

**Grantee Information**

<b>ID</b>	1714
<b>Grantee Name</b>	KLCS-TV
<b>City</b>	Los Angeles
<b>State</b>	CA
<b>Licensee Type</b>	Local Authority

**1.1 Employment of Full-Time Television and Joint Employees**

Jump to question:

Please enter the number of FULL-TIME TELEVISION and JOINT employees in the grids below. The first grid includes all female employees, the second grid includes all male employees, and the last grid includes all persons with disabilities.


**1.1 Employment of Full-Time Television and Joint Employees**

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000 - TV Only	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Officials - 1000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Technicians - 4000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100 - TV Only	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="4"/>
Office and Clerical - 5100 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>


Operatives (Semi-Skilled) - 5300 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="6"/>

**1.1 Employment of Full-Time Television and Joint Employees**

Jump to question:  

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Officials - 1000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000 - TV Only	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Managers - 2000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="4"/>
Professionals - 3000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000 - TV Only	<input type="text" value="4"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="8"/>
Technicians - 4000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100 - TV Only	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Office and Clerical - 5100 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="5"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="5"/>	<input type="text" value="15"/>

**1.1 Employment of Full-Time Television and Joint Employees**

Jump to question:  

Major Job Category / Job Code

Persons with Disabilities

Officials - 1000 - TV Only	<input type="text"/>
Officials - 1000 - Joint	<input type="text"/>
Managers - 2000 - TV Only	<input type="text"/>
Managers - 2000 - Joint	<input type="text"/>
Professionals - 3000 - TV Only	<input type="text"/>
Professionals - 3000 - Joint	<input type="text"/>
Technicians - 4000 - TV Only	<input type="text"/>
Technicians - 4000 - Joint	<input type="text"/>
Sales Workers - 4500 - TV Only	<input type="text"/>
Sales Workers - 4500 - Joint	<input type="text"/>
Office and Clerical - 5100 - TV Only	<input type="text"/>
Office and Clerical - 5100 - Joint	<input type="text"/>
Craftspersons (Skilled) - 5200 - TV Only	<input type="text"/>
Craftspersons (Skilled) - 5200 - Joint	<input type="text"/>
Operatives (Semi-Skilled) - 5300 - TV Only	<input type="text"/>
Operatives (Semi-Skilled) - 5300 - Joint	<input type="text"/>
Laborers (Unskilled) - 5400 - TV Only	<input type="text"/>
Laborers (Unskilled) - 5400 - Joint	<input type="text"/>
Service Workers - 5500 - TV Only	<input type="text"/>
Service Workers - 5500 - Joint	<input type="text"/>
<b>Total</b>	<input type="text" value="0"/>

1.1 Employment of Full-Time Television and Joint Employees

Jump to question:

Please enter the gender and ethnicity of each person with disabilities listed above (e.g. 1 African American female).

1.2 Major Programming Decision Makers

Jump to question:

Of the full-time employees reported in Question 1.1, how many, including the station general manager, have responsibility for making major programming decisions?

1.2 Major Programming Decision Makers

Jump to question:

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>

Total

**1.2 Major Programming Decision Makers**

Jump to question: [1.2](#)

Please report by gender and ethnic or racial group the headcount of full-time employees having responsibility for making major programming decisions. Include the station general manager if appropriate. Major programming decisions include decisions about program acquisition and production, program development, on-air program scheduling, etc. This item should result in a double-counting of some full-time employees; employees having the responsibility for making major programming decisions should be included in the counts for this item and again, by job category above, in the full-time employee Question 1.1.

**1.3 Employment of Part-Time Television and Joint Employees**

Jump to question: [1.3](#)

Please enter the number of PART-TIME employees, both TV-only and Joint, in the grids below. The first grid includes all female employees, the second grid includes all male employees, and the last grid includes all persons with disabilities.

**1.3 Employment of Part-Time Television and Joint Employees**

Jump to question: [1.3](#)

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

**1.3 Employment of Part-Time Television and Joint Employees**

Jump to question: [1.3](#)

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

**1.3 Employment of Part-Time Television and Joint Employees**

Jump to question:

**Major Job Category / Job Code**

- Officials - 1000
- Managers - 2000
- Professionals - 3000
- Technicians - 4000
- Sales Workers - 4500
- Office and Clerical - 5100
- Craftspersons (Skilled) - 5200
- Operatives (Semi-skilled) - 5300
- Laborers (Unskilled) - 5400
- Service Workers - 5500
- Total**

**Persons with Disabilities**

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text" value="0"/>

**1.4 Part-Time Employment**

Jump to question:

Of all the part-time employees listed in Question 1.3, how many worked less than 15 hours per week and how many worked 15 or more hours per week, but not full time?

**1.4 Part-Time Employment**

Jump to question:

Number working less than 15 hours per week

**1.4 Part-Time Employment**

Jump to question:

Number working 15 or more hours per week

**1.5 Full-Time Hiring**

Jump to question:

Enter the number of full-time employees in each category hired during the fiscal year. (Do not include internal promotions, but do include employees who changed from part-time to full-time status during the fiscal year.)

**1.5 Full-Time Hiring**

Jump to question:

No full-time employees were hired (check here if applicable)

**1.5 Full-Time Hiring**

Jump to question:

**Major Job Category / Job Code**

	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Managers - 2000					0
Professionals - 3000			1		1
Technicians - 4000			0		0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500					0
<b>Total</b>	0	0	1	0	1

**1.6 Full-Time and Part-Time Job Openings**

Jump to question: 1.6

Enter the total number of full-time and part-time openings that occurred during the fiscal year. Include both vacancies in previously filled positions and newly created positions. Include all positions that became available during the fiscal year, regardless of whether they were filled during the year. If a job opening was filled during the year, include it regardless of whether it was filled by an internal or an external candidate. Do not include as job openings any positions created through the promotion of an employee who stays in essentially the same job but has a different title (i.e. where there was no vacancy or newly created position to be filled). If no full-time or part-time job openings occurred, please enter zero.

**1.6 Full-Time and Part-Time Job Openings**

Jump to question: 1.6

Number of full-time and part-time job openings

**1.7 Hiring Contractors**

Jump to question: 1.7

During the fiscal year, did you hire independent contractors to provide any of the following services?

**1.7 Hiring Contractors**

Jump to question: 1.7

Check all that apply

- None
- Development Activities
- Legal Services
- Human Resources Services
- Accounting/Payroll Services
- Computer Operations
- Engineering

**Comments**

**Question** **Comment**

No Comments for this section

**2.1 Average Salaries FULL TIME EMPLOYEES ONLY**

Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u> - TV Only	1.00	\$ 167,099	5
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u> - TV Only		\$	
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u> - TV Only		\$	
Chief Financial Officer - Joint		\$	

<u>Publicity, Program Promotion Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Communication and Public Relations, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Programming Director</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u> - TV Only	1.00	\$ 106,465	13
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director - (Television Production ONLY)</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Development, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>On-Air Fundraising, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Auction Fundraising, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Underwriting, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Corporate Underwriting, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Foundation Underwriting, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Government Grants Solicitation, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Operations and Engineering, Chief</u> - TV Only	1.00	\$ 147,707	14
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Engineering Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Broadcast Engineer 1</a> - TV Only	<input type="text" value="2.00"/>	\$ <input type="text" value="97,827"/>	<input type="text" value="12"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Production Engineer</a> - TV Only	<input type="text" value="5.00"/>	\$ <input type="text" value="82,716"/>	<input type="text" value="13"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Facilities, Satellite and Tower Maintenance, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Technical Operations, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Education, Chief</a> - TV Only	<input type="text" value="1.00"/>	\$ <input type="text" value="124,097"/>	<input type="text" value="11"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Information Technology, Director</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Instructional Services Director</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Parent / Pre-School Coordinator</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Volunteer Coordinator</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">News / Current Affairs Director</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Announcer / On-Air Talent</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Reporter</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Cinema / Videographer</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Video Film Editor</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Unit / Studio Supervisor</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Public Information Assistant</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Broadcast Supervisor</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Director of Continuity / Traffic</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Events Coordinator</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>



Web Administrator/Web Master - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Total</b>	11.00	725,911	68

Comments

**Question** **Comment**

No Comments for this section

**3.1 Governing Board Method of Selection** Jump to question:

Enter the number of governing board members (including the chairperson and both voting and non-voting ex-officio members) who are selected by the following methods:

**3.1 Governing Board Method of Selection** Jump to question:

Ex-Officio (Automatic membership because of another office held)

**3.1 Governing Board Method of Selection** Jump to question:

Appointed by government legislative body (including school board) or other government official (e.g. governor)

**3.1 Governing Board Method of Selection** Jump to question:

Elected by community/membership

**3.1 Governing Board Method of Selection** Jump to question:

Elected by board of directors itself (self-perpetuating body)

**3.1 Governing Board Method of Selection** Jump to question:

Other (please specify below)

**3.1 Governing Board Method of Selection** Jump to question:

**3.1 Governing Board Method of Selection** Jump to question:

Total number of board members (Automatic total of the above)

**3.2 Governing Board Members** Jump to question:

Please report the racial or ethnic group of the members of your governing board by gender. Please also report the number of governing board members with a disability.

**3.2 Governing Board Members** Jump to question:

For minority group identification, please refer to "Instructions and Definitions" in the Employment subsection.

**3.2 Governing Board Members** Jump to question:

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
Male Board Members	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="5"/>

Total

**3.2 Governing Board Members**

Jump to question:

Number of Vacant Positions

**3.2 Governing Board Members**

Jump to question:

Total Number of Board Members (Total should equal the total reported in Question 3.1.)

**3.2 Governing Board Members**

Jump to question:

Number of Board Members with disabilities

**Comments**

**Question**    **Comment**

Members of the Board of Education of the Los Angeles Unified School District

**4.1 Local Community Outreach**

Jump to question:

In what local community outreach or educational activities has your station been involved this year that supports unserved or underserved audiences? Please describe in detail: outcomes, audience served, community response.

KLCS has developed and launched its 'College Is Elementary' initiative to help bring awareness to underserved educational communities about the need to motivate children from elementary school forward about the important of setting college attendance as a goal and not simply a 'dream'. The program focused on a partnership with Western Avenue Elementary in South Los Angeles. The program consisted of supporting Western in developing partnerships with local institutions of higher education. Through a series of monthly college-focused rallies students would hear from representatives from the college/university representative and get recognized for their efforts in taking the initial steps in achieving the goal of college-attendance. These initial goals consisted of good attendance and academic achievement. The principal goals were to 1) increase awareness by young students and their families about goal setting as the first step to attending college and 2) foster partnerships between local colleges and universities and our focus elementary school. The outcome and response were extremely positive from all parties involved. The school was extremely appreciative of the support KLCS provide and the partnerships established through our efforts. The college/university partners were equally supportive and pleased with the program's outcome and the opportunity we facilitated. The community response was overwhelmingly positive. While the rallies were initially intended to be for students and teacher participants, they were necessarily expanded to include the parents based on the feedback the parents provided to the principal about their desire to attend and participate. Another key aspect of this outreach effort was a community forum that was organized by KLCS and featured panelists from our partner-university CSU Los Angeles and Western Ave. Elementary. The forum was focused around issues and challenges facing inner city students from accessing college and resulted in a deep and engaging discussion which was well received and reviewed by those in attendance. In addition, given that KLCS is licensed to the Los Angeles Unified School District (LAUSD), the second largest school district in the United States with over 700,000 students, over 80% of whom are unserved or underserved citizens, almost every program produced and activity engaged in by KLCS is targeted to address the needs of unserved or underserved audiences. Examples include: KLCS continued its support for the LAUSD Consolidated Charitable Campaign (CCC), an umbrella organization through which the District funds for non-profit agencies serving under-served and/or under-resourced groups. KLCS assisted CCC in increasing awareness and contributions for its annual fund drive. KLCS partnered with local representatives of the Armenian community to broadcast two documentaries on the 100th anniversary of the Armenia Genocide, and to produce a wraparound program to discuss this historic event. KLCS partnered with the County of Los Angeles to broadcast special programs throughout the month of May, recognizing Mental Health Awareness Month. KLCS produced A-G Graduation Requirement public service announcements targeted to educate underserved members of the community about requirements to graduate from high school and to apply for colleges and universities. KLCS produced 20 half-hour "Families Matter" and "La Familia Importa" public affairs programs targeted to inform parents and caregivers about important educational programs, initiatives and information impacting their students. KLCS produced over 200 hours of board and committee meetings to provide equity of access to the District's governmental proceeding to those unable to attend meetings in person. KLCS produced "More than a Meal" public service announcements to inform low-income families about free lunch and other programs offered to LAUSD students KLCS produced "Take Time, Talk" public service announcements to encourage parents to talk to their infants and toddlers to facilitate early literacy for children.

**4.2 Production Activity**


Jump to question:

In what production activity has your station been involved that supports unserved or underserved audiences?

KLCS is licensed to the Los Angeles Unified School District, a district in which over 80 languages are spoken, 75% percent of the students live at or below the poverty line, and over 50% of the stakeholders are non-native English speakers. The Station's underlying mission is to serve the unserved and underserved audiences and community of Los Angeles. Many of KLCS' productions are dubbed from English into multiple languages – the top eight in the District being Spanish, Armenian, Korean, Tagalog, Cantonese, Vietnamese, Farsi and Russian. KLCS produces over 20 hours of professional development and instructional programs targeted at Title I schools. KLCS produces professional development programs for the District's Special Education Division and News Briefs. KLCS also produces specials with the Superintendent of Schools answering questions from parents, staff and the general public; and Board of Education meetings, which provide equity of access to the District schools governance process. In addition, KLCS provides video content to the District's numerous websites.

KLCS also produces "Choices" and "Opciones," informing underserved communities about the District's Magnet School Programs; "Families Matter" and "La Familia Importa," stressing the value of parents and caregivers in a student's academic outcomes. KLCS also produced over ten hours of professional development programming for special education. (Also see section 4.2 above for other relevant KLCS productions)


**4.3 Program Content in Other Languages**

Jump to question:  

Do you provide program content in languages other than English? If so, please list your services in this area

KLCS produces a monthly show for parents titled "La Familia Importa." This program features LAUSD Board of Education President Monica Garcia and other experts discussing issues important to families. In addition, over 200 hours of Televised Board of Education meetings are translated into Spanish. KLCS produced "Opciones," a Spanish language overview of the District's Magnet School program. In addition, selected parent-related and public service programs and announcements are produced in Spanish and other languages as needed, or dubbed for the Second Audio Program (SAP) channel.

**4.4 Governance Structure**

Jump to question:  

Please describe your station's governance structure. Please include information about your station's Board of Directors, Advisory Boards or Panels, Community Boards or Panels, and the Committee Structure under each of these entities.

Your response should include but is not limited to:

What are the direct and indirect reporting relationships?

What committees are active and what is their function?

Does your Board have an Audit and Finance Committee?

What are the roles and responsibilities of these Boards, Panels and/or Committees? Etc.

KLCS is governed by the Board of Education of the Los Angeles Unified School District. Committees consisting of three to seven Board Members, and sometimes a number of public representatives, review and discuss Board policies and District services in a setting that allows for a detailed exchange. The five current Standing Committees are: The Whole; Budget, Facilities, Audit, Curriculum, Instruction, and Educational Equity; Successful School Climate; and Early Childhood Education and Parent Engagement. Occasionally special ad hoc committees may form to address critical issues. Former committees include: Governance; Facilities; Charter and Innovation; and School Safety, Health, and Human Services. Station management and the Board interact on a frequent basis both directly and through the Superintendent of Schools. The Board exercises general oversight over Station activities but does not actively develop agendas for the Station. The Board usually meets biweekly and each Committee meets monthly. Because KLCS is a small part of the District's structure Station finances and activities are not generally discussed in great detail during Board or Committee meetings. Occasionally formal presentations are made to the Board. The Station provides updates to the Board and the Superintendent more frequently via written communications. The Board of Education of the Los Angeles Unified School District is comprised of seven publicly elected officials each serving a four-year term. There is no limit to the number of terms that an individual can serve. The Board members have extensive backgrounds in education and public service. Of the current members, five are former teachers or administrators, and two were community activists.

**4.5 Community Outreach**

Jump to question:  

CPB is interested in learning more about stations' significant activities planned for the upcoming year - both broadcast and beyond broadcast. What types of on-air programs and off-air activities are you planning in the upcoming year that will connect your station more closely with your community? What goals are you setting in conjunction with these initiatives, and how will you measure your success?

KLCS plans to deepen its engagement with community organizations that are serving our early learners, specifically ages three to five through participation in community events, family resource fairs and parent education opportunities. Working with Early Ed organizations we will create professional development sessions that will engage parents and educators who serve our youngest viewers in under-resourced communities. We plan to provide direct support and training in becoming better advocates for their children's learning and engagement with media. On-air, we plan to work with these local agencies to promote services, resources and events that support these same outcomes. The main goal is to increase the community's knowledge of our presence and resources in service of the community, specifically as a partner and advocate of education. Our secondary goal is to provide training for parents and agencies that work with young learners on specific strategies to help children engage with media in a more active and developmentally appropriate manner. Our success will be measured initially using feedback from our partners and the communities they service. This will be a relatively new activity and we hope to learn more about what our communities' needs are and how we can move forward in shaping future engagement with parents and early education professionals. KLCS further plans to continue and expand its support of the Video in the Classroom Competition and Awards program. This annual event is open to all schools in the Los Angeles Unified School District. In addition to emphasizing the value of incorporating video production and media creation into the classroom curriculum, this event brings KLCS directly into contact with its school community. The Station's main goal is to continue to motivate and support teachers and students who create their own instructional videos in support of their curriculum. Success is measured through an increase in the number of participants measured year-to-year. KLCS will also continue its partnership with the various local film festivals, including the Los Angeles Film Festival, the Los Angeles Latino Film Festival, the Indian Film Festival of Los Angeles as well as their respective student or community outreach programs. On-air activities include promotional spots for the Festivals' student and/or family programs, as well as profiles of the impact those programs have on the students who participate in them. The Station's goal is to solidify and strengthen its partnership with these programs that are directly impacting the community it serves. KLCS will measure its success through the increased student participation attributable directly to its on-air efforts.

Comments

Question	Comment
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**Question** **Comment**

No Comments for this section

**5.1 Journalists**

Jump to question:

This section builds on the Census of Journalists conducted by CPB in the summer of 2010. These positions are the primary professional full-time, part-time or contract contributors to local journalism at your organization. The individuals in these positions will have had training in the standards and practices of fact-based news origination, verification, production and presentation. These are generally accepted titles for these positions but may not match position descriptions at your organization exactly. Please do your best to account for each professional journalist in your organization. Please do not count student or volunteer journalists.

**5.1 Journalists**

Jump to question:

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant News Director	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Managing Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Editor	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="1"/>	<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text"/>
Executive Producer	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>
Associate Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter/Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Host/Reporter	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Beat Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Host	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
Videographer	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text"/>
Video Editor	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="1"/>	<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text"/>
Other positions not already accounted for	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>
<b>Total</b>	<input type="text" value="2"/>	<input type="text" value="23"/>	<input type="text" value="9"/>	<input type="text" value="25"/>	<input type="text" value="9"/>	<input type="text" value="11"/>	<input type="text" value="11"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="9"/>	<input type="text" value="0"/>

**Comments**

**Question** **Comment**

No Comments for this section