of students’ assessment data, as well as curricular needs. Professional development will be delivered by administration, teachers and other experts on an as needed basis. District mandated topics will also be included.

M. Academic Calendar/Sample Daily Schedule

Van Gogh will follow the traditional academic calendar set forth by the LAUSD. Van Gogh will adhere to the number of state-mandated instructional minutes. A sample daily schedule is as follows: 8:01-11:00 Language Arts/ELD instruction, 11:00-12:00 Math instruction, and 12:30-2:25 p.m. Social Studies, Science, Arts, Health, and Physical Education. Please refer to the Glimpse of a Typical Day chart in Section F of this petition.

N. Demographics/Academic Achievement of Surrounding Schools (Performance Meter 2010 - 2011)

LAUSD ELEMENTARY SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free & Reduced Lunch	% Special Education Students	% of ELL Students	Major Ethnicity %, #1	Major Ethnicity %, #2	Major Ethnicity %, #3
Van Gogh	485	No	No	Yes	Yes	926	9	6	19%	11%	4%	White 43%	Latino 34%	Asian 11%
El Oro	512	No	No	Yes	Yes	889	8	3	29%	10%	12%	White 49%	Latino 32%	Asian 8%
Knollwood	364	No	No	Yes	Yes	867	8	8	46%	10%	12%	Latino 52%	White 20%	African American 10%
Tulsa	538	No	Yes	Yes	No	859	8	10	62%	12%	20%	Latino 61%	White 16%	African American 7%
El Dorado	595	No	Yes	Yes	No	759	2	3	84%	14%	51%	Latino 95%	White 1%	African American 1%
Herrick	679	No	No	Yes	Yes	815	5	7	88%	11%	45%	Latino 94%	White 3%	African American 1%
Castlebay	820	No	No	Yes	Yes	940	10	3	12%	9%	5%	White 44%	Asian 37%	Latino 10%
Granada	436	No	Yes	No	No	793	5	2	69%	20%	23%	Latino 56%	White 26%	Asian 6%
Danube	451	No	No	No	No	836	7	9	66%	17%	18%	Latino 69%	White 14%	African American 7%

O. Timeline for Implementation

The academic program outlined in Element 1 will be implemented in the 2012-2013 school year if affiliate charter status is granted before the commencement of the school year.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitude specified as goals in the school's educational program." Ed. Code 47605(b) 5(b)

A. Our Vision for Student Outcomes

Van Gogh Charter's curriculum will include an integrated, inquiry based K-5 curriculum closely aligned with California Standards, as well as the National Standards in the core areas of language arts, math, science, health, and social studies. Cross curricular, project based learning will be enhanced using music, art, dance, and theater arts instruction. There will also be a strong emphasis on hands on learning utilizing our computer lab and advanced technology tools in the classroom for differentiated instruction. The Van Gogh Charter embraces the following key elements:

- **Standards are Essential:** Clear and public standards for what students should learn at benchmark grade levels are crucial aspects of making sure we are meeting the academic needs of all students. These standards also serve as a guide for all stakeholders, teachers, administrators, parents, and students indicative of the specific basic knowledge and skills the students must master.
- **Challenging Curriculum:** Standards will be accompanied by a rigorous curriculum that is aligned with those standards. The goal of Van Gogh Charter is to provide a demanding and enriching 21st century curriculum that will not only meet but, exceed the minimum thresholds established by the District and the state.

B. Desired Outcomes of the School's Instructional Program

- **Language Arts:** Students will be able to read, write, listen, and speak effectively. When writing and speaking, students will be able to incorporate: the language of the discipline, using details, big ideas, compare and contrast, give different perspectives and concrete examples. Furthermore, they will understand concepts in a deeper and more complex way. Students will be able to combine these skills to compose meaningful genre based writing as well as give oral presentations.
- **Mathematics:** Students will understand and apply formal logical reasoning, analytic and symbolic processing, and algebraic manipulation and construction. They will be able to understand applications, explain strategies, understand expressions, and prove equations. To gain further understanding of the mathematical processes, they will apply math skills to daily problem solving situations.
- **Science:** Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as physical, life, and earth. Students will use hands on critical thinking investigations based on scientific method in order to further research and prove/disprove a hypothesis to increase their understanding.
- **Social Studies:** Students will demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance.
- **Technology:** Students will demonstrate an understanding of technological concepts, systems, programs, and operations in the computer lab, as well as their classroom. They will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital

tools and resources. Students will understand the use of current technology and its real world applications such as spreadsheets, graphs, iPhoto, iMovie, and PowerPoint with their teacher and technology integration specialist.

- **Arts:** Students will develop knowledge and appreciation for the arts to include: music, dance, visual arts, and theater arts. This will be promoted through an academic curriculum intertwined with enriched instruction provided by teachers and content specialists where applicable.
- **Physical Education and Health:** Students will build a healthy and balanced body and mind through various activities that follow the physical education standards. There have dedicated time for psychomotor skills which are taught, developed, and challenged by their physical education teacher and reinforced by their teacher.

C. Cultivating Lifelong Learners

Additionally, students at Van Gogh Charter will develop lifelong learning skills and interpersonal skills, which include:

- **Leadership, Collaboration, and Cooperation:** Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level.
- **Goal Setting:** Students will learn to set their own short-term and long-term academic goals in-keeping with their abilities and based on a high-level of expectation inherent in the school community.
- **Critical Thinking and Problem Solving:** Students will learn to be effective problem solvers and will develop critical-thinking skills.
- **Self-Discipline:** Students will learn to control their behavior at all times and will respect and uphold the values of the community through the schoolwide behavior plan that emphasizes the Six Pillars of Character.
- **Citizenship:** Students will learn and practice their civic rights and responsibilities, and will have an appreciation of their impact on the immediate community and the larger world.

D. Specific and Realistic Achievement Targets

Van Gogh Charter School demonstrated the ability to meet and exceed the API requirements as defined by the state and NCLB in its API score over the last six years. In 2012 Van Gogh Charter's goal will be to maintain or increase our API score by a minimum one-point gain.

<i>Year</i>	<i>Growth API Score</i>
2010-2011	926
2009-2010	911
2008-2009	894
2007-2008	883
2006-2007	893
2005-2006	867

In addition, the school is committed to improving its similar schools API ranking. Even though the school has experienced a strong API score in our Local District, the school has not scored well in comparisons with similar schools. This illustrates that even though we have been successful according to our API scores, there are some areas that could be improved. See chart below.

	<i>2008-2009</i>	<i>2009-2010</i>	<i>2010-2011</i>
Statewide API Rank	9	9	9
Similar School API Rank	5	5	6

We have three subgroups considered significant to the state because they each contain over 100 students. These subgroups are White, Latino, and Socio-Economically Disadvantaged. In 2010-2011, Van Gogh Elementary met all goals including API, AYP, and AMOs. We are steadfast in our desire to maintain, and exceed, these outcomes in the future.

E. Frequency & Methods by which Students Are Assessed

Van Gogh Charter believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. As mandated by No Child Left Behind (NCLB), we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

At the beginning of each school year, teachers receive data pertaining to their incoming pupils. We analyze the data from the prior year and formulate an instructional agenda based on the needs of each student to determine the level of intervention or enrichment needed.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently, with support staff, and with administration during professional development and weekly grade level collaboration. The administrator utilizes a reflection process and reviews each staff member’s individual data, analyzes the causes of the data results, discusses with both teachers and students to understand the data, and then makes recommendations for adjustment of instruction and professional development. It is our goal, at Van Gogh Charter to have all students attain their maximum level of performance and to meet or exceed grade level standards.

Standardized assessments may include, but are not limited to: CST (yearly), CELDT (yearly), District Periodic Literacy Assessments (three times per year), DIBELs (K-3: three times per year plus Progress Monitoring as needed), District Periodic Math Assessments (three times per year), and District Science Assessments (4th and 5th grade - three times per year).

Van Gogh Charter School shall determine their development, implementation, or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Van Gogh Charter may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

Authentic assessments are used to evaluate the child’s performance over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher-devised tests, teacher observations, checklists, anecdotal records, publisher-provided criterion referenced tests, and projects. In conjunction with standardized and authentic assessments, teachers also use daily informal assessments including observations, weekly quizzes and tests, class work, and project assignments to help guide instruction.

ELEMENT 3: MEANS TO ASSESS PUPIL PROGRESS

"The method by which pupil progress in meeting those pupil outcomes is to be measured." Ed. Code § 47605 (b)(5)(C)

A. Methods for Assessing Attainment of Student Outcomes

<p>Language Arts: Writing</p>	<ul style="list-style-type: none"> • Grade level (K-5) Key standards as per California Framework 	<ul style="list-style-type: none"> • State mandated tests • District Periodic Assessments • Teacher developed assignments, tests, and activities • Write From the Beginning • Publishers’ materials and assessments – <i>California Treasures</i> • Presentations and Projects • Debate and Speech • Writing Journals/Notebooks
<p>Language Arts: Reading</p>	<ul style="list-style-type: none"> • Grade level (K-5) Key standards as per California Framework 	<ul style="list-style-type: none"> • State mandated tests • District Periodic Assessments • Teacher developed assignments, tests, and activities • Publishers’ materials and assessments – <i>California Treasures</i> • Presentations and Projects • Leveled Literature Circles/Core Literature
<p>Math</p>	<ul style="list-style-type: none"> • Grade level (K-5) Key standards as per California Framework 	<ul style="list-style-type: none"> • State mandated tests • District Periodic Assessments • Teacher developed assignments, tests, and activities • Publishers’ materials and assessments -- <i>enVision Math</i> • Math Journals • Projects
<p>Science</p>	<ul style="list-style-type: none"> • Grade level (K-5) Key standards as per California Framework 	<ul style="list-style-type: none"> • State mandated tests for 5th grade • Teacher developed assignments, tests, and activities • 4th and 5th Grade Periodic Assessments • Publishers’ materials and assessments -- <i>FOSS</i> • Classroom Observations • Investigations • Science Journals
<p>History and Social Studies</p>	<ul style="list-style-type: none"> • Grade level (K-5) Key standards as per California Framework 	<ul style="list-style-type: none"> • Teacher developed assignments, tests, and activities • Publishers’ materials and assessments – <i>Scott Foresman</i> • Research Projects • Exhibits and Presentations • Integration of the Arts such as plays and musicals • Field Studies
<p>Technology</p>	<ul style="list-style-type: none"> • Use of internet for research • Communication • Use of applications such as word processing, publishing, PowerPoint presentations, and spreadsheets • Use of artistic applications 	<ul style="list-style-type: none"> • Teacher developed assignments, tests, and activities • Observation • Presentations and Projects

B. In-House Benchmark Assessments

Methods by which student progress is measured, include authentic and standardized assessments:

- **Authentic Assessments:** Authentic assessments aligned with the grade-level state standards are ongoing and can better evaluate the child over time and in a variety of settings. Examples of authentic assessments include: teacher developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, and learning contracts.
- **Standardized Assessments and how data will be used:** California Standards Test (CST), California English Development Test (CELDT), DIBELs (K-3), *California Treasures* Assessments/Fluency, District Periodic Literacy Assessments, District Periodic Math Assessments, fourth grade CST Writing Assessment, and District Science Assessments for grades four and five. The District is currently testing all second graders to qualify for gifted identification (OLSAT). District assessments will be given to students at their appropriate grade level. Data will be used to guide instruction as teachers review the progress of students in the classroom.

C. State Mandated Testing (LAUSD Specific Language)

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Van Gogh will test with the District and adhere to District testing calendars and procedures for all state mandated assessments (*pursuant to Ed. Code § 60602.5*).

D. How Data Will Be Used

Van Gogh Charter School values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school's progress, and to establish future goals and interventions. Specific examples of this include:

- Data from combined assessments is evaluated continuously by teachers and administration in order to meet each student's educational needs. Using this data during weekly grade level meetings helps to identify students in need of differentiation such as intervention and enrichment.
- Data from State, District, and authentic assessments are communicated to parents by the teaching staff throughout the school year in a variety of ways such as parent/teacher conferences, assessment result letters, and report cards.
- Data is used to identify and prioritize professional development needs as well as to provide topics for discussion during grade level planning.
- Schoolwide data is also shared in a public forum at monthly governance (School Site) meetings, in order to discuss upcoming program development and intervention priorities.

E. Identification of Grading Policy

Individual classroom teachers shall be primarily accountable for assessing their students' achievements with regard to standards-based grade-level work and achievement of grade appropriate content standards as well as progress toward fulfilling the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade-level by regular student assessments aligned to the state's curricular standards as appropriate for each grade-level and content area.

Student progress toward achieving the State Standards will be communicated to parents by providing feedback on class assignments, homework assignments, and by means of the Unsatisfactory Progress Reports, and regular conferences with the students' teachers.

Proficient levels of the State Standards are summarized on the Progress Report. The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: language arts divided into reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and fair play.

Progress is reported to the parents three times annually using the LAUSD Progress Report. Additionally, parent conferences are conducted as needed throughout the year.

ELEMENT 4: GOVERNANCE

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

Petition for Affiliated Charter Status

Van Gogh Street Elementary School is an elementary school, grades K-5, that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Van Gogh Charter School.

As an Affiliated Charter, Van Gogh Charter School is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Van Gogh Charter. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that Van Gogh Charter changes from affiliated charter status to independent charter status, Van Gogh Charter and/or its nonprofit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Van Gogh Charter changes its status to an independent charter school, Van Gogh Charter shall submit a petition for material revision with articles of incorporation and By-Laws for District’s approval.

Van Gogh Charter will comply with the Brown Act.

Members of the Van Gogh Charter’s governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

(LAUSD Specific Language)

The District reserves the right to appoint a non-voting single representative to the Charter School governing council.

(LAUSD Specific Language)

Van Gogh Charter School Governance Council

Van Gogh Charter School will maintain a Governance Council that will be the chief site based decision-making body for the school under the authority of the local district superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council will be governed in its operations and its actions by the charter petition and the By-Laws of the Governance Council of Van Gogh Charter School, which can be revised as needed. The Governance Council will meet at least seven times per year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings. Subject to LAUSD policies and procedures, the Council will have authority for aspects of its operation including, but not limited to, the development and implementation of policies related to curriculum, personnel consistent with district policies and procedures and collective bargaining agreements, professional development, categorical block grant budget and finance, implementation of admissions, site-level scheduling, community relations, classroom usage (within district policy), use of the school site (within district policy), safety, discipline, charter revision subject to district approval, dispute resolution (within district policy), appointment of school representatives to external organizations, and interactions with LAUSD. We will abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating

effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Van Gogh Charter School.

A. Process which Ensures Staff, Student and Other Stakeholder Involvement

Parents have played a very active role at Van Gogh Elementary School and the success of Van Gogh Charter School will depend upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Van Gogh Charter School, their primary role will be to help to fulfill our promise of an enriched educational experience for all children. At least one elected parent representative will serve on each of the school's Governing and Executive Committees, including but not limited to budget, By-Laws and curriculum, ELAC (if school has 21 or more ELs enrolled), school safety, staff selection, technology, discipline and professional development.

Parents attend monthly parent meetings (Friends of Van Gogh PTO) where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

B. Methods by Which Schools Consult with Parents and Teachers Regarding School's Educational Programs School Governance

Involvement in the Governing Council and the various Governing Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue to meet the unique and changing needs of Van Gogh students. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email/phone blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. The Governing Council and standing committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be posted in a public area and on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act and following Robert's Rules of Order.

Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. Our newly established Van Gogh Parent Center provides a central place for meeting and cooperative work. Many parents volunteer, by assisting in classrooms and on the yard, and/or preparing classroom materials at home.

Parents and community members are invited to many additional activities including events such as:

<p style="text-align: center;">Van Gogh Gives Back</p>	<ul style="list-style-type: none"> • Locks of Love • Trick or Treat for UNICEF • Food Drive • Candy Split • Jump Rope for Heart • Charitable Campaign • Toy Drive • Clothing Donations • Humane Society Donations • Goodwill Donations • Recycling • Military Outreach
<p style="text-align: center;">Family Fun Nights</p>	<ul style="list-style-type: none"> • Starry Nights • Fall Festival/Trunk or Treat • Chili Cook-Off • Valentine Rock Dance • Dine-Out Nights • Carnival
<p style="text-align: center;">School Events</p>	<ul style="list-style-type: none"> • Back-To-School Night • Open House • Volunteer Brunch • Career Day • Monday Morning Assemblies • Student of the Month Assemblies • Classroom Activities • Holiday-Themed Activities • Student/Staff Softball Game • Campus Beautification • Student Council Spirit Days • Boy and Girl Scouts • Chaperoned Field Trips • Book Fair

Our school communicates with parents in the following manner:

- Weekly ConnectEd phone messages
- Monthly Newsletters
- School and PTO Websites
- Marquee Announcements
- Bimonthly Packets
- Principal Chat
- Banners

Teachers communicate with parents in a variety of ways, such as:

- Parent/Teacher Conferences
- Report Cards
- Daily/Weekly Notes
- E-mails
- Phone Calls
- Behavior Charts
- Interactive Journals
- Teacher Newsletters
- Teacher-Maintained Websites

Without the parents' support, Van Gogh Charter School would not be able to achieve the excellence that is its legacy. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Van Gogh's enriched educational program. A parent's inability to participate in no way impacts admission for enrollment.

C. Decision-Making Process

Van Gogh's School Governing Council will be a consensus-oriented, decision-making body for Van Gogh Charter School. It will have the responsibility for allocating categorical block grant resources and setting the policies and procedures to achieve the school's program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Council will be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of changes to the By-Laws, which must be decided by a two-thirds majority of the Council. Any stakeholder can bring new business before the Governing Council by bringing the matter to the attention of the principal, a member of the Governing Council, or the relevant committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Van Gogh Charter School.

D. Selection Process of Council Members and Governance Council Organizational Chart

Members of the Governance Council will serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The voting members of the Governance Council will include representatives from the school's various constituencies as follows:

Six staff members and two alternate teacher representatives, who will be elected from and by the credentialed teachers employed at the school, which will include:

- The principal
- UTLA Chapter Chair
- Three teachers: one primary grade representative (K-2); one upper grade representative (3-5); and one Special Education representative
- One Classified Representative (to be elected by classified staff)

Six parent/guardian/family members, elected by PTO

- Six at-large parent/guardian/family representatives who will be elected from and by parents whose children are enrolled in the school.
- Four (4) alternate parent council representatives designated. The first alternate will be the alternate with the most votes as compared to the other alternate(s).

- All vacant seats will be filled within one month by a special election called by the Chairperson.

Executive Committee

Van Gogh Charter School will have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee will be filled immediately.

The Executive Committee will:

- Chair and set the agenda for Governance Council meetings.
- Deal with routine matters not requiring the attention of the full Governance Council or its committees.
- Refer issues to the Governance Council or its committees as may be appropriate

The Executive Committee may not exercise the authority of the Governance Council with respect to material issues concerning the school's operation nor the terms and conditions of the Charter. The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. Members of the Governance Council will excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members will either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person.

Role of Committees

Committees will be formed to research issues and obtain input from all affected/interested groups. They will ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making, provide a more effective way of communication and will assist in the selection of all staff members.

Committees may include but are not limited to:

- Curriculum Development and Review
- Student Activities
- Budget and Finance
- Standards and Conduct
- Facilities and Safety
- Human Resources and Personnel Selection
- Staff Development
- Technology

Other committees will be formed as the need arises. Committees are advisory and will have at least one parent and one staff member as members. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Council Chair and/or the Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Van Gogh Charter School Governance Council Chair will appoint a chairperson. Committee meeting dates and times will be determined by the Council, as needed.

E. Compliance with all Laws Relating to Public Agencies in General, all Federal Laws and Regulations and State Codes

Van Gogh Charter School will comply with all applicable laws relating to public agencies in general, all federal laws and regulations and state codes. As required by LAUSD, our school adheres to all applicable consent decrees and court orders including Rodriguez and Chanda Smith Modified Consent Decree. Van Gogh Charter School accepts and understands its obligation to comply with specific sections of the Education Code: Sections 47611 and 41365, and all laws establishing minimum age for public school attendance. Van Gogh Charter School and all committees will comply with the Brown Act as noted above. Members of the Van Gogh Charter School Governance Council, any administrators, managers or employees, and any other committees of the school will comply with federal and state laws, nonprofit integrity standards and LAUSD's charter school policies and regulations regarding ethics and conflicts of interest. In the event that Van Gogh Charter School changes from affiliate charter status to independent charter status, it recognizes that Van Gogh Charter School and/or its nonprofit corporation will be solely responsible for the debts and obligations of the charter school.

F. Van Gogh Charter School's Relationship with District/County

The Van Gogh Charter School Governing Council will work collaboratively with the Local district and District to determine the applicability of district policies and procedures to Van Gogh Charter School. Van Gogh will continue its operation as a fiscally affiliated charter school until such time as stakeholders choose to consider other options. Van Gogh Charter School will work collaboratively with the District to ensure all programs, services, and future needs are funded.

G. Process for Amendments to Charter

Van Gogh Charter School reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require a two-thirds majority vote of representatives to the Van Gogh Charter School Governing Council. Any material revisions to the charter must be considered by the LAUSD Board of Education under the standards and criteria found in EC 47605. Van Gogh Charter School will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

At the present, Van Gogh Charter School, a California Distinguished School, is currently a high-achieving elementary school in Local District 1 and will continue to pursue innovative, pioneering ideas that can serve as a model for other schools within all of LAUSD, both in addressing the implementation of innovative curriculum and instructional techniques, and in supporting those students who may need additional attention and intervention to succeed. This will continue to be accomplished by:

- Use of a multi-tiered approach, assisting students in meeting or exceeding grade level standards by regularly collecting and analyzing a myriad of performance-based data to determine the acquisition of skills
- Tier 1 and/or Tier 2 support in classrooms during Universal Access Time in both literacy and mathematics, with teachers using flexible groupings and differentiated instruction to target specific skill areas in need of short-term remediation
- Special education assistants, instructional aides, retired teachers, or expert parent/family volunteers in most classes to assist the teachers in providing Tier 1 and/or Tier 2 preteaching, reteaching, and review to small, flexible groups of students
- Primary (K-2) students in need of short-term Tier 3 interventions receive daily, small group, intensive, targeted instruction in the afternoon in the two Primary Learning Centers taught by the primary SDP teacher and the Resource Specialist Teacher utilizing the approaching, intervention, and technology components of the California Treasures Reading Program, Burst Reading, and web-based programs such as Reading A-Z, Raz-Kids, and Starfall

- Students in grades 3-5 in need of Tier 3 interventions receive daily, intensive, smaller group support in both language arts and/or math, using a collaborative rotation (Learning Center) of the 3rd-5th grade general education teachers, the primary SDP Teacher, the former upper SDP Teacher (rehired as an Intervention Teacher), and the Resource Specialist Teacher
- The Learning Center utilizes core curriculum materials and standards, providing additional learning opportunities for the students using, scaffolding techniques, accommodations, increased structure, multi-modal teaching, preteaching, reteaching, increased time on task, technology, and smaller groupings
- An active, responsive Student Success Team (SST) meets regularly for a variety of general education issues

All of these pursuits stem from the interest and support of the leaders of our school, thereby ensuring the active participation of parents, teachers and administrators as stakeholders in the educational process.

H. Articles of Incorporation and By-Laws of Nonprofit Corporation

Since we are applying to convert to an affiliated charter school, we do not need to submit articles of incorporation and By-Laws of a nonprofit corporation. We have however submitted the By-Laws of the Governance Council in the appendix.

I. Grievance Procedure for Parents and Students

As a District affiliated charter, Van Gogh Charter School will comply with District's Grievance Policy and Procedure for Parents and Students.

J. LAUSD Charter Policy (LAUSD Specific Language)

The Van Gogh Charter School will comply with the District policy related to charter schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.

K. Responding to Inquiries (LAUSD Specific Language)

Van Gogh Charter School will promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Van Gogh Charter School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud, or abuse related to the Charter School operations is received by the District, the Charter School will be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

L. Notifications (LAUSD Specific Language)

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Van Gogh Charter School.

M. Audit and Inspection of Records

Charter school agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter school is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of the charter school.
- The District is authorized to revoke this charter for, among other reasons, the failure of the charter school to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit charter school books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement.
- Internal controls, both financial and operational in nature.
- The accuracy, recording and/or reporting of school financial information.
- The school's debt structure.
- Governance policies, procedures and history.
- The recording and reporting of attendance data.
- The school's enrollment process.
- Compliance with safety plans and procedures.
- Compliance with applicable grant requirements.

The Van Gogh Charter School will cooperate fully with such audits and will make available any and all records necessary for the performance of the audit upon 30 days notice to charter school. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice. In addition, if an allegation of waste or the District receives fraud or abuse related to the charter school operations, the charter school will be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

ELEMENT 5: EMPLOYEE QUALIFICATION

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

Van Gogh Charter School believes that all persons are entitled to equal employment opportunity. It does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

The Van Gogh Charter School will comply with all No Child Left Behind Act (NCLB) requirements of teachers and paraprofessionals.

The Van Gogh Charter School will follow all District personnel policies and practices. The school retains the right to select and evaluate teaching and administrative staff, including any out of classroom coordinators, the special education teachers, and resource teachers.

Van Gogh Charter School will abide by District policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the Local District Superintendent for administrative candidates and the Local District Superintendent will make the final decision. All administrative positions at Van Gogh Charter School will be filled in accordance with District and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the Local District Superintendent for a final determination. While Van Gogh Charter School recommends employees through an interview process and in accordance to District and personnel commission policies, the District is the employer and all candidates must be processed through the District.

As an affiliated Charter School, Van Gogh Charter School will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD. All employees will be compensated according to District contracts and the respective collective-bargaining agreements. The staff is subject to District decisions regarding reduction in force and layoffs.

Van Gogh Charter School will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree and District guidelines and assessments. Each self-contained classroom teacher will have appropriate credentials issued by the State Commission on Teacher Credentialing for his/her teaching assignment. Non-self-contained classroom teachers will have appropriate credentials consistent with state legislation and Title I, No Child Left Behind legislation. The District will monitor all credentials. At the close of each school year, the principal conducts and will evaluate the faculty consistent with District policy. Such evaluation will include the areas of professional development, teaching performance, the integration of science, technology and enrichment and student performance as demonstrated by previously discussed District assessment methods.

Van Gogh Charter School will continue to recruit highly qualified bilingual personnel (teachers, paraprofessionals, office staff, etc.), consistent with District hiring policies and will staff programs, which will provide and support English Language Learners (ELL) and parents.

Personnel

Van Gogh Charter School will abide by all applicable state and federal laws, regulations, and collective bargaining agreements. Any conflict with the above will be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

A. Staff Selection Procedure

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Van Gogh Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Van Gogh Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, Van Gogh Charter School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Van Gogh Charter School, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, Van Gogh Charter School will have autonomy in assigning positions to specific working basis.

Professional Development

In addition to any District-mandated professional development, Van Gogh Charter School will have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly adopted curriculum selected by the Van Gogh Charter School will, in turn, be funded by the District consistent with its practice for other District schools.

B. Selection of Teacher(s)

Teaching staff members shall be selected as follows:

Van Gogh Charter School will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree and Office of Civil Rights guidelines. Credentialed teachers interested in filling a position will be asked to submit a resume plus three letters of recommendation from former employers or other references. An applicant, who is being considered for selection, will be interviewed by the Human Resources and Personnel Sub-committee of the Governance Council. Members of this Sub-committee will prepare questions specifically directed to the applicant's understanding of best practices of the teaching profession. Final candidates may be asked to present a demonstration lesson at a particular grade level while being observed by members of the Sub-committee, if possible.

The Sub-committee will be authorized to determine, by consensus, which applicants will be hired. When an applicant is selected, he or she must be processed through the District.

The Governance Council will appoint a Human Resources and Personnel Sub-committee made up of members of the Committee, which will recommend selection of the school staff. The Sub-committee will include the principal, a UTLA representative, one or two teachers representing the grade level with the vacancy, and one to three parent

representatives.

C. Selection of Administrator(s)

In addition to the above procedures, prospective administrators will be interviewed by faculty and parent representatives, and will be recommended for approval to the Local District Superintendent based upon a two-thirds majority vote at a governance committee meeting. The principal will be responsible to the LAUSD Local District Superintendent.

D. Selection of Paraprofessionals

Paraprofessionals, instructional aides, teacher assistants and adult assistants for students with special needs, will meet all District requirements. A teacher representative or the teacher of the class with the vacancy may support the administrator when conducting the interview and selection. Paraprofessionals will meet NCLB criteria.

E. Selection of Day-to-Day Substitutes

The Van Gogh Charter School will establish and maintain a list of qualified District-approved substitutes who will be contacted as needed. All substitute teachers will be fully credentialed.

F. Roles and Functions of Staff Members

Teachers will:

- Provide a quality, enriched, and integrated curriculum.
- Provide ongoing assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet the changing needs of students.
- Provide an effective room environment that reflects and facilitates the academic program.
- Provide peer assistance to fellow teachers.
- Maintain timely communication with parents regarding student progress in academic, work habits, and behavior
- Continue to work on professional growth.
- Implement and maintain the schoolwide behavior support program.
- Maintain regular, punctual attendance and appropriate professional attire.

Administrator(s) will:

- Ensure effective collaboration with the Van Gogh Charter School Governance Council.
- Oversee the business practices of the school.
- Attract new resources to the school.
- Oversee the instructional program.
- Provide opportunities for professional growth.
- Facilitate communication among staff, parents and community.
- Implement, support, and maintain schoolwide behavior support program
- Assist with scheduling when necessary.
- Maintain regular, punctual attendance and appropriate professional attire

Principal Essential Functions:

- Provides assistance, guidance, and supervision with instructional practices and curriculum development specific to the language, social, and academic needs of the student population, including English Learners,

Students with Disabilities, and Gifted and Talented students

- Provides leadership for and facilitates collaboration with all stakeholders on the writing of the School Plans, Self-Study, and Program Quality Reviews, and on identifying goals for student achievement and standards for assessing the outcome of these goals.
- Prepares school budgets and is responsible for and monitors the expenditures of all school funds in accordance with federal, state, and District guidelines.
- Develops the partnership among students, parents, community members, teachers, and support staff that will enable the Van Gogh Charter School to become a learning community with high expectations and achievement for all students.
- Works enthusiastically with the Van Gogh Charter School to develop and operate the school and maintains collaborative relationships with other formal or informal educational institutions.
- Establishes an interdisciplinary instructional approach that emphasizes the state standards and integrates these with technology and fine arts.
- Supports teachers in providing all students with improved student achievement using standards-based instruction, focused learning opportunities, and appropriate use of all resources.
- Evaluates the performance of certificated and classified personnel assigned to the school site.
- Maintains a school climate that ensures the safety, health and welfare of students and personnel; organizes and implements a Safe School Plan, Injury and Illness Preventative Plan, and complies with mandated child abuse reporting procedures.
- Provides staff development and training for all stakeholders to improve student achievement.
- Will be evaluated by the Local District Superintendent or representative.

Classified and Other Personnel

- Teacher assistants, instructional aides, special education assistants, and supervision aides will assist with instruction under teacher direction and support the school program.
- Other personnel will perform duties as described by the administrative team and per District job descriptions.

Plant Manager and Custodians

- The Plant Manager and all building and grounds workers will be employees of the District and assigned to Van Gogh Charter School and will perform the maintenance and operations for the school.

Parent Volunteers

- The developers of the Van Gogh Charter School recognize that it will not succeed without relying upon the community and its resources. To achieve its goal of creating a superior learning environment in which students can succeed academically far beyond conventional expectations, there must be an unprecedented level of community ownership of the school: local residents, business people, community leaders and especially parents. They must be involved in setting school policy and supporting school programs. To best meet the needs of the students, families, and community, Van Gogh Charter School will continue partnerships with many institutions. The school's primary partnerships are with the local community, Friends of Van Gogh Parent Teacher Organization (aka PTO) and a number of other community groups and agencies. The strengths and resources of these agencies will improve the School's ability to positively impact the students and community now and in the years to come.

G. Measures of Assessment of Personnel Performance

All employees will be evaluated according to District policy and collective bargaining agreements. Good performance will be acknowledged, rewarded, and replicated if possible. Fair and poor performance will be immediately acknowledged and corrected. Performance measures to assist in evaluation follow:

Teachers

1. Certificated personnel will continue to be evaluated by the STULL process as per District Policy and

UTLA Bargaining agreement.

2. Completion of required job duties.
 - a. Initial sub-standard STULL evaluation by principal will result in additional support from staff and the District.
 - b. The Van Gogh School reserves the right to investigate other evaluation practices that do not contradict collective bargaining agreements, which may include, but are not limited to:
 - i. Establishing goals and objectives for growth through collaboration with the principal
 - ii. Observation (s) by the principal indicating the progress of goals and implementation of objectives
 - iii. Post-evaluation conference(s)
 - iv. Peer coaching

Administrator(s)

1. Business practices
 - a. Balanced budget
 - b. New financial resources
2. Instructional program
 - a. School achieved educational outcomes (in Elements 2 and 3)
 - b. Parental/community involvement

H. Employee Compensation

The Van Gogh Charter School will adhere to District compensation scales and all collective bargaining agreements signed by LAUSD in establishing staff compensation.

I. Work Basis

Each staff member will work the number of days designated in his/her specific collective bargaining agreement.

J. Method for Reporting Alleged Improprieties

Current methods for reporting child abuse, acts of violence, and other improprieties will be followed as mandated by District guidelines, federal and state law, and local agencies.

K. Due Process

All staff members shall have due process rights, as spelled out in all collective bargaining agreements and District policies, which include:

1. Right to just cause discipline and dismissal.
2. Right to mediation and a fair hearing if necessary.
3. Right to binding arbitration conducted by a paid arbitrator.

L. Benefits

Mandatory Benefits for all Staff Members:

The Van Gogh Charter School will provide the following benefits as applicable through Los Angeles Unified School District policies and all collective bargaining agreements:

1. Workers Compensation
2. Unemployment Insurance Medicare
3. Social Security (for non-STRS/PERS members) or other appropriate retirement plan mutually negotiated by employee and employer, as allowed by state and federal law

ELEMENT 6: HEALTH AND SAFETY

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

As an affiliated charter school, Van Gogh Charter School will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff including, but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils vision and hearing and screening of pupils for scoliosis.

Van Gogh Charter School will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. In the event that Van Gogh Charter School changes its status to independent charter status during the term of this charter, Van Gogh Charter School shall submit a petition for material revision for District's approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

A. Insurance

Coverage shall be provided to the affiliated Van Gogh Charter School by the District under any of the District's self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect the Van Gogh Charter School from claims which may arise from its operations, as provided to all other schools in the LAUSD.

It shall be the District's responsibility, to monitor Van Gogh Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

As an affiliated charter school, Van Gogh Charter School will adhere to District's Health, Safety and Emergency Plans. Van Gogh Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District's procedures.

Van Gogh Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Through LAUSD, Van Gogh Charter School will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file, readily accessible records documenting such compliance.

B. Health & Safety Procedures

Van Gogh Charter School will comply with all District policies concerning health & safety. As an affiliated charter school, Van Gogh Charter School will adhere to Districts Health, Safety and Emergency Plans. Van Gogh Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with Districts procedures. It will be the task of the school administration to monitor all activities consistently to provide safety and security of the students. For this purpose, a "team-on-duty" will be created by principal to supervise students at all times.

The policies will address, but not be limited to, the following State and District policies and procedures:

1. The school as a drug, alcohol, and tobacco-free workplace.
2. Employee fingerprinting and criminal background check.

3. All reporting of child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
4. Sexual harassment training for all employees.
5. Procedures for response to natural disasters and emergencies, including fires and earthquakes. Emergency drills are conducted on a regular basis.
6. First aid/CPR training.
7. The safety of auxiliary services (food services, transportation, custodial services, and hazardous materials).
8. Documentation of TB test requirement for all students, staff, and volunteers. Parents are not allowed to volunteer until their TB tests are documented and on file in the office.
9. Assurance of Certificate of Occupancy prior to school opening.

Amendments will be made to remain compliant with District safety policies or upon recommendation by the District's insurance carriers. The Van Gogh Charter School will comply with the existing regulations that apply to public schools including CAL/OSHA, the California Environmental Protection Agency and Federal EPA regulations. Records of student immunizations will be maintained, and staff will honor Los Angeles County requirements for periodic Mantoux tuberculosis (TB) tests. Each employee is required to provide the District with a full disclosure statement following district policy regarding prior criminal record as required by the California Education Code Section 44237.

Van Gogh Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District's procedures. Van Gogh Charter School shall require all employees of the Charter School, and all volunteers in accordance with District policy and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting.

Van Gogh Charter School shall retain, until further notice, the services provided by the LAUSD in regards to the following:

- Liability insurance (property, fire, theft, personal injury)
- Utilities (electricity, gas, water, telephone, cable, etc.)
- Maintenance of repair of and to, and replacement of parts and equipment to the physical plant
- School security
- Eradication of lice and/or other infestations, pests and vermin
- Tree trimming and gardening
- Garbage pickup

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

As an existing public school converting to a charter school, admission preference shall be given to pupils who reside within the former attendance area of Van Gogh Elementary Charter. The attending students shall represent a broad ethnic background, and the boundaries for the School shall comply with the policies of the District.

The Van Gogh Elementary Charter will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that the general population residing within the territorial jurisdiction of the Los Angeles Unified School District. Recruitment efforts within and beyond the District designated attendance area shall include publicizing our instructional program, providing tours of the school, and speaking to interested parents including those from overcrowded neighboring schools. Enrollment and posted on the schools' web site.

A. Court-Ordered Integration (LAUSD Specific Language)

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD's ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

Van Gogh Elementary Charter shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

B. Outreach Effort

The attending students will continue to represent a broad ethnic background consistent with the policies of the District. As a Charter School, space permitting, Van Gogh has the freedom to enroll students from outside the neighborhood to fulfill its commitment to maintaining racial and ethnic diversity consistent with its District goals. Currently our population includes children on permit from Sylmar, San Fernando, Santa Clarita, Northridge, Reseda, and Mission Hills.

Van Gogh Elementary Charter will make every effort to outreach to students of various racial and ethnic groups to achieve a balance and meet the requirements of the Crawford order. Recruitment efforts within and beyond the District designated attendance areas may include:

- Publicizing our instructional program to the school website and on the District website.
- Prospective parent meetings that cover admission requirements and timelines for enrollment.
- In addition, we will provide prospective parent tours of the school.
- Spanish, Korean, Russian, and Armenian languages (based on demographics) will be used in outreach efforts.
- Tours are also open to all interested parents including those from overcrowded neighboring schools.

ELEMENT 8: ADMISSION REQUIREMENTS

"Admission Requirements, if applicable." Ed. Code § 47605 (b)(5)(H)

McKinney-Vento Homeless Assistance Act

Van Gogh Elementary Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

A. Admission Requirements

- Admission to Van Gogh Elementary Charter is open to all students residing in California, as grade-level space permits. Admission to Van Gogh Elementary Charter shall not be solely determined by the place of residence of the pupil, or his or her parent legal guardian, within California. Students residing in the school's boundaries may choose not to attend the charter school.
- The order of admission into Van Gogh Charter School is: Van Gogh Charter School boundary students, continuing students, children of Van Gogh Charter School staff members, siblings of current students.
- Parents will attend a grade-level orientation meeting (Back-to-School Night) to review and sign the Parent/Student Compact Agreement, which outlines teacher, parent, and student responsibilities. In accordance with District procedures all provisions of IDEA will be adhered to for students receiving special education services.

B. Enrollment/Lottery Assurances and Procedures

- Van Gogh Charter School will admit all pupils who wish to attend, as outlined in Education Code 47605 (d)(2)(A). Van Gogh Charter School is non-sectarian in its programs, admission policies, employment practices, and all other operations. The school does not charge tuition, nor does it discriminate against any pupil on the basis of race, religion, color, ancestry, ethnicity, national origin, gender, physical or mental disability, medical condition, or sexual orientation, as protected by federal, state or local law or ordinance or regulation or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Academically low achieving, students with disabilities, and economically disadvantaged students have an equal opportunity to attend Van Gogh Charter School.
- Van Gogh Charter School is a neighborhood school that is providing an exemplary program integrating the arts and technology with project based learning. The residential population of Van Gogh comprises approximately 60% of the total enrollment. The remaining population of approximately 40%, includes children on childcare, open-enrollment and work permits. Van Gogh currently serves a population of 486 Kindergarten through 5th grade students. The school can accommodate a maximum of 531 students. Admission of non-resident students is contingent on grade-level space availability.
- The lottery process for admission by permit to Van Gogh Charter School will be fairly executed with a designated public drawing of applications. On the date of the drawing, a committee designated by the Governing Council will select the names of the candidates drawn. Parent(s) of chosen lottery applicants will be notified if they are admitted. A waiting list will be completed when the number of applications exceeds the number of available position at each grade level.

C. Continuing Enrollment

- All children presently attending Van Gogh Charter School, who live within the defined residential boundaries, or are here on current permits, will be allowed to continue to attend Van Gogh Elementary Charter, provided that residential/permit documentation is accurate, truancy is not an issue, and students comply with the Parent/Student Compact.

ELEMENT 9: FINANCIAL AUDITS

"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." Ed. Code 47605 (b)(5)(1)

Categorical Funds

Van Gogh Charter School shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, Van Gogh Charter School shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO).

Van Gogh Charter School must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

The Van Gogh Charter School will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. Van Gogh Charter School may also be subject to audits to verify the accuracy of the school's financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

Timing for Distribution of Categorical Block Grant Funds

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to the Van Gogh Charter School. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to the Van Gogh Charter School may also be subject to adjustment in funding levels and deferrals. In addition, Van Gogh Charter School may also be subject to District "freezes" in a manner consistent with other District schools.

Other Sources of Funds

The District shall retain general purpose entitlement funds and any other state or federal funding, with the exception of grants separately applied for and received by the Van Gogh Charter School, to maintain the Charter School in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding from the Van Gogh Charter School will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

Administrative Fees

The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.

Payment for Other Services

Services for programs funded through the categorical block grant, such as assessments for the GATE program, will be separately charged to the Charter School. In addition, it will be the responsibility of the Charter School, from site-based discretionary resources, to pay for any different or additional level of service

above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

Documentation

The Van Gogh Charter School's financial reports shall remain a part of the District's single report to the Los Angeles County Office of Education or other regulatory body, as applicable. Van Gogh Charter School shall prepare and submit all required financial data and reports for inclusion in the District's report.

Per-Pupil Budgeting

Where possible, Van Gogh Charter School will have the ability to implement the District's per-pupil budgeting model.

Audit and Inspection of Records (LAUSD Specific Language)

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

The Van Gogh Charter School will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10: STUDENT EXPULSIONS

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

A. Charter School Responsibilities (LAUSD Specific Language)

As an affiliated charter school of the Los Angeles Unified School District, Van Gogh Charter will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law.

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission.

The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement 504?

Gun Free Schools Act

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

B. General Discipline Approach

Students and their families are notified of their rights in the Parent Student Handbook given out at the beginning of each year. Any provision in the charter petition, Parent Student Handbook, or Parent-Student Compact that conflicts with LAUSD discipline policy and procedures, state and federal laws shall be null and void.

Standards and Conduct

Van Gogh Charter embraces the theory of positive discipline. We use problem solving rather than punishment to help children become successful students and citizens. Parent/child/school cooperation and support is crucial. To this end, the Parent-School Compact, sent home on the first day of school, addresses the responsibilities of each signatory to the Compact. In addition, standards and expectation for behavior are explained by each teacher in every classroom. Students are expected to maintain our schoolwide standards of behavior, which are based on the Six Pillars of Character.

Six Pillars of Character:

1. Take responsibility for yourself and your actions.
2. Demonstrate that you are contributing citizen of your school community.
3. Always treat others with respect.
4. Show fairness to others in class as well as on the playground.
5. Show kindness to others who need assistance.
6. Prove yourself to be trustworthy to your peers and school staff.

Positive Behavior Reinforcement

Van Gogh Charter embraces the theory of consistent, positive discipline. Van Gogh utilizes problem-solving and positive and negative consequences, as an alternative to punishment to help students become successful. Parents sign off on their understanding of a behavior compact on a yearly basis. Students are expected to behave appropriately throughout the day. At the beginning of the year, administration and teachers discuss expectations of student behavior. A new Pillar of Character is introduced each month. Students from each classroom who exemplify this character are rewarded at a “Citizen of the Month” assembly in which parents are invited to attend. In addition, tickets are given by teachers, administration, and aides to students who demonstrate proper behavior. Each Monday, all of the students meet on the yard for the “Morning Greeting”, and announcements including “Caught Being Good” winners. At this assembly several tickets are drawn to recognize students with a prize.

Schoolwide Behavior

Morning recess and lunch recess are times for play, relaxation, and to share time with friends from different classes and grade levels on the playground. During recess students have the option of visiting the library, in lieu of playing on the yard. All students are expected to follow the Six Pillars of Character. However, if there are infractions, there are consequences for the misconduct.

Consequences for Misconduct

When possible and appropriate the following progressive discipline plan is followed:

- First offense: Students are given an explanation of the offense and appropriate rules are reviewed.
- Second offense: Students who need a cooling off period are directed to a specific area by the teacher or supervision aide until they are deemed ready to rejoin the class.
- Third offense: Students are removed from the game or classroom. Students may be given community service as a result of their behavior. Any students involved in physical altercations will meet with the principal.

Further behavioral infractions are handled according to LAUSD policies and procedures.

C. Administrators Role in Suspension/Expulsion

If suspension is necessary, the principal will notify the parent, remind the parent that suspension is a disciplinary action, and schedule a parent conference. The principal will inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior.

No student will be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil will not be contingent upon attendance by the pupil's parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term "emergency situation" means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator will notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference will be held at the earliest time possible but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference will be held as soon as the student is able to attend.

D. Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Students of General Education (including students served under a 504 Plan) will not be suspended for more than 20 school days in any school year (30 days if student transfers to another school). Students with disabilities will not be suspended for more than 10 school days in any school year.

E. Grounds for Suspension and Expulsion

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in Education Code Sections 48900 et seq:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2

(commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases).
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases).
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products).
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property (includes, but not limited to, electronic files and databases).
- Possessed an imitation firearm.
- 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.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment (grades 4-12). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-12). Section 48900.3.
- Intentionally engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12), Section 48900.4.
- Made terroristic threats against school officials, school property or both. Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to counseling and an anger management program.

Suspension Appeal Procedures

The principal is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal (not designee). If the parents wish to appeal the principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local district appeal conference will be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated.

The results of the appeal may include, but are not limited to:

- Sustaining the suspension in all respects.
- Modification of penalties imposed.
- Rescinding the suspension and expunging the suspension from the student's records.

The parents will be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision will be included in the student's discipline records if the parents so request.

F. Expulsion Procedure

Only the Principal of Van Gogh Charter can recommend that a pupil be expelled.

Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by:

- Discussing the matter with district officials, in accordance with LAUSD's Discipline Expulsion Support Unit that could provide technical assistance in the process, if required
- Identifying and interviewing witnesses
- Securing oral and written statements
- Reviewing appropriate student records

The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances or possession of a weapon at school. The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended, the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with district policy.

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion.

Therefore, in the event that a student requires expulsion, Van Gogh Charter will work with LAUSD and implement BUL-4655, March 13, 2009 as the guiding practice for expulsion. Van Gogh Charter will notify the local District Superintendent of any potential expulsion case and provide the local District Superintendent with a copy of the case file for review. It will be the local District Superintendent that will review the case and prepare the recommendation to expel the student. Van Gogh Charter School will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the LAUSD Board decision on the plan for rehabilitation.

G. Disciplinary Records

The Van Gogh Charter will follow District policies and will maintain the confidentiality of pupil records of all student suspensions and expulsions in locked files at the school. These files will only be accessible to the school administration and designated staff members providing services to the students. Such records will be made available to the District upon request.

ELEMENT 11: RETIREMENT PROGRAMS

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

As an affiliated charter school, the following staff issues are dealt with per established District policies and procedures:

- Relationship between the teachers and the District/and collective bargaining unit.
- Process by which salaries, benefits, working conditions and items, e.g., calendars, holidays, vacations and workday and year will be determined.
- Labor procedures, which will be applied to employees (EERA).
- Process for resolving complaints/grievances.
- Process for ensuring due process.
- Manner by which, staff members will be covered by STRS, PERS, Social Security or Medicare.
- Process for staff recruitment, selections, evaluation, and termination.
- Procedure for processing and monitoring credentials if required.
- As employees of an affiliated charter school within the Los Angeles Unified School District, all Van Gogh Charter School staff members (certificated, classified, and administrative) will continue to be covered by all federal, state, and LAUSD employee benefits and will be represented by employee unions: UTLA, AALA, Local 99, Teamsters. Employees will continue to be covered by STRS, PERS, and PARS.

Employees of the Van Gogh Charter School will continue to receive compensation and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

To resolve issues with employees, Van Gogh Charter School in accordance with the CBA will refer them to the Office of Staff Relations. In accordance with union contracts, all employees are offered support and guidance regarding job performance. All evaluations and documentation will be completed in a timely manner according to contract provisions.

Before filing a formal grievance, employees are encouraged to make a reasonable attempt to resolve a dispute or complaint by means of an informal conference with the immediate administrator. However, the grievance must be filed within the time limits required under the union contract.

In the case where a grievance is filed, Van Gogh Charter School follows procedures outlined in the LAUSD/UTLA Collective Bargaining Agreement, Article V, Section 7.0. Matters regarding employees from the other bargaining units (Local 99, Teamsters) will follow the procedures outlined in their contracts.

To ensure due process for all employees, all procedures will be in alignment with the respective contracts of LAUSD, Local 99, and Teamsters.

ELEMENT 12: ATTENDANCE ALTERNATIVES

*"The public school attendance alternatives for pupils residing within the school District who choose not to attend charter schools."
Ed. Code 47605 (b)(5)(L)*

The Van Gogh Charter School is a school of choice. No student is required to attend, and no employee is required to work at the school. Pupils who chose not to attend Van Gogh Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13: EMPLOYEE RIGHTS

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

As an affiliated charter school, all administrators, faculty and staff of Van Gogh Charter School are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units. **(LAUSD Specific Language)**

All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with applicable collective bargaining agreements.

If, for any reason, Van Gogh Charter School closes or LAUSD closes Van Gogh Charter School, all rights of employees are governed by District policy and applicable collective bargaining agreements.

As LAUSD employees, Van Gogh Charter School employees are subject to District decisions regarding Reductions in Force (RIF), mandated furloughs, and any other personnel decisions regarding salary, classification and assignment.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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

A. Dispute Resolution (LAUSD Specific Language)

The staff of Van Gogh Charter School and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Van Gogh Charter School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14. Any Dispute between the District and Van Gogh Charter School shall be resolved in accordance with the procedures set forth below:

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

To Charter School: Van Gogh Charter School
c/o School Director

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

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

B. Oversight, Term, and Renewal

It will be the Governance Council’s responsibility, to perform a school evaluation based upon the measurable goals and terms outlined in this charter. The charter school must submit its renewal to the District’s Innovation and Charter Schools Division no earlier than September 2016.

ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, commencing with Section 3540, of division 4 of Title 1 of the Government Code)." Ed. Code 47605 (b)(5)(0)

The Los Angeles Unified School District is the exclusive public school employer of the employees of Van Gogh Charter School for the purposes of the Educational Employment Relations Act (EERA).

As an affiliated charter school, the Van Gogh Charter School will follow District policy with respect to all collective bargaining agreements. Teachers and staff in Van Gogh Charter School will continue to be employees of the District and members of existing Collective Bargaining Units.

ELEMENT 16: PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES

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

Van Gogh Charter School reverts back to a District traditional school in the event of a closure.

A. Revocation

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

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

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

B. Closure Procedures (LAUSD Specific Language)

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the Charter School; or the Charter lapses. In the event of such a Closure Action, or as soon as the Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

- If the affiliated Charter School’s governing council voluntarily closes Van Gogh Charter, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
- The Charter Schools Division will notify the California Department of Education that Van Gogh Charter School has closed and the effective date.
- Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.

- The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
- LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
- Written notification to parents/guardians/caregivers of the enrolled students of Van Gogh Charter School will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.
 - (i) The process for transferring student records shall be in accordance with LAUSD procedures.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Van Gogh Charter's right to operate as a Charter School or cause Van Gogh Charter to cease operation.

C. Facilities (LAUSD Specific Language)

In the event that Van Gogh Charter School changes its status to independent charter school, during the term of this Charter, Van Gogh shall submit a petition for material revision for District's approval. Van Gogh shall meet all requirements of an independent charter that occupies LAUSD facilities; Van Gogh shall enter into facilities use agreement with the District and adhere to District guidelines including:

Proposed Charter School Location: 17160 Van Gogh Street
Granada Hills, CA 91344

Names of District school sites near proposed location:

- El Oro Way Elementary School
- Knollwood Elementary School
- Robert Frost Middle School

Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools, which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing

issues such as, but not limited to, the following:

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising from the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable

with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

Asbestos Management: The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

VAN GOGH CHARTER SCHOOL GOVERNANCE COUNCIL BY-LAWS

ARTICLE I: NAME

The name of this Council shall be Van Gogh Charter School Governance Council (hereafter referred to as the Governance Council or Council).

ARTICLE II: PURPOSE

A. Purpose/Duties

The purpose of this Council shall be to focus on the establishment of local policy planning, direction, and involvement in connection with fulfilling the objectives and goals outlined in the school's Charter and within the policies of Los Angeles Unified School District. This includes, but is not limited to:

- Assuring compliance to categorical programs;
- Overseeing and evaluating effectiveness of school curriculum, programs, and appropriate assessments;
- Developing and implementing schedule of school activities, events, policies, and procedures;
- Establishing and maintaining fiscally-sound budget practices;
- Interviewing and selecting personnel through the Council's hiring committee;
- Establishing a discipline policy with a code of student, parent, and faculty conduct;
- Establishing and maintaining the effectiveness of school committees;
- Amending and revising the Charter and the Council By-Laws, as required;
- Implementing and monitoring programs funded by private donations;
- Developing a dispute-resolution process for staff, students, and parents, as required;
- Facilitating communications and collaboration among members of the school community and between the school and the Granada Hills community at large; and
- Facilitating innovation, consensus, and problem solving to achieve all of the above.

B. Authority and Limitations

In the event that campus issues or controversies are not successfully resolved by appropriate parties using the appropriate channels, the Council shall serve as the forum for discussion, mediation, and/or decision-making, as appropriate. Van Gogh's Governance Council function shall be focused upon establishment of local policy and planning direction rather than day-to-day administration or execution of policy and plans. All stakeholder groups should have a voice as voting or non-voting members. All Van Gogh Charter members will monitor, support, and assist in the execution of Van Gogh Charter policies and plans.

C. Potential or Actual Conflicts of Interest

Members of the Council shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person.

ARTICLE III: MEMBERSHIP

Successful school governance is dependent on active staff, parent, and community collaboration. Collaboration between parents and staff, as well as community interest, enables us to provide the best education possible for all students.

A. Council Membership

The membership of this Council shall include 12 members – an equal number of staff members and parent/guardian/family members:

Members of the Governance Council will serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The voting members of the Governance Council will include representatives from the school's various constituencies as follows:

Six staff members and two alternate teacher representatives, who will be elected from and by the credentialed teachers employed at the school, which will include:

- The principal
- UTLA Chapter Chair
- Three additional teachers: one primary grade representative (K-2); one upper grade representative (3-5); and one Special Education representative
- One Classified Representative (to be elected by classified staff)

Six parents or guardians, elected by PTO

- Six at-large parents or guardians who will be elected from and by parents whose children are enrolled in the school.
- Four (4) alternate parent council representatives designated. The first alternate will be the alternate with the most votes as compared to the other alternate(s).
- All vacant seats will be filled within one month by a special election called by the Chairperson.

D. Elections

1. Parent Representatives

Elections for the parent members of the Governance Council will be held each Fall, on a date determined by the Election Committee (sub-committee of Human Resources and Personnel Selection), appointed by the Council each year. For the 2012 – 2013 school year one-half of the parents will serve a one year term. Thereafter, each elected term will be for two (2) years. In the event a parent representative is unable to complete the two year term (i.e., a newly elected fifth grade parent) a subsequent election will be held to fill the remaining term. A parent nominee must submit his or her name, contact information, and a candidate paragraph stating why he or she wants to run for a seat on the Van Gogh Charter Governance Council, at least seven days before the scheduled election. Any changes to the election process must be passed by two-thirds vote of the Council at least 30 days before Election Day.

2. Teacher/Staff Representatives

Elections for teacher/staff members will be held each fall. Each elected term will be for two (2) years. For the 2012 – 2013 school year two of the three teachers will serve a one year term (with the exception of the Chapter Chair).

E. Termination of Membership

1. Any elected Council member who misses two consecutive meetings without communication to the Council will become an alternate; the First alternate will assume the vacant seat.
2. Any elected Council member or alternate who misses three consecutive meetings without communication to the Council shall be permanently replaced.
3. Any other replacement shall be affected by a majority of voting members. Written notice shall be given.

F. Vacancies

1. All vacant seats shall be filled within one month.
2. If there are no available Alternates to fill a vacancy, the Council will hold a special election.

ARTICLE IV: OFFICERS

A. Officers

The officers of the Council shall include a Chair, a Vice Chair, a Secretary, and a Parliamentarian. These officers shall perform duties prescribed by the By-Laws and “Roberts Rules of Order.”

B. Officer Elections

The officers shall be nominated and elected during the first Council meeting after the new Council has been elected, by a majority vote of Council members. The term of each officer shall be for one (1) year. Only Council members who will be commencing their second year of service on the Council are eligible to be Chair; there are no eligibility requirements for the other officers.

C. Officer Duties

1. Council Chair

- Oversee and direct the timely implementation of all decisions and actions taken by the Council;
- Prepare an agenda and distribute it to the members prior to all meetings. Said agenda is to be posted publicly 72 hours before each meeting and distributed to Council at least 48 hours before each meeting; and
- Conduct all meetings in accordance with these By-Laws.

2. Vice Chair

The Vice Chair participates as a vital part of the Council leadership. The Vice Chair understands the responsibilities of the board chair and is able to perform these duties in the chair's absence at regular Governance Council meetings, when called upon to do so.

3. Recording Secretary

- Record and distribute the minutes;
- Keep each agenda, sign-in sheet and meeting minutes in a file, which will be stored in the Principal's office;
- Post meeting minutes publicly, before and after each meeting; and
- Provide meeting minutes and reports presented in Council meetings to the school's designated web master to be posted on the school website.

4. Parliamentarian

The Parliamentarian is an expert in rules of order and the proper procedures for the conduct of Council meetings. The Parliamentarian assists in the interpretation of By-Laws and rules of order, and the planning and conduct of meetings.

ARTICLE V: MEETINGS

A. Meeting Timing, Procedures

An agenda shall be prepared by the Chair and posted on a publicly accessible bulletin board and electronically, on the school's web site, at least 72 hours before the Council meeting. This Council shall meet at least seven (7) times per school year, on a monthly basis. Each meeting of the Council shall include a time for summarizing the proceedings of the meeting. Each meeting will follow the agenda, but will allow time for individuals to present issues that are not on the agenda during the Open Comment period. Each such speaker will be limited to five (5) minutes.

C. Meeting Minutes

Minutes will be recorded by the Council Secretary at each meeting. The minutes of each meeting will be circulated electronically to the Council members in advance of the next scheduled meeting. At the next scheduled meeting, amendments to the minutes (as applicable) shall be stated by committee members prior to adopting the minutes. Minutes shall be approved by the Council members and then posted, both electronically on the Van Gogh Charter website and in paper form on a designated bulletin board or such other location as the Council determines.

D. Special Meetings

The Chair may call special meetings at any time, as long as all members are notified at least twenty-four (24) hours in advance of the meeting.

E. Quorum

A decision-making quorum, which must include at least one teacher and one parent, will consist of at least 50% plus one (1) of the Council, including the Chair, or the Chair's designee.

ARTICLE VI: PARLIAMENTARY AUTHORITY

The attainment of consensus among members shall be a primary goal of the Council. Robert's Rules of Order shall be used to conduct any procedures requiring a vote of the members.

ARTICLE VII: COMMITTEES

A. Executive Committee

1. Executive Committee Responsibilities

- Establish the agenda for Governance Council meetings;
- Deal with routine matters not requiring the attention of the full Governance Council or its committees;
- Refer issues to the Governance Council or its committees as may be appropriate; and
- Normally meets monthly, but may convene more or less frequently as necessary to conduct its business.

2. Executive Committee Composition

- The Principal, one parent representative, and one teacher representative
- Vacancies on the Executive Committee shall be filled immediately by a vote of Council members

3. Executive Committee Limitations

- The Executive Committee may not exercise the authority of the Governance Council with respect to material issues concerning the school's operation nor the terms and conditions of the Charter.

B. Advisory Committees: Purpose and Definition

Advisory committees will be formed to research issues and obtain input from all affected/interested groups. They will assure broader participation of school stakeholders, present findings to the Council for a decision, create a more efficient way of handling decision-making, and will assist in the selection of senior members of the staff. Advisory committees include:

1. Standing Committees

Standing Committees are committees with a continued existence, formed to do assigned work on an ongoing basis. Budget and Finance, ELAC (if 21 or more ELs), Curriculum, Grant Writing, and Technology, committees are generally examples of standing committees; and

2. Ad Hoc Committees

Ad Hoc Committees are formed for a specific task or objective, and dissolved after the completion of the task or achievement of the objective.

D. Committee Composition

Each committee, at a minimum, should include one elected teacher representative and one elected parent representative.

F. Advisory Committee Limitations

No Standing or Ad hoc committee may exercise the authority of the Council, unless otherwise specifically authorized by the Council.

ARTICLE IX: HUMAN RESOURCES GUIDELINES

The Governance Council and its Hiring Committee (sub-committee of Human Resources and Personnel Selection) shall have responsibility for personnel selection decisions, including the setting of applicable interview and selection procedures and determination of prerequisite job qualifications.

A. Hiring Committee Composition

The Governance Council will appoint a Human Resources and Personnel Sub-committee made up of members of the Committee, which will recommend selection of the school staff. The Sub-committee will include the principal, a UTLA representative, one or two teachers representing the grade level with the vacancy, and one to three parent representatives.

In addition to the above procedures, prospective administrators will be interviewed by faculty and parent representatives, and will be recommended for approval to the Local District Superintendent based upon a two-thirds majority vote at a governance committee meeting. The principal will be responsible to the LAUSD Local District Superintendent.

B. Committee Procedures

Committee members must commit to interviewing all candidates in the pool for a particular position. As much as is possible, Committee members will use the same questions for all candidates they interview. If a Committee member cannot attend an interview, the interview will go on without that member, as time is of the essence in most interviews/hiring. No one Committee member can represent more than one group. If a replacement needs to be selected, it shall be accomplished by simple majority vote of the represented stakeholders on the Committee.

C. Hiring Process

- Form a Hiring Committee when new positions become available
- Develop a list of preferred professional and personal qualifications for open positions and a timeline of interviewing activities
- Prepare notification flyer and/or distribute such flyer where appropriate; all in accordance with District procedures
- Review resumes, statements and applications as received and screen according to reestablished criteria
- Establish interview schedule, criteria (questions which reflect preferred qualifications) and process (i.e., time limits, environment, ground rules, share questions among interview panel, time limit on portfolio presentation, confidentiality)
- Deliberate and select candidates to be recommended to the District

D. The Principal

1. Duties of the Principal

The Principal of Van Gogh Charter School shall be the chief academic and financial officer responsible for both day-to-day and long-term operation of the school. The broadly defined duties of the Principal shall include, but not be limited to the following:

- Implement the Charter Affiliation and its philosophies and practices
- Participate in the Governance of the School
- Supervise the school's curriculum and academic policies
- Prepare and manage the school's budget
- Supervise the preparation of any required audits or reports
- Represent the school in fundraising efforts, including grant applications and solicitations for support from private and public entities
- Interact with LAUSD, local private and public schools, Charter School organizations, and the community on matters related to the school's operation and educational program
- Serve as an ombudsperson to investigate, mediate, or otherwise resolve complaints and problems that may arise between students, parents, and community members
- Evaluate the job performance of school employees
- Communicate with all stakeholders on a regular basis
- Manage the daily operations of the school

2. Qualifications of the Principal

The Governance Council shall determine the qualifications of the Principal based on the school's needs at the time it is necessary to fill the position. In general, Van Gogh Charter will expect its Principal to have the following abilities, experiences, and attitudes:

- A visionary who is on the cutting edge of educational reform
- Fluent with current educational theory and curriculum development
- Knowledgeable about District-Affiliated Charter Schools

- Demonstrates leadership and decision-making skills
- Demonstrates managerial skills to include goal setting, budget control, team building, and corrective actions
- Demonstrates ability to collaborate with parents, students, staff, and the community
- Demonstrates teacher advocacy skills
- Demonstrates accountability and communication skills
- Demonstrates skills in utilizing a “broad vision”
- Demonstrates ability to work with special education, low achieving, and gifted/talented students
- Possesses an administrative credential in accordance with LAUSD policies

ARTICLE X: AMENDMENTS

Amendment to these By-Laws shall be made by a two-thirds vote of the Council.

School Governance Council Resolution

School Site Council Meeting Van Gogh Street Elementary School February 14, 2012

In attendance: Irene Majers, Angel Zobel Rodriguez, Ted Young, Cindy Goodman, Karen Arsenault, Lisbeth Parrales, Harvey Abram, Gale Gundersen.

Gale reviewed in detail the single plan for school achievement. She then spoke about the affiliated charter application. The Certificated staff voted last year to proceed with the application. The vote was 1 "no", 2 "maybe", and the rest "yes".

Amendment to the minutes:

The School Site Council needs to vote to proceed with the Affiliated Charter process. Angel Zobel Rodriguez moved to have the school proceed with the Affiliated Charter application and process. Irene Majers seconded the motion. SSC members unanimously voted to support Van Gogh in the quest to become an Affiliated Charter. The motion passed.

The Principal of the Charter will remain Gale Gundersen

The on-site Financial Manager will remain Raquel Acosta

The lead petitioners are:

- *Principal: Gale Gundersen*
- *Teachers: Linda Hirsch, Cindy Buchholz, Harvey Abram, Leigh Ann Perry*
- *Parents: Mary Huffman, Monica Young, Irene Majers, Christina Charles.*

The school site council is invited to attend the faculty meeting on Tuesdays at 1:30pm. The affiliated charter application is due on March 15th. Gale will present the affiliated charter application to the PTO on February 15th and then submit the first draft immediately following. There are individual elements to the plan. Each element is being worked on by members of the faculty. Examples of elements are: expulsion, attendance, etc.

Irene Majers asked about open enrollment in relationship to the affiliated charter. Gale indicated that students who are on open enrollment would be honored in the charter.

Angel Zobel Rodriguez made a motion to approve the single site plan. Ted Young seconded the motion. No questions were asked. Motion passed unanimously.

Safety: Gale spoke about safety at the school and around the school. There was an article about the Sunshine Canyon Landfill in the LA Times about all of the great things they are doing to keep the odor out. Van Gogh was in the photo. Gale contacted LAUSD. There is machinery at the school that tracks the odor which can't be accessed because it would have to be accessed when the school is closed. Gale worked out a plan with them.

Meeting adjourned at 3:25pm.

Next meeting is on Tuesday, March 20th at 2:45pm.



Cindy Goodman
SSC Secretary

Preliminary Use of the Categorical Block Grant

Approximately \$147,000 (@\$300 x 490 students)

	2011-2012 Amount	Description of Services
Limited Contract Teacher	@\$22,000	Provide instructional support in upper grades, provide intervention supports, assist with Professional Development, assist with assessment of students
4/5 Intervention Teacher	@\$91,500	Work with 4 th and 5 th grades reducing class size and providing intensive intervention to students in need of support to reach proficiency in Language Arts and Math.
GATE Identification	\$3,000	Fund Gate testing which is no longer provided by the District.
PE Teacher- Shared between two schools	@\$15,000	Partially paid for by a grant. Conducts a psychomotor instructional program and provides grade level release time for grade level planning and collaboration
IMA	@\$12,000	
TOTAL	\$147,000	

Funds that Van Gogh will lose as an Affiliated Charter School

Fund	2011-2012 Amount	Use
4168 GATE	\$1,066	Money was used to send teachers to GATE conferences and to buy IMA such as reference materials.
S536 Bilingual	\$7,878	Money was used to pay teachers of EL students for after school training and instructional materials
N536 Bilingual	\$1,094	This money was used to help pay for a Limited Contract Teacher who worked with EL students