City Charter Middle School
Charter Petition
September, 2011
City Charter Middle School
Charter Petition Table of Contents

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<tr>
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City Charter Middle School shall:

- 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, 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 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. EC 47605(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 nor any employee to work at the charter school.

- In accordance with Education Code Section 47605(d)(3)], 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.
Introduction

The Board of Directors for the City Charter School ('City') respectfully submits this charter petition to the Los Angeles Unified School District for a five (5) year charter to establish, City Charter Middle School (“City”) a grades 6-8 college preparatory, site-based program that will serve a diverse student population in the Mid-City/Carthay Center/MacArthur Park areas.

Our Mission

The City School provides an exceptional education to a diverse student body. Through individual attention in a supportive and dynamic learning environment, students become creative and critical thinkers who ask questions, debate, and express ideas fearlessly and respectfully. With a focus on civic responsibility, public speaking, and the written word, City students are prepared for a lifetime of meaningful work and ongoing service to a cause greater than themselves.

- Providing a constructivist, problem-based learning environment in which teachers guide students through active learning processes in a block schedule to develop conceptual understanding.
- Implementing a rigorous, subject-specific curriculum that incorporates multiple assessments and projects in order to develop academic, interpersonal, intrapersonal and artistic skills.
- Prioritizing a small class size in teaching writing, speech and debate to ensure students develop excellent communication skills.
- Providing support and freedom for faculty to analyze research studies on learning and to experiment with its applications in order to help all students succeed.
- Giving faculty time, resources, autonomy and a collaborative atmosphere to continually develop their skills and create, evaluate and refine curricula, and reflect on the learning of their students.
- Communicating regularly with students’ families, seeking family involvement in the life of the school, and continually reaching out to all families in the neighborhood to ensure a diverse and inclusive learning community.

Our Vision

Our vision is the creation of a community of learners founded on three pillars: Educational Excellence, Diversity, and Community.

By Educational Excellence, we mean the use of best practices to provide a child-centered, thoughtful, inspired education that rigorously challenges students to do their best. It’s an education on a par with the best schools in the country. It not only means attaining high standardized test scores but also the far harder to quantify goals of a talented, well-rounded person. CITY students will be thinkers and debaters; students who care, engage, argue, and respect; students who question; students who empathize, help, and lend dignity to those in need – good kids with great minds.

By Diversity, we mean we are committed to serving a diverse student body and creating a mixed socioeconomic status student population (“mixed SES.”) The City School will embody Horace Mann's concept of “the common school”—where children of all backgrounds gather under one roof to learn together and from each other. While school districts across the country are “re-segregating” by race and socio-economic status (particularly after the Supreme Court struck down race-based desegregation), there is a nascent movement towards mixed SES schools and school districts. In Los Angeles, a city that
is known as both the wealth and poverty capital of the world, schools like Open Charter, Larchmont Charter, Valley Charter, and City Charter Middle School bridge this divide. There is evidence that low-income children see significant academic gains from attending a mixed SES school (David Rusk). Our goal is to be 40-50% low-income, and 50% non-white.

By Community, we mean we harness the energy and spirit of our community through volunteerism and partnerships to better serve our students. Parents are asked to give 50 hours a year in volunteer time. This community involvement translates into more financial stability and a richer educational environment.

Our Educational Philosophy
At the foundation of our educational philosophy is a belief that learning should be an active experience that involves a community of educators, students and families. We believe that effective schools create a culture of caring and respect that supports all members in achieving their potential academically, socially, emotionally, artistically, and physically. To enable all to work together toward these ends, we believe in explicitly expressing our learning goals – derived from academic standards and school-defined behavioral and attitudinal objectives. We expect all involved with the school to support these convictions and to endorse a constructivist learning environment that nurtures, challenges, and values every member of the community. We also adhere to the belief that students should be given opportunities to direct their own learning. Our students will be asked to explore their interests through the process of choosing specific projects and formulating essential questions that drive their learning experiences.

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students. When coupled with data driven instruction and problem-based lessons, constructivism is even more effective. We, therefore, embrace these three practices fully. Teachers continually assess each student's progress through observation, interaction, and testing, and then design lessons in response to student needs. Similarly, teachers will assess their own pedagogy's effectiveness in promoting student learning by examining their practices through action research projects.

Our Founders
City is being founded by experienced educators and community members who have the capacity to open and smoothly operate high performing charter schools in California.

Educators involved in these efforts include:

**Dvora Inwood** is the Founding Educator of six charter schools, including the highest performing charter network in Los Angeles, Larchmont Charter Schools. She is the original charter author and school designer for Larchmont Charter Schools, Valley Charter Schools and Citizens of the World Charter School. She has advised charter school management organizations in improving and expanding their programs, created curriculum and courses that are used by The New Teacher Project in training new educators, and coached teachers in different pedagogical methods and curriculum construction. She taught mathematics at Harvard-Westlake School and the Archer School and has worked for fifteen years as a private college counselor and academic advisor to high school students across the country. She earned her Master's in Education from Stanford University, focusing on curriculum construction and teacher education, and her B.A. from Harvard University.
Michelle Sorgen, (Board Member) Teaching Artist at Street Poets, Inc., teaching poetry classes to at-risk youth, planning open mics for Los Angeles teens, writing curriculum and assembling an anthology of poems to be used in the Street Poets’ workshops. Former high school English and poetry teacher at Los Angeles Schools (Campbell Hall, Polytechnic, and New Roads). Teacher of the “Writing and Imagination” class to gifted students through the John Hopkins Center for Talented Youth. Published poet, whose work has appeared in Let Me Tell You Where I’ve Been, an anthology of writing from the Iranian Diaspora, and Witness, a CD compilation of hip hop and oral poetry. University of Michigan, BA. University of Maryland, MFA in poetry. Michelle is recipient of the Virginia Voss award for poetry, and scholarships to the Bread Loaf and Squaw Valley Writers’ Conferences.

Rebecca George, (Founder) Rebecca George began her career in education through Teach for America (TFA), the national corps of recent college graduates who commit at least two years to teach in urban and rural public schools and to become leaders in the effort to expand educational opportunity. She taught elementary school in South Los Angeles for three years as a member of TFA. During that time, she served as Grade Level Chair, a mentor teacher to first year teachers, volunteer technology coordinator, and was a member of the Nell Soto Parent/Teacher involvement program. In 2005, she became a Founding Teacher at Larchmont Charter School. In 2006, Ms. George founded her Executive Recruiting firm and specializes in recruiting for non-profits and schools. As a consultant, she has successfully recruited and hired administrative staff and teachers for charter schools as well as the Los Angeles Unified School District. Ms. George earned her teaching credential from UCLA's Graduate School of Education and Information Studies, and her B.A. in Sociology from Oberlin College.

Valerie Braimah, (Proposed School Leader) Vice President of Instruction at the Alliance for College Ready Public Schools. Formerly the Chief Learning Officer at Insight Education Group, responsible for training and supporting teachers and principals, and for conducting school-wide assessments that inform comprehensive plans for sustainable school reform. Previous positions include: Leadership and Staff Development Coordinator for Leadership Public Schools, helped to found Leadership’s first school site in Richmond, where she coordinated testing and intervention programs, helped design the Staff Development Plan for the school, and authored the Leadership Advisory Curriculum which was based on best practices in youth development, project-based learning, and service-learning; Staff Research Associate at the UC Berkeley Service Learning Research and Development Center, conducted national and local evaluations of educational programs; regional Service-Learning Director at Youth Community Service, a non-profit organization based in Palo Alto, provided consultation, training, and technical assistance services to teachers, schools, and districts, and published the Service-Learning Leadership Development Training Guide to help educational and community-based organizations build leadership capacity for their service-learning programs; Oakland Unified School District elementary school teacher who also served as the school leader for professional development in Mathematics instruction. Valerie holds a Master's Degree in Education Policy from Johns Hopkins University. She is currently affiliated with the Association for Supervision and Curriculum Development (ASCD), the National Staff Development Council (NSDC), the California Charter School Association (CCSA), and the International Reading Association.

Individuals experienced in school operations and management include:
Lindsay Sturman is the Founder of Larchmont Charter School and Valley Charter Elementary and Valley Middle School, and has served as an advisor to numerous charter schools. She is a passionate advocate for diverse schools, the small schools movement, and serving the needs of different learners. She is a television writer/producer. She graduated from Harvard University and has an MFA from Columbia University Film School. She was the 2009 recipient of the Hart Vision Award for her volunteer work in the California Charter movement.

Spencer Styles, (Board Member) The Controller at the Alliance for College-Ready Public Schools, a charter school management organization in Los Angeles, his primary responsibility is to oversee operations of the Accounting and Finance Departments including the accuracy of all financial reporting and funding applications, financial forecasting and modeling, cash management and acquisition of financing for new school expansion. In addition, he is responsible for establishing and monitoring internal controls and other policies necessary to safeguard the organization’s assets. Mr. Styles has several years of public accounting experience including audits and reviews of privately held companies, publicly traded companies, governmental agencies, not-for-profit organizations and employee benefit plans. He has also provided litigation support, due diligence testing for mergers and acquisitions, internal control consulting and Sarbanes Oxley Section 404 compliance consulting. His experience in these areas includes all phases of client engagements from planning and budgeting to financial statement preparation and presentation of findings. Mr. Styles holds a Bachelor of Business Administration degree in Accounting with a minor in mathematics, a Master of Professional Accountancy degree with an emphasis in Finance, and he is an active Certified Public Accountant licensed in California.

Lisa Woods is a Speech and Language Pathologist, and founded and runs her own private practice which specializes in learning challenges, reading and writing remediation, language processing disorders, executive functioning, social language deficits, cognitive challenges and receptive/expressive language delays. She holds certification from the American Speech-Language Hearing Association, a license from the California Department of Consumer Affairs Speech-Language Pathology and is a member of the California Speech Language Hearing Association. She earned her Master’s in Speech Language Pathology from Rush University – Rush Presbyterian St. Lukes Medical Center, focusing on the neurological component of language. She has a background in community organizing and is leading community and volunteer efforts.

Our Community: Target Student Population

City will recruit students from several neighborhoods in the Southern region of District 4 along a 4.8 mile West/East stretch from Carthay Center to the west (Olympic Blvd. and San Vicente Blvd.) and Macarthur Park to the East (Olympic Blvd. and Alvarado St.). The targeted zip codes for our outreach include: 90057, 90005, 90019, and 90035. The school will not have specific boundaries and will be open to all children in the State of California.
These neighborhoods represent a genuine diversity of families. Some neighborhoods are comprised of 69% Hispanic while others are 64% White. The percentage of African-Americans in these neighborhoods range from 3% to 23% and the percentage of Asians ranges from 6% to 30%. Socioeconomic status also ranges widely with some of the poorest sections of Los Angeles alongside single family homes with a median price of over $700,000. The vision of bringing children from all backgrounds together to learn with and from each other is a pillar of our program. A more detailed picture of the community we intend to serve can be found in Element One, Subsection A.

City will open with approximately 240 students 6th and 7th grade, and grow to 360 (6th-8th). City will be open to all students in the State of California and LAUSD, and will target the zip codes described above, and, more specifically, the schools listed in the table below which are in our target area (middle schools in a 5 mile radius and elementary schools in a 2 mile radius):
<table>
<thead>
<tr>
<th>School</th>
<th>Students</th>
<th>New</th>
<th>Year</th>
<th>Yes</th>
<th>Yes</th>
<th>599</th>
<th>561</th>
<th>1</th>
<th>1</th>
<th>99%</th>
<th>13%</th>
<th>733</th>
<th>40%</th>
<th>93%</th>
<th>78</th>
<th>&lt;1%</th>
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<tbody>
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<td>G. W. Carver Middle</td>
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<td>No</td>
<td>Year</td>
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<td>Yes</td>
<td>658</td>
<td>614</td>
<td>1</td>
<td>2</td>
<td>98%</td>
<td>10%</td>
<td>723</td>
<td>33%</td>
<td>92%</td>
<td>8%</td>
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<td>Year</td>
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<td>4</td>
<td>99%</td>
<td>12%</td>
<td>405</td>
<td>27%</td>
<td>78%</td>
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<td>Johnnie Cochran Jr Middle School</td>
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<td>Year</td>
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<td>Yes</td>
<td>671</td>
<td>653</td>
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<td>3</td>
<td>99%</td>
<td>9%</td>
<td>673</td>
<td>37%</td>
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<td>Young Oak Kim Academy (Middle School)</td>
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<td>99%</td>
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<td>103</td>
<td>10%</td>
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<td>John W. Mack Elementary</td>
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<td>Year</td>
<td>Yes</td>
<td>Yes</td>
<td>714</td>
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<td>1</td>
<td>99%</td>
<td>11%</td>
<td>222</td>
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<td>Year</td>
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<td>No</td>
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<td>7</td>
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<td>11%</td>
<td>415</td>
<td>29%</td>
<td>98%</td>
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<td>Year</td>
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<td>11%</td>
<td>240</td>
<td>18%</td>
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<td>No</td>
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<td>75%</td>
<td>12%</td>
<td>431</td>
<td>30%</td>
<td>79%</td>
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<td>Tenth Street Elementary</td>
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<td>Year</td>
<td>Yes</td>
<td>Yes</td>
<td>719</td>
<td>712</td>
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<td>4</td>
<td>96%</td>
<td>11%</td>
<td>678</td>
<td>64%</td>
<td>98%</td>
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<td>1%</td>
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<tr>
<td>Magnolia Avenue Elementary</td>
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<td>No</td>
<td>Year</td>
<td>Yes</td>
<td>No</td>
<td>697</td>
<td>716</td>
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<tr>
<td>Pico Pico Elementary</td>
<td>1581</td>
<td>No</td>
<td>Year</td>
<td>Yes</td>
<td>Yes</td>
<td>743</td>
<td>717</td>
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<td>Hoover Street Elementary</td>
<td>831</td>
<td>No</td>
<td>Year</td>
<td>Yes</td>
<td>Yes</td>
<td>789</td>
<td>718</td>
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<td>Yes</td>
<td>746</td>
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<td>767</td>
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<td>No</td>
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<td>Yes</td>
<td>Yes</td>
<td>777</td>
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<td>4</td>
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<tr>
<td>Thomas Starr Long Middle Elementary</td>
<td>7796</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>786</td>
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<td>Charleston Avenue Elementary</td>
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<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>791</td>
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<td>100%</td>
<td>10%</td>
<td>426</td>
<td>50%</td>
<td>70%</td>
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<td>9%</td>
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<td>John Muir Middle</td>
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<td>Year 5</td>
<td>Yes</td>
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<td>613</td>
<td>864</td>
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<td>MacArthur Park Primary Center</td>
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**CHARTER**

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<td>Gamma Nova Charter Academy</td>
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<td>Yes</td>
<td>Yes</td>
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<td>838</td>
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<td>12%</td>
<td>579</td>
<td>32%</td>
<td>76%</td>
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<td>Equinox Academy Charter</td>
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<td></td>
<td>80%</td>
<td>5%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**AVERAGE API**

11

* No API Data available
ELEMENT #1: Description of the Educational Program

Element Requirement: “The educational program of the school, designed, among other things, to describe what the school intends to accomplish, 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 students to become self-motivated, competent and lifelong learners.”

The address of City Charter School is: We currently are searching for a school facility; the mailing address is 345 South Rossmore Avenue, Los Angeles, CA 90020.
The phone number of the Charter School is 323-834-2489. FAX: 310-275-3230
The contact person for the Charter School is Lindsay Sturman, Founder and Board Member

The term of this charter shall be from 2012 to 2017.

The grade configuration is 6-8.
The number of students in the first year will be 240.
The grade level(s) of the students the first year will be 6-7.
The scheduled opening date of the Charter School is 9/4/2012.

The admission requirements include:

City will enroll all pupils who wish to attend (Education Code Section 47605 (d)(2)(A)) to the extent that space allows. If the number of students applying for enrollment exceeds the charter school’s capacity, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. City affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. City shall not charge tuition. City will not discriminate against any person on the basis of race, ethnicity, national origin, gender, religion, or disability as set forth in Education Code Section 47605(d)(1) or other applicable state, local or federal law. (See also Element 8: Admissions)

The operational capacity will be 360-380 students.
The instructional calendar will be: 180 days (see calendar Element One, Section E).
The bell schedule for the Charter School will be: 8:30-2:50 (details in Element One, Section E)

If space is available, traveling students will have the option to attend.

A. Who will City serve?

City intends to open in September 2012 with 240 students, 120 in grade 6 and 120 in grade 7. In year 2, the school will grow by 120 students as it adds a new class of 6th graders. If space allows, we anticipate the student population will increase in the following increments over the next five years:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
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</tr>
</tbody>
</table>
The following information is derived from data referring to zip codes 90057, 90005, 90019, and 90035 and from the demographic data of the student bodies in neighborhood public schools. An examination of the statistics reveals a rich diversity of ethnic, racial, socioeconomic, educational, and linguistic characteristics.

\textit{Ethnicity/Race}

\begin{tabular}{|c|c|c|c|c|}
\hline
7\textsuperscript{th} & 120 & 120 & 120 & 120 & 120 \\
8\textsuperscript{th} & 120 & 120 & 120 & 120 & 120 \\
Total & 240 & 360 & 360 & 360 & 360 \\
\hline
\end{tabular}

\textit{Educational Attainment}
There are the following educational open-enrollment options for middle school in (and near) those zip codes:
Berendo MS, Cochran MS, Leichty MS, Virgil MS, Audobon MS, Burroughs MS

City will be non-sectarian in its programs, admission practices, employment practices and all other operations. City will not charge tuition and will not discriminate on the basis of disability, gender, 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.

B. City will prepare an educated citizenry for the 21st century
City’s definition of an “educated person in the 21st century” will be reinforced in explicit school guidelines of conduct in the classroom, in the schoolyard, and in the larger community.

Our definition draws upon concepts regarding the purpose of education. We see value in the views of Nel Noddings who asserts that, “the main aim of education should be to produce competent, caring, loving, and lovable people.” We also look to the complex - albeit often quoted and oversimplified - perspective of John Dewey who challenges educators to consider several ideas: "The purpose of education is to enhance individual effectiveness in society and give learners practical knowledge and problem-solving skills," and "Education is not preparation for life; education is life itself," and "A person who has gained the power of reflective attention, the power to hold problems, questions, before the mind, is in so far, intellectually speaking, educated... Without this the mind remains at the mercy of custom and external suggestions." These concepts lead to the views of Paulo Freire - an inspiration to all involved in establishment of the City:

There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

Paulo Freire (Pedagogy of the Oppressed)

We, therefore, believe an educated person in the 21st century is one who possesses both Academic and Social Intelligence, critical thinking and the interest and capability of contributing positively to the transformation of our world. We define Academic and Social Intelligence as:

**Academic Intelligence**
- A mastery of the English language (reading, writing, speaking);
- Knowledge and a strong grasp of concepts in the sciences, mathematics, technology, the arts and humanities;
- An appreciation for and an ability to make use of a variety of media;
- An ability to think creatively and critically to problem-solve independently or in groups;
- An ability to translate plans into action, use a multitude of resources to gather information, and follow a project to completion;
- A desire to develop understanding through questioning, critical evaluation, thoughtful reflection and the pursuit of new information and alternative viewpoints.

**Social Intelligence**
- Flexibility in assuming either a leadership role or a collaborative position in order to best explore different lines of inquiry;
- Desire and ability to listen and hear empathetically;
- Consistent demonstration of honest and respectful communication;
- Self-motivated to take responsibility for one’s actions, words, learning, deeds;
- Perseverance in the face of difficult challenges and setbacks;
- An appreciation for people with abilities other than one’s own;

C. City’s educational philosophy: How learning best occurs
In keeping with our respect for the ‘backward design’ technique\(^1\) of developing an educational program, our educational philosophy begins with the end in mind. After reviewing research and schools that share similar learning goals to City, we have concluded that a constructivist approach to teaching and learning is the most effective way of developing student mastery of both state standards and habits of heart and mind described as learning outcomes in this charter.

1. **Model Schools.** The following table identifies schools that approach teaching and learning in the same way as City and provide evidence that this approach is successful with diverse learners. Unfortunately, there is no school that reflects the exact demographics of a mixed socioeconomic and mixed ethnic student body that City intends to encompass. However, given the differences in demographics of the schools below, we believe that our educational approach has been demonstrated to be effective with a variety of students and can, therefore, be considered appropriate for our students. Furthermore, research on our specific curricular and pedagogical choices (section F) indicates efficacy with a variety of students most specifically socioeconomically disadvantaged, English learners, and students with disabilities.

<table>
<thead>
<tr>
<th>State</th>
<th>School</th>
<th>Testing Results</th>
<th>Diversity</th>
<th>Constructivist approach to teaching/learning</th>
<th>Emphasis on Projects, Presentations</th>
<th>Block Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA</td>
<td>Atlanta Charter Middle School</td>
<td>8th graders on Criterion-Referenced Competency Tests (CRCT); Percent scoring proficient or above was 100% in Reading, 98% in Language Arts and 96% in Mathematics</td>
<td>40% Title I, 60% Black, 8% Latino</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>PA</td>
<td>Avon Grove Charter School</td>
<td>8th graders on Pennsylvania System of Standardized Assessments; Percent scoring proficient or above was 90% in Reading, 88% in Writing and 88% in Mathematics</td>
<td>N/A</td>
<td>X</td>
<td>X</td>
<td>N/A</td>
</tr>
<tr>
<td>GA</td>
<td>Rabun County High School</td>
<td>11th graders on Georgia High School Graduation Test: Percent at or above passing 92% in Language Arts and 94% in Mathematics</td>
<td>47% Title I</td>
<td>X</td>
<td>X</td>
<td>not block</td>
</tr>
<tr>
<td>Alameda, CA</td>
<td>Alameda Community Learning Center</td>
<td>API 865 Statewide/Similar 10/9</td>
<td>12% Title I, 39% non-white</td>
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</tr>
<tr>
<td>Sanger, CA</td>
<td>Sanger Academy Charter School (K-8)</td>
<td>884 9/10</td>
<td>63% Title I, 81% Latino, 4% Asian, 1% Black</td>
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<tr>
<td>Clovis, CA</td>
<td>Quail Lake Environmental Charter</td>
<td>924 10/10</td>
<td>27% Title I, 29% Latino, 13% Asian</td>
<td>X</td>
<td>X</td>
<td>not block</td>
</tr>
<tr>
<td>Napa, CA</td>
<td>River Charter School</td>
<td>884 10/7</td>
<td>12% Title I, 17% Latino, 4% Asian, 13% multiple</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Newark, NJ</td>
<td>Discovery Charter School (4-8 grade)</td>
<td>75%-100% of 8th graders at or above proficient on NJ ASK (assessment of skills &amp; knowledge)</td>
<td>44% eligible for free lunch, 29% eligible for reduced lunch; 81% Black, 11% Asian, 8% Latino</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

2. **Research.** Evidence from research in the fields of cognitive science, brain function and education lead us to the following conclusions about the way learning best occurs. An educational program must:

- be relevant and authentic
- model and require high level thinking skills; be demanding and promote depth of learning
- incorporate language learning and multi-cultural education; celebrate and bring relevance to cultural and individual diversity
- model self-reflection and self-assessment
- construct a psychologically and emotionally safe environment where character development is taught and moral standards are high

\(^1\) **Understanding by Design** (Wiggins & McTighe, 2005, 1998) is a theory of curriculum construction that involves the following process: 1) Identify desired results – learning outcomes; 2) Determine acceptable evidence – assessment data; 3) Plan learning experiences and instruction.
• expect students to take responsibility for their school, their learning, and their community
• provide a variety of modalities to learning — visual, auditory, and kinesthetic
• offer students a degree of choice in terms of what they read, what they write, and what they construct as evidence of having met learning objectives
• involve parents and significant others in their child’s education
• ensure teachers continually strive to teach students at their instructional level (ZPD-Zone of Proximal Development) based on ongoing formal and informal assessments
• “…invite students to experience the world’s richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world’s complexities” (Brooks and Brooks, pp. 5, 1999)

Research on specific curricular choices is in Section H.

D. Goals to Enable Students to be Self-Motivated, Competent, Life-Long Learners

City originated from the dedication of a group of educators and former Larchmont Charter School (LCS) Board members who were inspired by the progress LCS was making toward achieving its vision of a smaller, alternative learning community in which all involved develop as 1) self-motivated, 2) competent, and 3) lifelong learners. A confluence of resources in the form of skilled individuals, funds, and a growing number of families seeking a diverse neighborhood school has given rise to the conviction that City can meet the objective of enabling students to develop these three qualities and meet other, specific academic goals.

• Developing self-motivated learners: City believes that self-motivation requires students to internalize the benefits of learning. City will, therefore, seek to connect students’ personal interests and questions with curricular and extra-curricular opportunities. Students will be empowered to choose community service and single subject-focused projects that have personal meaning to them. By beginning with each student’s interests and questions, City can provide students with the means of making connections between their studies, themselves and life beyond the school’s walls.

• Developing competent learners: Students who can effectively express how they learn best can ‘own’ their education and be both competent and life-long learners. City will approach this goal in three ways. 1) A weekly study skills course will guide students in accessing meta-cognitive processes in order to learn how they learn best. The course will guide students in implementing strategies that will improve their approach to learning, studying, planning, organizing and taking responsibility for their growth as students and human beings. 2) A school-wide constructivist pedagogy that emphasizes problem-based learning and differentiated instruction assures that students are given manifold opportunities and a variety of support systems to achieve academic success. 3) The “backward design” approach that teachers will take in creating all lessons and curriculum was chosen to ensure that learning objectives are clearly identified and met by students. In these ways, students will develop a solid foundation of knowledge and a competence in learning upon which they can build in the future.

• Developing lifelong learners: City’s emphasis on responsible citizenship throughout the program will foster student appreciation for the many positive impacts their skills and abilities can have on the world. In addition, students will participate in a weekly Advisory class that incorporates a service learning curriculum learning goals. The aim of this class will be to demonstrate to
students as they move from one grade to the next that the more they know and can do, the more they can improve the world.

Additional academic goals include mastery of the California State Standards, the school’s definition of an educated person, and our rubric related to excellence in writing, speaking, and debating (in Element 2). All curriculum designs are directly aligned to the California State Standards, as indicated in the tables included in the Curriculum section of this Element. The standardized testing and benchmarking required by the district and the State of California will be just as much a part of our assessments as our faculty-constructed rubrics, project goals, and student portfolios. In addition, character development and social responsibility are inherent to our entire program and will be assessed through student and teacher evaluations in the form of a quarterly Citizenship Grade (rubric in Element 2).

E. Description of the Learning Setting

Minutes of Instruction Assurances
The City daily schedule and annual calendar amounts to more than the minimum number of instructional minutes set forth in Education Code § 47612.5, and the required number of 180 school days. This code requires students in grades 4-8 to experience 54,000 minutes. All City students will have 57,765 minutes of instructional time (not including lunch or passing periods) each year. Furthermore, City will comply with the Education Code Section 51210(g) requirement of 200 minutes of physical education for students in grades 1-6 and 400 minutes every ten days for secondary students (grades 7-12). Instead of only receiving the required 200 minutes of physical education, City 6th graders will receive 320 minutes, comprised of 4 days per week of 40 minute classes. Minutes are accounted for in detail on pages 18-19.
### Proposed school calendar for 2012-2013

| Month | M | T | W | R | F-a | M | T | W | R | F-b | M | T | W | R | F-b | M | T | W | R | F-b | M | T | W | R | F-b | M | T | W | R | F-b |
|-------|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|
| SEP   | 3 | 4 | 5 | 6 |    | 7 | 10| 11| 12| 13 | 14 | 17| 18| 19| 20 | 21 | 24 | 25 | 26| 27 | 28 | 15| 1 | 1 | 16 | 17 |    |
| OCT   | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10| 11| 12 | 15| 16| 17| 18| 19 | 22 | 23 | 24| 25 | 26| 29 | 30 | 31 | 22 | 22 |    |
| NOV   | 1 | 2 | 5 | 6 | 7 | 8 | 9 | 12| 13| 14 | 15 | 16 | 19| 20| 21 | 22 | 23 | 26 | 27| 28 | 29 | 30 |    |    |    |
| DEC   | 3 | 4 | 5 | 6 | 7 | 10| 11| 12| 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26| 27 | 28 | 31 |    |    |    |
| JAN   | 1 | 2 | 3 | 4 | 7 | 8 | 9 | 10| 11| 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 |    |
| FEB   | 1 | 4 | 5 | 6 | 7 | 8 | 11| 12| 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 |    |    |    |
| MAR   | 1 | 4 | 5 | 6 | 7 | 8 | 11| 12| 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 |    |
| APR   | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10| 11| 12 | 15 | 16 | 17 | 18 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |    |
| MAY   | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10| 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |    |
| JUN   | 3 | 4 | 5 | 6 | 7 | 10| 11| 12| 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 |    |    |    |

**SD** Staff Development

<table>
<thead>
<tr>
<th>S</th>
<th>Shortened Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>Holiday</td>
</tr>
<tr>
<td>x</td>
<td>Regular Day</td>
</tr>
</tbody>
</table>

**Holidays**

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Sep 3</td>
<td>Back to School Night</td>
</tr>
<tr>
<td>Rosh Hashanah</td>
<td>Sep 17</td>
<td>Fall Conference</td>
</tr>
<tr>
<td>Columbus Day</td>
<td>Oct 8</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Nov 21-23</td>
<td>First Semester ends</td>
</tr>
<tr>
<td>Winter Break</td>
<td>Dec 24 - Jan 1</td>
<td>Second Semester ends</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>Jan 21</td>
<td></td>
</tr>
<tr>
<td>Mid-Winter</td>
<td>Feb 18</td>
<td></td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 27 - April 5</td>
<td></td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 27</td>
<td></td>
</tr>
</tbody>
</table>

**Student Days**

<table>
<thead>
<tr>
<th>Student Days</th>
<th>Work Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>173</td>
<td>180</td>
</tr>
</tbody>
</table>

**Sample Schedule**

The average bell schedule will be:

<table>
<thead>
<tr>
<th>TIME</th>
<th>Inst'l min</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:55</td>
<td>85</td>
</tr>
<tr>
<td>9:55 - 10:20</td>
<td>25</td>
</tr>
<tr>
<td>10:25 - 11:05</td>
<td>40</td>
</tr>
<tr>
<td>11:05 - 11:35</td>
<td>lunch</td>
</tr>
<tr>
<td>11:40 - 12:30</td>
<td>50</td>
</tr>
<tr>
<td>12:35 - 1:15</td>
<td>40</td>
</tr>
<tr>
<td>1:20 - 2:50</td>
<td>85</td>
</tr>
</tbody>
</table>

All students experience a core block at the beginning and end of the day, as well as a morning 25 minute period for educational clubs and individual or small group tutoring with teachers. The 10:25-1:15 time puts students on a staggered rotation of lunch, physical education, foreign language and a non-core course. This time frame includes the following:

1. **Physical Education (40 minutes):** daily for 7th and 8th graders and 4 times a week for 6th graders;
2. **Foreign Language (40 minutes):** daily;
3. **Study Skills (40 minutes):** bi-weekly;
4. **Advisory (40 minutes):** bi-weekly, guides students through service learning projects, aims to develop Character and Community;
5) Major (40 minutes): weekly for 6th graders and twice a week for 7th and 8th graders, this individualized course of study will support students in developing expertise in a student's choice of 'majors': Writing, Math, Engineering, Science or Music Performance (7th and 8th graders only). Students can change major choices each semester.

6) Arts (40 minutes): rotation of courses that is budget-dependent in its details, to be staffed by a part-time staff and/or outside program partnership ensuring exposure to a variety of performing, dramatic, and visual arts.

The decision to offer daily foreign language classes reflects our emphasis on developing global citizenship and is in line with research that shows frequent foreign language study improves student learning. By speaking and hearing Spanish (or other foreign language) on a daily basis, it is expected that students will develop a comfortable familiarity with the language. It should be noted that different levels of Spanish instruction will be offered in order to best meet student needs. Spanish-speaking students who demonstrate exceptional fluency in speaking, reading and writing the language will be offered a course in a different foreign language, to be chosen by the Principal.

Unlike foreign language instruction, the other core academic subjects do not rely so much on familiarity as on deep, conceptual understanding and analysis. Therefore, the core classes of Math, Science, Social Studies and Language Arts will be experienced in the longer blocks, every other day Monday through Thursday and alternating Fridays. The longer blocks of time will allow students to experience math and science in a laboratory-like environment that will include hands-on ‘investigations’ and multi-step problem-solving. Similarly, the language arts and history courses will be able to include in-class writing, discussion, reading, and presentation activities.

The 25 minute period between 9:55 and 10:20 will serve as a full school Assembly (Monday), a grade level meeting (TBD day), and a clubs/activities time. It is also a time for students to seek out teachers if they have specific questions that need clarification. The ‘Clubs’ will vary depending on student interest and teacher sponsors, but will all be focused on developing student excellence. Ideally, the school will be able to offer clubs that bring students into state-wide or nation-wide competitions like Science Fair (incorporated into a MAJOR), Mock Trial, Speech & Debate Team, Model UN, Math Team (incorporated into a MAJOR), Junior Statesmen of America, and others. Clubs may also include Yearbook, Newspaper, Literary Magazine, Improv Comedy, Student Government, and other pursuits that result in campus-wide publications and presentations.

To bring this schedule to life, an example for a 6th grade would be:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday A</th>
<th>Friday B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:55</td>
<td>85 mi</td>
<td>Science</td>
<td>English</td>
<td>Science</td>
<td>English</td>
<td>Science</td>
</tr>
<tr>
<td>9:55 - 10:20</td>
<td>25 mi</td>
<td>Assembly</td>
<td>x</td>
<td>Class Mtg</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>10:25 - 11:10</td>
<td>40 mi</td>
<td>PE</td>
<td>Study Hall</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
</tr>
<tr>
<td>11:10 - 11:40</td>
<td>40 mi</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td>11:55 - 12:20</td>
<td>40 mi</td>
<td>lunch</td>
<td>lunch</td>
<td>lunch</td>
<td>lunch</td>
<td>lunch</td>
</tr>
<tr>
<td>12:40 - 1:20</td>
<td>40 mi</td>
<td>arts</td>
<td>Major</td>
<td>Study Hall</td>
<td>arts</td>
<td>Study Skills</td>
</tr>
<tr>
<td>1:25 - 2:50</td>
<td>85 mi</td>
<td>History</td>
<td>Math</td>
<td>History</td>
<td>Math</td>
<td>History</td>
</tr>
</tbody>
</table>

A 7th grade schedule would be:
An 8th grade schedule would be:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday A</th>
<th>Friday B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:55</td>
<td>85 mi</td>
<td>adv. 7 sci</td>
<td>Pre-Alg 7</td>
<td>adv. 7 sci</td>
<td>Pre-Alg 7</td>
<td>adv. 7 sci</td>
</tr>
<tr>
<td>9:55 - 10:2</td>
<td>25 mi</td>
<td>Assembly</td>
<td>x</td>
<td>x</td>
<td>Class Mtg</td>
<td>x</td>
</tr>
<tr>
<td>10:25 - 11:1</td>
<td>85 mi</td>
<td>History 7</td>
<td>English 7</td>
<td>History 7</td>
<td>English 7</td>
<td>History 7</td>
</tr>
<tr>
<td>11:55 - 12:40</td>
<td>40 mi</td>
<td>lunch</td>
<td>lunch</td>
<td>lunch</td>
<td>lunch</td>
<td>lunch</td>
</tr>
<tr>
<td>1:25 - 2:05</td>
<td>40 mi</td>
<td>Spanish B</td>
<td>Spanish B</td>
<td>Spanish B</td>
<td>Spanish B</td>
<td>Spanish B</td>
</tr>
<tr>
<td>2:10 - 2:50</td>
<td>40 mi</td>
<td>arts</td>
<td>Major</td>
<td>arts</td>
<td>Major</td>
<td>Study Skills</td>
</tr>
</tbody>
</table>

Instructional minutes are accounted for below. Note that the table identifies the block schedule’s alternating Friday schedule as F-a and F-b:

<table>
<thead>
<tr>
<th>day type</th>
<th>Standard Day</th>
<th>Standard Day</th>
<th>Short Day</th>
<th>Short Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>MW/F-a</td>
<td>TR/F-b</td>
<td>MW/F-a</td>
<td>TR/F-b</td>
</tr>
<tr>
<td>days per year</td>
<td>(33/35/16)</td>
<td>(37/35/17)</td>
<td>(1/2/2)</td>
<td>(1/1/0)</td>
</tr>
<tr>
<td>total days per year</td>
<td>84</td>
<td>89</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Language Arts</td>
<td>85</td>
<td>85</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>Math</td>
<td>85</td>
<td>85</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>Science</td>
<td>85</td>
<td>85</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>Social Studies</td>
<td>85</td>
<td>85</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>Spanish</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Physical Education</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Core (music, study skills, advisory, meetings, Major)</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>daily total</td>
<td>325</td>
<td>325</td>
<td>220</td>
<td>220</td>
</tr>
<tr>
<td>annual total</td>
<td>27300</td>
<td>28925</td>
<td>1100</td>
<td>440</td>
</tr>
</tbody>
</table>

As a result of this scheduling, all students will experience 57,765 minutes of instructional time a year (not including the time allotted for lunch or passing between periods). The calendar for the school year identifies 173 full days of school and 7 shortened days. Since a full-day accounts for 325 instructional minutes and a shortened day accounts for 220 minutes of instructional time, the total minutes for the year is (173*325=56,225) + (7*220=1,540) = 57,765, more than the required 54,000 minutes of time for grades 4 – 8.
A Typical Day

All faculty will be in their offices or classrooms by 8 AM. They will be meeting with students to provide additional academic support, or preparing for the day, or on the phone with parents to discuss a particular student’s success and struggles, or collaborating with other teachers and administrators. Students who need to be at school prior to 8:30 will be in the library or technology center (supervised by a librarian and/or technology instructor), quietly studying, reading or otherwise occupied in their schoolwork. Administrators will be either in their offices attending to operations-related needs or circulating the campus to speak with students and parents as they arrive on campus.

At 8:30 the school day will begin and all students will begin a core class. These courses will comply with the school’s active learning strategies in the block schedule (described in Element 1, Section F). Teachers who are not teaching during this time will be continuing their morning work of preparing for their courses by reviewing student work and planning data driven instruction, speaking with parents, and meeting with faculty and administrators.

Administrators will be regular visitors in the classrooms; they will observe students and teachers and take copious notes to review with faculty later. Administrators will also be communicating with parents on an as-needed basis to ensure all are working together to help the students succeed at school. In addition, they will be attending to the components of effective school operations, compliance and community building, including meeting with stakeholders such as Board members, Site-Based Council members and parents.

After the first core course, the school will transition into the 25 minute ‘clubs’ period. Students will be guided in being leaders and responsible community members during the Monday assembly and weekly grade level meeting. During the non-meeting days, students who are not serving detention and who are not at required teacher meetings, will be free to decide the way they wish to productively spend this period. Some students will be in the library completing schoolwork, others will be in a classroom to pursue excellence at a ‘club’ activity (described above), and others will be voluntarily meeting with teachers to seek answers to their questions. Students who do not use this time productively will be assigned to a teacher meeting. Students who use this time destructively will be subject to the school’s discipline policy. Teachers will spend this time working with student club leaders, meeting with students to provide group or one-on-one tutoring, or supervising school grounds to ensure all students are productive.

Following the clubs period, students will experience 4 periods on a rotation including foreign language instruction, physical education, lunch, and either Major/Study Skills/Advisory/Arts (described briefly above and in Section G). The day concludes with a larger (85 minute) block of a core course where, once again, students are taught with active learning strategies.

At 2:50, students may leave campus or remain in the technology center, the library or in teacher offices to continue their learning. An optional after school program that is implemented on campus through partner organizations will provide students with a variety of extra-curricular learning opportunities until 6:00.

The school day of administrators rarely ends when the students leave campus. There are myriad of after-school and evening meetings that may occur including Board meetings, orientation meetings and family
education events. However, in keeping with the school’s valuing of all its community members, it is expected that most evenings will be free of meetings to enable administrators and faculty to spend quality time with their loved ones, just as we hope our students will enjoy their evenings with their families.

F. Instructional Design and Methodologies

We intend to utilize a variety of instructional methodologies to ensure all students are achieving academic success and developing the qualities City deems essential for an ‘Educated Person’:

1) Data Driven Instruction: Teacher inquiry and research to guide curriculum development and pedagogical choices
2) Backward Design and Multiple Assessments
3) Family participation and community involvement in the educational process
4) Constructivism
5) Problem-Based Learning
6) Block schedule

The six strategies listed above and described below are critical to effectively serving the diverse population that City anticipates serving. The research base for each strategy is described in the corresponding section, and establishes the validity of each strategy for maximizing the learning of all students. However, these strategies are also particularly effective for language learners, who will represent a significant portion of our projected student population. Karen Carrier in, “Key Issues for Teaching English Language Learners in Academic Classrooms,” (Middle School Journal, November 2005) identifies three key issues ELLs face in the academic classroom:

• The amount of time required for second language acquisition
• The dual job of ELLs – learning content and learning the language
• The need for multiple modes of input and output

The City instructional model addresses all three of these issues directly. Students are afforded extra time through the block schedule longer block periods allow teachers to frontload key vocabulary and concepts, and engage in multiple modes of instruction within one class period, therefore meeting the needs of diverse learners. The very nature of a constructivist education is designed to be student centered and build on student interests and prior knowledge. This approach will allow the teacher to easily tailor the learning experiences to individual students, and to allow students to acquire new content at a pace that is appropriate for them. Finally, the ELL student’s need for multiple modes of input and output is directly addressed by problem-based learning, which provides students with real-world applications and built-in visuals and realia to contextualize new learning.

1. Data Driven Instruction

Our instructional program will be driven by student data through two distinct data analysis processes: Administrator-led Data Conferences and teacher-led action research.

a) Data Conferences
At least monthly, the principal will facilitate data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, the school will systematically collect and analyze student data on key demographic, behavioral, and proficiency indicators. Data will be collected through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (CST, CELDT, etc.) and provide continuous information about student progress towards standards. For example, the school may implement diagnostic assessments such as the NWEA MAPS or Pearson G ● RADE and G ● MADE. The selected assessments will provide data at least three times per year that informs student grouping, lexile levels, math placement, intervention and enrichment needs, and pre-teaching and re-teaching needs. Furthermore, teachers will be able to generate and administer (at least every 6 weeks) standards-based benchmark assessments aligned to their grade-level content standards. They will either have access to standards-based test item banks, or computer-based adaptive assessments (e.g. I Can Learn) that provide ongoing data about students’ real-time mastery of grade level standards. Data-driven conversations will also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance). Each progress reporting period (every 5-6 weeks), the principal will examine grade distributions, and engage in reflective conversations with any teacher demonstrating an excessive number of failing students.

Utilizing a technology accelerator (to be determined) such as spreadsheets (e.g. Excel) and data management systems (e.g. Data Director, PowerSchools, etc.) the school leadership will be able to track student growth on state standards and run analyses such as pivot tables to compare growth on two dimensions, correlation analyses (to address assumptions about student demographic factors and links to student achievement), and identify patterns of behavior and achievement that can be addressed through instructional and behavioral policies and practices.

Data-driven conversations will be principal led initially, but will eventually be the responsibility of departmental and grade-level leaders, who will develop the capacity to design common formative assessments, run data reports, and analyze data to inform instruction. Departments and grade levels will be provided with common planning time that they will use to examine data at least monthly. Even as the responsibility transitions to departmental leads, the principal will continue to supervise the use of data by teachers (through meetings with department leads and collection of data conferencing agendas and notes, and to monitor actual student progress through weekly examination of the data. In particular, the principal will monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

b) Action Research
All teachers will participate in collaborative action-research\(^2\) in their classrooms to make informed decisions about assessment, curriculum, pedagogy, and student services. Our definition of action research is “a process in which participants systematically examine their own educational practice using the techniques of research, for the purpose of increasing learning of students, their teachers, and other interested parties.”\(^3\)

Rather than send teachers to a variety of informative yet disconnected professional development seminars throughout the year, City will place teacher inquiry, research and student assessment data at the center of its professional development model. Informally, teachers will look at student work and questions in order to inform their instructional practice. Formally, teachers will be trained to take an analytical approach to teaching, learning, and the analysis of student assessment data. Teachers will act as researchers in their classrooms to test hypotheses, gather data, and draw conclusions about their instructional practices. Teachers will then be expected to base their pedagogical decision-making on collective research and to share best practices regularly both within their grades and across grades with their department.

The five steps to action research include:

1. Problem Identification
2. Plan of Action
3. Data Collection
4. Analysis of Data
5. Plan for Future Action\(^4\)

We focus on teacher research because implementing this model of teacher development has three necessary outcomes. First, our educational program will be focused on students needs, constantly modified in response to research findings. Second, our teachers will form a true community of learners as they take a more reflective and analytical approach to their instruction. Third, by supporting teachers who wish to become published researchers, we may begin to bridge the gap between educational theory and classroom practice.

Benefits of action research include:

- Creates a system wide mindset for school improvement – a professional problem-solving ethos.
- Enhances decision making – greater feelings of competence in solving problems and making instructional decisions. In other words, action research provides for an intelligent way of making decisions.
- Promotes reflection and self-assessment
- Instills a commitment to continuous improvement
- Creates a more positive school climate in which teaching and learning are foremost concerns
- Impacts directly on practice
- Empowers those who participate in the process. Educational leaders who undertake action research may no longer, for instance, uncritically accept theories, innovations, and programs at face value.
- Promotes student achievement

\(^2\) Since the process of becoming National Board Certified for teachers is “similar to action research” according to the nbpts.org website, CITY will support teachers in every way possible in their pursuit of National Board Certification and will consider this pursuit to be the fulfillment of this instructional methodology goal.


\(^4\) Adapted from the St. Louis Action Research Evaluation Committee.
2. Backward Design and Multiple Assessments
City teachers will plan all units of study with other departmental faculty using the ‘backward design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 2005, 1998). This strategy advises teachers to “begin with the question, ‘What would we accept as evidence that students have attained the desired understandings and proficiencies’ – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

1) Identify desired results: Using educational standards and additional goals, teachers will determine a three-tiered hierarchical set of learning expectations:
   a) Information and skills worth being familiar with
   b) Important knowledge and skills
   c) Enduring understandings

   Teachers will answer four questions to help them select and prioritize these learning expectations:
   - To what extent does the idea, topic, or process represent a ‘big idea’ having enduring value beyond the classroom?
   - To what extent does the idea, topic, or process reside at the heart of the discipline?
   - To what extent does the idea, topic, or process require uncoverage? (meaning, what parts of these concepts do students typically have difficulty understanding)
   - To what extent does the idea, topic, or process offer potential for engaging students?

2) Determine acceptable evidence: Teachers will select forms of evidence that can be assessed throughout the unit of study and include: informal checks, observation/dialogue, quiz/test, open-ended prompts, performance tasks, projects and presentations. At least one project/presentation per semester, in each subject area, will be required in light of research connecting assessment relevance to student engagement and achievement.

3) Plan learning experiences and instruction: Now that the learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals.

Backward design of instructional units is a critical precursor to differentiating instruction for all learners. By clearly defining what standards students need to master for each unit, teachers can more effectively assess their level of mastery in relation to standards and develop targeted instruction to help all students meet those expectations. In the backward designed environment, teachers are knowledgeable about their curriculum and “can more effectively support the academic language development of our ELLs” by providing them with “the main ideas, the content specific vocabulary, and the sentence structures related to upcoming lessons.” (Carrier, 2005). Furthermore, that intent of Backward Design is to build units that focus on meaningful, real-world, and authentic content. Such content has been shown to better engage middle-level learners as well as students in minority subgroups (Mayday, 2008).

3. Prioritizing community and family participation
The participation of families and the surrounding community is critical in meeting the needs of the whole child; such participation is therefore a top priority. Per the Brown Act, the public will be given time at pre-announced, publicized meetings to share views, concerns and questions with the Board.
Parental voice and input is essential to the mission of the school and parent surveys play a significant role in the Board’s assessment of the school. Furthermore, in order to maximize participation and create an inviting school environment for all parents, education and outreach materials will be provided in English and Spanish, and translators will be available at all school events.

Formal structures will include:

- **Family education**
  Teachers, Administrators, parents, and community members will conduct socioculturally sensitive, hands-on workshops with parents of current students and prospective parents of children age 9-11 to enable them to help their children develop in mathematics and language arts before they reach middle school. Our Study Skills course will prepare students to become tutors and mentors of elementary age children and we hope to provide our students with the opportunity to then teach other middle school students to tutor effectively. Through partnerships with community based organizations, we will build an adult education component that will serve the needs and desires of parents and community members in reaching their own academic and career goals. City board members and founding team members who are affiliated with Youth Policy Institute are committed to supporting the school’s families through their multitude of family services programs.

- **Parent/Teacher/Student conferences**
  Students will co-lead, with their Study Skills teacher, a conference two times a year in order to demonstrate complete understanding of their academic achievements, challenges and plans.

- **Parent volunteers**
  Parents will always be welcome and encouraged to volunteer in the office and at school events as arranged with the teachers and office staff. In this way, parents may provide valuable and needed services and are empowered to effectively shape school programs and operations. As part of the Family Agreement with City, a degree of parent involvement will be requested. This arrangement will be made with respect to the family’s members’ abilities and schedules and could take the form of volunteering at the school or volunteering from a more convenient location, in a way that suits the skills and interests of the family. City recognizes that parents cannot be mandated to volunteer at the school site. Furthermore, City recognizes that parents do not necessarily have time to give to the school and will never attempt to place a hardship or burden on families (nor will it determine enrollment status).

- **Family Committee & Site-Based Council (“Site Board”)**
  All parents and guardians will be considered voting members of the Family Committee (FC). They will vote for parent representatives to the Site-Based Council. The parent representatives will then be responsible for working with the Principal to set up Town Hall style meetings as needed to ensure parent concerns are aired and addressed and to communicate school events, policies and news. This council is based on similar structures that exist in schools that share educational goals, curricular choices and student demographics. The Aspire Schools and a collection of successful, rigorous schools in Arizona provide the main models for this council which we define as follows:

  The Site-Based Council is a policy-making, advisory body that determines all items related to school operation. The Site Council include an equal number of teachers and parents (representing each grade level) and will report directly to the principal, only reporting directly to the Board when encountering serious, unresolved issues. An individual Board member will be
publically identified as the Council’s main contact should Board attention be desired. The council:

- acts as an initial discipline review board;
- addresses school safety issues;
- reviews parental concerns;
- determines budget priorities; and
- sets policies that are unique to the school.

4. Constructivism

City teachers will implement learning experiences grounded in constructivist learning theory, as described in previous sections of this charter. Numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, including at such schools as Sanger Academy Charter School in Sanger, Discovery Charter School in Newark, NJ, and the model schools on page 13. These schools and countless others have long demonstrated that when children from disadvantaged neighborhoods, including recent immigrants and ELL, are given the opportunity to attend a school like City, their test scores and more importantly their self-confidence and whole development excel. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.)

The perspective outlined above is derived from a number of educational models: situated learning theory, expeditionary learning, experiential learning, project-based learning, and collaborative learning. In order to bring these theories to life, we will support our teachers in developing and implementing curriculum that includes real-world activities, multiple representations, metacognition, and critical theory.

It should be emphasized that City believes that guidance must be provided to students. As noted psychologist Lev Vygotsky described in Mind in Society: The Development of Higher Psychological Processes, the key to a learning experience within a student’s zone of proximal development (ZPD) is “problem-solving under adult guidance or in collaboration with more capable peers.” Student discussion is essential to learning since the mental processes involved in formulating one’s thoughts into words contribute to development and concept-formation. However, research has shown that purely discussion-based or collaborative learning can be ineffective if no student acts as a capable guide, if students treat each other with disrespect, or if students are reluctant to share their thoughts (Lewis, C. 1999). City is aware of these potential problems and intends to sidestep them by always ensuring that appropriate guidance is taking place. One way is to model effective cooperative group and conflict resolution strategies, such as those used in programs such as Cool Tools (gseis.ucla.edu), Tribes (tribes.com) and Council (ojaifoundation.org).

Furthermore, the active learning strategies inherent in the constructivist approach are validated by the findings of How People Learn: Brain, Mind, Experience, and School (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation. The full text of How People Learn is freely available at the website of the National Academies Press (nap.edu).
How People Learn supports the scientific basis for constructivism in its section on “active learning”:

New developments in the science of learning also emphasize the importance of helping people take control of their own learning. Since understanding is viewed as important, people must learn to recognize when they understand and when they need more information. What strategies might they use to assess whether they understand someone else's meaning? What kinds of evidence do they need in order to believe particular claims? How can they build their own theories of phenomena and test them effectively?....

In order to implement the active learning described in How People Learn, teachers will be given time and resources to fill their lessons with student-self-paced ‘Investigations.’ These activities will be designed to develop subject-specific skills in a problem-based learning environment and to develop skills and knowledge related to students’ project work. Investigations are an effective way to develop deep and enduring conceptual understanding because they are structured activities in which students:

1. Use manipulatives and/or technology
2. Analyze both open-ended and specific questions
3. Transition from concrete to abstract reasoning at their own pace
4. Work individually, or in groups, depending on the specific investigation’s design

Furthermore, teachers will be guided in utilizing a variety of representations, including the multiple intelligences and Lesh’s translation model (see below) to ensure that students can best “take control of their own learning.”

This active engagement of students in their own learning through highly structured yet creative learning experiences is the foundation of the City understanding of constructivism.

5. **Problem Based Learning**

City intends to infuse problem-based learning (PBL) experiences into the classroom as much as it is appropriate to do so because it is entirely consistent with a constructivist approach to teaching and learning. City accepts the definition of PBL advocated by the Project on the Effectiveness of Problem Based Learning (PEPBL). This consortium of educational researchers organized by professors at England’s Middlesex University, established criteria for defining the PBL instructional model in 2000 as follows:

- Curriculum is organized around problems rather than disciplines, with an emphasis on cognitive skills as well as knowledge.
- The learning environment uses small groups, active learning, and independent study, and it is student centered. Teachers are facilitators, providing knowledgeable structure for the learners.
• Outcomes focus on skills development and motivation, as well as abilities, for lifelong learning. (Newman et al., 2003)

Research thus far indicates that PBL is effective with diverse students in the K-12 context. In K-12 science instruction, for example, research has supported that problem-based instruction benefits English Learners significantly (Amaral, Garrison, & Klentschy, 2002; Bredderman, 1983; Gibbons, 2003; Valadez, 2002). Researchers (Gordon, Rogers, Comfort, Gavula, McGee, 2001) implementing PBL with an urban minority, at-risk middle school population over a two-year period found that students showed increased academic performance in science and improved behavior ratings. More recent researchers (Liu, Hsieh, Cho, Schallert, 2006) also found that middle school students had a better understanding of science concepts and felt more confident about being successful learners after they completed a computer-enhanced PBL unit. Overall, “young adolescents are more likely to engage in the classroom when they connect content and learning tasks with life beyond the classroom walls.” (Caskey & Anfara, 2007; Learning Point Associates, 2005).

City is committed to beginning this form of study in middle school because research has shown the long-term positive effects of this form of learning. For example, a study of 10th-grade Earth science students corroborated that PBL instruction improved their knowledge of the material as measured on an achievement test as compared to their peers in more traditional classes (Chang, 2001). High school students using PBL in pre-12th grade classes such as biology, chemistry, and Earth science, outscored their peers on 44% of the items on the National Assessment of Educational Progress (NAEP) science test given during their 12th-grade year (Schneider, Krajcik, Marx, & Soloway, 2002).

6. Active learning strategies in a block

The choice of a block schedule is based on research demonstrating that a more active learning experience and deeper conceptual understanding results when students are given fewer classes each day that have longer periods. The traditional schedule of 6-9 single-subject, 40-50 minute classes each day requires students to quickly adjust to different teaching styles, homework requirements, tests, academic disciplines, and behavior codes. Teachers in this situation may interact with 100-180 adolescents each day. Over the course of such a fragmented day, learning in each class can often seem superficial, the workload can seem overwhelming and the teacher-student interactions can be quite limited.

Several studies support block scheduling on the ground that it increases student achievement (Fletcher, 1997; Khazzaka, 1998), decreases discipline referrals (Duel, 1999; Stader, 2001), increases student attendance rates (Queen, Algozzine, & Eaddy, 1997; Snyder, 1997), and improves school climate (Buckman, King, & Ryan, 1995). Canady & Rettig, in their book “Teaching in the Block, Strategies for Engaging Active Learners” (1995), summarize research findings and conclude that a block schedule:

• Allows students variable amounts of time for learning, without lowering standards, and without punishing those who need more or less time to learn
• Provides teachers with blocks of teaching time that allow and encourage the use of active teaching strategies, hands-on investigations and greater student involvement

5 Despite these findings, effective PBL practices are generally lacking in schools that serve lower SES populations (Banks & McGee Banks, 1989; Chamot, 1983; Jones, 1985; Kessler, Quinn, & Fathman, 1992).
• Increase opportunities for some students to be accelerated
• Reduce the number of classes students must attend and prepare for each day
• Reduce the number of students/courses teachers must prepare for each day

Some studies show mixed results and, upon closer examination of these studies, it becomes clear that there are many ways for schools to implement a block schedule. In order to maximize the benefits of a block schedule, City will not merely stack 2 formerly 45 minute long lessons to form one 90 minute class. Instead, the longer class periods will be organized into 3 main parts that have been shown to produce an effective use of time: explanation, application, synthesis.

1) **Explanation:** mini-lecture, review previous lessons/homework, demonstration, reading, basic identification of what is to be learned, objectives, specific tasks to be completed

2) **Application:** bulk of the block, active learning strategies, students apply what teacher explained.
   Examples of ‘application’ formats include:
   • Seminar: Socratic questioning
   • Experience: Become a historian/mathematician/writer/scientist/etc.
   • Learning Centers
   • Group or pair work
   • Utilizing technology
   • Simulation
   • Guided practice (teacher observe and intervene)

According to Canady, Rettig (1996), ‘providing “hands-on” active learning strategies during the application stage may be the most important determinant of the success or failure of teaching in the block.’ City’s emphasis on constructivism ensures that ‘hands-on active learning strategies’ will be valued and utilized.

3) **Synthesis:** Teachers assist students in connecting explanation with application. Students reflect and review. Teachers assess learning through questioning, observations, or paper-pencil means. Teachers may re-teach.

G. Curriculum – Scope and Sequence

In designing the middle school curriculum, City educators will utilize the ‘backward design’ approach. The ends will be the learning goals enumerated in the California state standards as well as school-designed outcomes derived from our definition of an educated person.

City believes that certain textbooks and published curricular materials are essential as guiding resources in core courses, but all educators should be given the support and freedom to bring additional resources into the classroom in order to provide curriculum that is appropriate in meeting student needs.

**Process for Selecting Curriculum, Materials, Instructional Activities**
Curriculum, materials, and instructional activities will be selected by each of the core departments after a minimum of a year-long study and analysis. All materials that will be considered primary resources must be able to be aligned to California state standards. They must also be compatible with the school’s
emphasis on:
- active learning strategies in a block schedule (with the exception of Spanish which is not in a block schedule),
- problem-based learning,
- cognitive science research that proves the curriculum and its recommended pedagogical methods develop conceptual and in-depth understanding, and
- multiple assessments, including projects.

Secondary, or enrichment, resources can be chosen at the discretion of the teacher, with department chairman approval and must be used in a way that is compatible with the school’s educational philosophy. The curriculum for the first years of the school has been chosen and includes:

- SOCIAL STUDIES: History Alive! from Teachers’ Curriculum Institute
- MATHEMATICS: Pearson, Prentice Hall: Connected Math grades 6-8 and Algebra 1
- SCIENCE: Science Education for Public Understanding Program (SEPUP), publisher Lab Aids, Inc.
- LANGUAGE ARTS:
  - Authentic literature choices (see CURRICULUM in Element One);
  - Houghton Mifflin Co., Great Source, vocabulary texts: Vocabulary for Achievement, Second Course and Third Course;
  - Sadlier-Oxford’s vocabulary texts: Vocabulary Workshop, Level F & G
- SPANISH: Adelante Level 1A, En Camino Level 1B, Ven Conmigo Level 1 Holt, Rinehart & Winston
- ARTS (MUSIC): Essential Elements 2000 for Strings, Book 1, Book 2 (Hal Leonard Corp)
- ARTS (DRAMA): selected plays and speeches to be chosen by faculty in keeping with student interests/culture
- STUDY SKILLS: age appropriate educational research articles on learning styles to be chosen by principal and faculty
- ADVISORY: multiple resources (articles, podcasts, documentaries) related to current events to be chosen by principal and faculty each month
- MAJORS: Current resources on US FIRST (firstlegoleague.org), current resources related to Science Fair (http://www.usc.edu/CSSF/), current resources related to writing contests (http://www.newpages.com/npguides/young_authors_guide.htm#contests), current resources related to Math Olympiad (http://www.moems.org/) and MATHCOUNTS (mathcounts.org).

The History Alive! program was chosen because research has demonstrated its success in raising test scores, engaging students and supporting teachers in reaching diverse learners (http://www.teachtci.com/tci-approach/research.html). Unlike standard curricula comprised of textbook reading followed by short answer questions, this program guides students in discovering information, reasoning through problems, debating issues, working in pairs and groups, reflecting on learning and demonstrating knowledge in multiple assessments. Resources for teachers explicitly state research-based practices to reach English language learners, learners reading and writing below grade level, students with special needs, and advanced learners. Research studies have demonstrated improved test scores for students who initially tested below proficiency and no negative impact on students who initially tested advanced proficient.
The **SEPU science program** is itself a non-profit research project that has been tested and refined for over 20 years through a partnership between UC Berkeley and the National Science Foundation. It has also been the subject of countless doctoral dissertations, journal articles, conference papers, and federal studies. The research has been conducted on a wide variety of students with diverse learning needs from a range of geographical locations. The demographics of City correspond to the demographics of these studies significantly because the majority of the studies have taken place in California schools. In studies comparing SEPUP students to non-SEPUP students, the SEPUP students have consistently, with statistical significance, demonstrated gains in content knowledge. In addition, several studies examined students’ decision-making skills and found differences in student responses that generally favored SEPUP over non-SEPUP students (http://sepulhs.org/research.html).

The **Connected Math Project** is also a non-profit research project that was funded by the National Science Foundation. Between 1991-1997, the NSF mandated the CMP develop a complete middle grade mathematics curriculum based on ongoing research. In 2000, NSF funded a 5 year research project involving educational professionals and CMP teachers in order to further review, field-test and evaluate the program. More recently, research studying the revised CMP program in Texas and Arizona schools that have similar demographics to City, demonstrated that CMP students outperformed non-CMP students, with significant growth on standardized test for Hispanic, low SES and English learner populations (http://www.connectedmath.msu.edu/rne/2006.shtml).

Research is also at the foundation for City’s choices in ELA curriculum. Research has demonstrated that English Learners, at-risk students and students with disabilities require multiple modalities of learning, contextualized learning and explicit, direct instruction. The multi-resource approach of City’s **Language Arts program** responds to these needs by incorporating explicit grammar and vocabulary textbook-based instruction, contextualized learning through authentic literature that gives teachers choices to bring culturally relevant reading materials in place of more traditional texts, and multiple assessments and teaching strategies in the block schedule. In particular, researchers writing “Practical Guidelines For The Education Of English Language Learners: Research-Based Recommendations For Instruction And Academic Interventions”6, found that classrooms, in particular at the middle and high school level, are not spending enough time explicitly teaching ‘academic language’ in the form of vocabulary and grammar that is essential for students to become skilled readers and writers in academic contexts.

What follows are the descriptions of all core courses (Language Arts, Social Studies, Mathematics, Science, and Spanish) and non-core courses (Study Skills, Advisory, Music, Majors, and Physical Education).

**Language Arts**

The language arts program places a heavy emphasis on writing and reading comprehension. To support students in becoming lucid writers and critical readers, City believes a strong foundation in grammar and a broad vocabulary are essential. There will be explicit instruction in grammar utilizing the grammar text books English Workshop, First Course, Second Course, and Third Course (Holt, Rinehart and Winston) and supplemented by many more exercises and examples created by teachers and other resources. There will also be explicit approaches to learning vocabulary words utilizing the text books, Vocabulary

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6 David J. Francis, Mabel Rivera Center on Instruction English Language Learners Strand, Texas Institute for Measurement, Evaluation, and Statistics, University of Houston; Nonie Lesaux, Michael Kieffer, Harvard Graduate School of Education; Hector Rivera, Center on Instruction English Language Learners Strand Texas Institute for Measurement, Evaluation, and Statistics, University of Houston.
In addition to these skills-based approaches, City will emphasize a holistic approach to learning. To truly become a good writer and reader, one simply has to read and write – often and analytically. To these ends, each language arts course includes a rich and varied selection of literature, ongoing current events analysis, and weekly writing and revising of essays or longer papers. Students will always be in the process of improving an essay, a project, a presentation or a research paper.

Since a pillar of our definition of an educated person is “effectively communicates”, students will be both writing and presenting their analyses of literature, their interpretation of current events, and their creative writing and their research papers/projects. Rehearsals of presentations will take place before the whole class or in small groups throughout the year in order to give students the opportunities to both improve their own presentation skills and help their fellow students improve. Students will also be asked to respond to presentations, both orally and in writing, in order to develop their skills in aural analysis and comprehension.

City’s approach to Language Arts is especially well suited to English Language Learners because of its explicit emphasis on grammar and vocabulary. In the books “Practical Guidelines For The Education Of English Language Learners: Research-Based Recommendations For Instruction And Academic Interventions”, the researchers found that classrooms, in particular at the middle and high school level, are not spending enough time explicitly teaching ‘academic language’ in the form of vocabulary and grammar that is essential for students to become skilled readers and writers in academic contexts.

History/Social Studies
The social studies program at City will be utilizing the History Alive! curricular resources and additional primary and secondary resources to be chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. Assessments will take the form of traditional unit quizzes and tests as well as homework assignments, essays, research papers, presentations and long-term projects. Teachers will utilize Socratic method seminar-like class structures in order to take note of student understanding, thus class discussion itself will be a formative assessment.

Tables aligning curriculum, standards and assessment can be found in Appendix 1. Since a 1994 teacher survey revealed that 7th grade history teachers are unduly burdened by 11 major strands while 6th grade teachers have only 7 strands, City will bring the first two units of study from the 7th grade course into the 6th grade course.

Science
City will adopt the middle school science program developed at the Lawrence Hall of Science, at the University of California, Berkeley. This curriculum, known as the Science Education for Public Understanding Program (SEPUP) is distributed nationally by LAB-AIDS, Inc. and supported by grants from the National Science Foundation. This program provides hands-on investigations, laboratory

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7 David J. Francis, Mabel Rivera Center on Instruction English Language Learners Strand, Texas Institute for Measurement, Evaluation, and Statistics, University of Houston; Nonie Lesaux, Michael Kieffer, Harvard Graduate School of Education; Hector Rivera, Center on Instruction English Language Learners Strand Texas Institute for Measurement, Evaluation, and Statistics, University of Houston.

8 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
experiences and projects. It also lends itself to traditional, quantitative assessments in the form of tests and quizzes. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students.

Tables aligning curriculum, standards and assessment can be found in Appendix 1.

**Mathematics**

The City mathematics program will utilize a variety of curricular materials. Homework assignments will be considered important formative assessments and windows into a student’s conceptual understanding of the topics at hand. The assignments will be collected by teachers and graded as pass/fail in accordance with the following explicit requirements:

1) Did students, in pencil, attempt each problem
2) Did students, when unable to complete a problem, ask for clarification during the daily, in-class homework review period, and then take notes on their homework in *pen or colored pencil* to demonstrate that they have gained understanding of the problem

Teachers will be encouraged to create their own assessments that will change each year and can be kept by students. Students will be assessed in a summative manner on a weekly basis in the form of a quiz, a test, or a project. If a unit has a quiz and a test, the quiz will be considered in a more formative light, and students will be allowed to get “points back” on a quiz if they answer a comparable question correctly on a test.

Teachers will also be encouraged to seek out resources that they deem most appropriate to meeting their students’ needs. The main curricular choices will be:

- Grade 6: Connected Math Grade 6 (Pearson, Prentice Hall)
- Grade 7: Connected Math Grade 7 (Pearson, Prentice Hall)
- Grade 7 Pre-Algebra: Connected Math Grade 8 (Pearson, Prentice Hall)
- Grade 8 Pre-Algebra: Connected Math Grade 8 (Pearson, Prentice Hall)

Tables aligning curriculum and standards can be found in Appendix 1.

**Spanish Language**

All students will be enrolled in a Spanish language course. If students enter 6th grade with a strong foundation in Spanish, they will be assessed by the faculty and placed in an appropriate course. The courses will emphasize both language acquisition and cultural education in order to expose students to the many cultures throughout Latin America, Spain, Los Angeles and Spanish-speaking regions of the world.

Tables aligning curriculum, standards and assessment can be found in Appendix 1.

**Non-Core: Study Skills Course**

This course is designed to support the pillars of the City definition of an educated person, with particular emphasis on the “continually learns” and “assertively perseveres” goals. Students will be guided in
assuming greater responsibility for their own learning. They will be provided with explicit strategies in time management, organization and learning how to learn. In addition, students will be required to devise questions reflecting their personal intellectual curiosity, and pursue answers to their questions in a systematic and thorough manner.

Sixth grade will be a significant year of academic transition for students. It forms the bridge between elementary school and secondary school. Sixth graders will experience their first day of school before 7th and 8th graders – this day will serve as an ‘orientation to middle school’ and ‘introduction to City’ day.

While one day can expose students to certain values, daily re-enforcement is needed to deepen and solidify understanding. All students will be given a week-at-a-glance planner and will be required to maintain a binder for each core class. The Study Skill course will become increasingly sophisticated through the grades in helping students develop metacognition, recognize the way they learn best, and take responsibility for their own learning. The sixth grade course will be the most explicit in teaching organizational and study skills that will serve students as they move into secondary schooling. In addition, all core teachers (in decreasing amounts over the course of grades 6-8) will regularly review student binders and planners in order to best guide children in becoming organized, efficient and effective students.

Post-Assessment Review is an important but often overlooked aspect of the learning process, and will be emphasized in the Study Skills and supported in core courses. All assessments will be reviewed after being graded to ensure students can build upon successes and address difficulties. In secondary school, assessments are graded and returned to students after students have moved beyond that part of the curriculum. Reviews of assessment are rare and students simply move on, either forgetting what they have learned in the past or hoping to never revisit ‘past’ lessons. However, this attitude never serves students well since most courses are cumulative and early minor misunderstandings can lead to later major difficulties. Therefore, reviewing assessments and maintaining understanding will be explicitly addressed in the Study Skills course. Students will see the tremendous benefit of reviewing assessments, correcting errors and misunderstandings, and maintaining knowledge and skills from all periods of the school experience.

Students who enter City middle school in 7th or 8th grade will be tutored by a Study Skills teacher during the club period in their first weeks of school to ensure they have the study and organizational skills that were taught to City 6th graders. In addition, these students will experience the City orientation and overview day at the same time as 6th graders in the fall.

A detailed scope and sequence, measurable outcomes and additional class information can be found in Appendix 1B.

The basic outline for the study skills course follows:

I. Time Management
   a. Tracking assignments, activities, tasks in a planner (week-at-a-glance school-specific calendar to be given to each student)
   b. Breaking down assignments/activities/etc. into manageable steps
   c. Assigning time slots in planner to steps (B)
   d. Continually refining/revising planner use
   e. Grades: filled out planner, completion of all tasks by deadline/s
II. Organization System
   a. Each core course binder organized according to teacher requirements
   b. All pending and completed assignments in ‘home base’ to facilitate ease of turning in and working on as needed
   c. Filing system at home and in locker to facilitate ease of accessing items from past and present as needed
   d. Grades: Binder checks by teachers, assignment ‘home’ checks by Study Skills teacher, parental checks confirmed at home

III. Learning Needs Assessment
   a. Ongoing and continual self-assessment of one’s understanding of core class goals
      i. Reviewing notes, assignments, assessments, etc. to identify areas in each core class that are not completely understood
      ii. Create a plan to improve understanding
         1. Design questions to ask teacher in class
         2. Self-assess post-class to determine if additional support is necessary
         3. Make appointment with teacher
         4. Plan for meeting with teacher
         5. Post-meeting self-assessment
         6. Re-visit with teacher if necessary
      iii. Check if improvement is demonstrated on assessment and/or ask teacher to assess
   b. How to tutor tutorial
      i. As part of an ongoing unit in the Study Skills course, students will be partnered with an elementary school student (or a 6th grader if the middle schooler is an 8th grader) to provide extra help throughout the year
      ii. Students will share their tutoree’s assessment and analyze their tutoree’s learning needs and create plans to fill in the gaps of the tutoree’s understanding

IV. How Learning Occurs
   a. Research on learning: a syllabus of required reading, peer-reviewed articles on
      i. Brain related research
      ii. Cognitive science experimental research
      iii. Field of education research studies and theory
   b. Analysis of articles
      i. Read and answer comprehension questions
      ii. Write questions to improve understanding
      iii. Share questions in discussion format with class
      iv. Reflect/write responding to article in terms of applicability to self
   c. Self-analysis of learning styles
      i. Synthesis of all reflection essays from (b)
      ii. Take learning styles tests and analyze results
      iii. Experiment with study and classroom behaviors to respond to learning styles
   d. Utilization of learning styles knowledge with tutoree (described in III. b.)

**Non-Core: Advisory**
The weekly Advisory class is reflective of the school’s values and definition of an educated person. It serves three purposes:
• To guide students through Community Service project design, implementation, reflection and follow-up
• To engage students in reading and discussing issues related to developing civic mindedness
• To involve students in an explicit Character Education program that supports them in developing empathy and integrity

Community Service: The Advisory leader and students will embark on a five step process each year to support Community Service endeavors. The first step will be to explore possible areas of interest. Students and the leader will share issues, concerns and ideas in the local and global community that could benefit from support of varying kinds. By bringing in articles, podcasts, and other pieces of information, all will learn about each other’s interests and contribute thoughts that will lead to the second step – research. Students will then hone in on the area of interest by researching the various ways people, NGOs, and government agencies are currently attempting to ameliorate the situation. At this point, students will be encouraged to set up ‘informational interviews’ with adults, including teachers and experts in the field that can be accessed via the Internet. Once again, students will share their findings and move into the third step – planning. Through group discussion and one-on-one conversations with the teacher, the student will design a plan to become involved and make a difference in his or her chosen area of interest. The fourth step will be completed outside of the classroom – implementation. Students will then execute their plan, an estimated 10 hour time commitment. The final step of their experience will be to write a reflection paper which will be graded against a rubric that will be made available to students prior to writing.

Civic Minded: The curriculum for this course will be different each year as it will be developed in response to current events. A committee of faculty will be assigned the task of tracking world events and selecting areas to be analyzed by the entire student body that year. The goal of the Advisory period will be to introduce the topics, present a variety of perspectives on the issue and guide students in developing a question they wish to answer that is related to the topic. Students will then be given a rubric-defined research project to complete in answer to their questions. Students will each complete one project and present it to their Advisory each semester.

Character Education: Advisory is one of many opportunities that students will have to experience Character Education. In Advisory, students will develop a safe ‘family’ community through community- and trust-building activities and the Council (ojaifoundation.org) format of discussion. The discussions related to Character Education will be both scheduled and spontaneous and will arise in response to concerns and issues occurring in the school community and concerns identified by faculty and administration.

The most effective way that beliefs and values are taught is not by lecture but by modeling. Especially in middle and high school, students begin to see the gap between what is espoused and what is actually done; then cynicism sets in. When their teachers’ words and actions match what they are teaching which is modeling the value of integrity, students are more likely to trust them and then learn what is being taught. For instance, if teachers talk about the value of equality in a democracy, the respecting of diverse opinions in a democracy, but don’t allow students to question, to have different opinions; talk down to them instead of talking to them respectfully as they would an adult; students start to mistrust teachers, start to disengage in the classroom.

Research indicates that, when teachers have a mutually respectful relationship with their students, they are able to mentor students in ways that lessen the impact of the “herd mentality” of peers and
superficiality of television. Therefore, all City teachers will model the values of good character at all school experiences, and enforce codes of behavior in the classroom. These behavior codes, including honesty, respect, listening and consideration, will be assessed each quarter by the teachers and by students in a self-assessment citizenship rubric, resulting in a citizenship grade. The current draft of this rubric is:

<table>
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<tr>
<th>NAME</th>
<th>Communicates honestly &amp; behaves with integrity</th>
<th>Positive leader in group situation</th>
<th>Cooperative in group situation</th>
<th>Respectful of others' property, cleans up after oneself</th>
<th>Sensitive to and inclusive of classmates</th>
<th>Quietly pays attention when asked to do so</th>
<th>Asks questions to facilitate his/her learning</th>
</tr>
</thead>
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<tr>
<td>Jane Doe</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
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<td>2</td>
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</table>

A scope and sequence for this course can be found in Appendix 1C.

**Non-Core: Dramatic Arts/Public Speaking & Debate**

This course emphasizes development of communication, public speaking and acting. The course includes scene study, monologues/speech techniques, and character study. Students view and critique theatrical performances, and apply the basics of playwriting to write and create scenes. Students also study speeches and presentations, writing and demonstrating their skills in both the context of this course and their core classes.

Given the City mission's emphasis on public speaking, and the written word, this course will be offered to students in all grades, with increasingly higher expectations.

**Non-Core: Visual Arts**

A developmentally-appropriate, engaging and challenging visual arts program for grades 6-8 requires at least one dedicated arts room and costly materials. As a result, no plans are being made at this time for a visual arts program during the school day. It is a desire of the school's founders to fundraise, identify grant funding, or partner with an organization that can deliver a high quality program in the visual arts after-school and/or eventually within the context of the school program.

**Non-Core: Arts - Instrumental Music**

Research has discovered significant correlations between academic success and disciplined, consistent study of instrumental music. For example, a number of studies support the contention that students who participate in formal music education have higher academic achievement scores than students who do not participate in formal music education (Babo, 2001; Cardarelli, 2003; Cobb, 1997; Cox, 2001; Frakes, 1984; Huang, 2004; Linch, 1993; Miranda, 2001; Mitchell, 1994; Parrish, 1984; Schneider & Klotz, 2000; Trent, 1996; Underwood, 2000; Zanutto, 1997). Furthermore, being excused from nonmusic classes to attend instrumental lessons does not adversely affect academic performance (Corral, 1998; Cox, 2001; Dryden, 1992; Engdahl, 1994; Kvet, 1982).

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9 www.riverschool.org
Studies have also identified a cause-and-effect rather than coincidence relationship between instrumental music instruction and academic achievement. For example, Hoffman (1995) compared fifth graders who received keyboard instruction with those who received traditional text-based music instruction in the same urban school. After one year of instruction (at the end of fourth grade) the keyboard students had higher scores on only one measure, a subtest of language mechanics. However, after two years of instruction (at the end of fifth grade), the keyboard students outperformed their counterparts on total language, 3 R’s battery, concept of numbers, math computations, math applications, and total math. As another example, Whitehead (2001) examined the effect of music instruction (Orff-Schulwerk) on math scores of middle and high school students. Subjects were randomly placed into three groups: full treatment (which received music instruction for 50 minutes five times per week), limited treatment (which received 50 minutes of instruction once a week), and no treatment (which received no music instruction). After twenty weeks, the full treatment group showed a higher level of significant gain in mathematics than the other two groups. The limited treatment group showed limited mathematic improvements and the no treatment group had the lowest gain in mathematics improvement.

City is focusing on instrumental music rather than an integrated arts program, because research has revealed mixed, if any, impact of integrated arts on academic achievement (Matthews, 2001; Miller, 1995; Weisskoff, 1981; Andrews, 1997; Dominguez, 1991; Omniewski, 1999; McTeer & Bailey, 1980). In order to connect music with core courses, City teachers will be educated about the research described above and, as part of the Data Driven Instructional professional development (ex. monthly data conferences) will be trained in continually discussing with students the similarities between the efficacious student habits that yield results in their music practice (discipline, practice, repetition, motivation, collaboration and reflection) and the habits that lead to academic achievement in their core classes. Furthermore, faculty music and core faculty will share scope and sequences and make adjustments to their courses in order to connect the themes, history and background of the music performed by students with the learning goals of the core courses.

Sixth graders will be enrolled in group instrumental (strings: violin and viola) music instruction 3 times a week (or Keyboarding, if budget permits). The groups will be flexible and changeable throughout the year and will reflect student skill level. Seventh and eighth graders will also be required to enroll in similarly organized music classes that meet once a week. Students may augment their musical studies by choosing Instrumental Music as their Major class choice, thus increasing their musical instruction to a total of 4 times a week (6th grade) and 3 times a week (7th and 8th grade).

The scope and sequence of these courses is located in Appendix 1.

**Non-Core: Majors**

In keeping with our goal of developing in students a passion for excellence, all City students will choose a field of study in which to specialize each semester. The “Majors” course will guide students in meeting challenges and competing with confidence and skill against the best and brightest on a state-wide and national level. Just as athletes train for contests such as the Olympics and the World Cup, City students will prepare for intellectual challenges. City believes that students should not be sheltered from competitive experiences but instead should be taught to face competition with a healthy, positive attitude, learning from struggles and successes, and behaving graciously in victory as well as in defeat.
Students are given the opportunity to choose a Major, and change this choice each semester. Sixth graders will meet in their Majors course once a week, while 7th and 8th graders will meet twice a week. While the term ‘Major’ may not have an equivalent at other schools, the subject matter and student work in these courses exactly match currently existing courses at the top performing middle schools across the country. This subject matter includes:


2) **Science**: focus on research. Semester Two: Students analyze research studies and science fair projects, culminating in their own science fair submission ([http://www.usc.edu/CSSF/Resources/GettingStarted.html](http://www.usc.edu/CSSF/Resources/GettingStarted.html)).

3) **Writing**: focus on prose and poetry writing. Offered both semesters. Students read and analyze renowned samples of poetry, essays, creative pieces. Students choose contests to enter, workshop their writing in class, submit to three contests each semester.

4) **Music**: focus on instrumental music performance, vocal performance, or dance performance preparation. Open to 7th and 8th graders only, by audition.

**Scope and Sequence is in Appendix 1C, after Advisory Scope and Sequence.**

**Non-Core: Physical Education**

City is committed to a varied, challenging and standards-aligned physical education program for all students. Sixth graders will experience more than the required 200 minutes every 10 days of physical education. Instead they will take 4 classes a week, totaling 320 minutes every 10 days. Seventh and eighth graders will meet the required 400 minutes every 10 days by meeting for 40 minutes each day.

At the very least, partnerships will be established in conjunction with core teacher and volunteers to implement a sports-based and yoga-based rotation of instruction that is standards-aligned. When funds are available, a full-time physical education teacher and supporting staff will be employed to design and implement a program that encompasses team sports, dance, martial arts, yoga, and gymnastics.

The two organizations that are most promising if the school pursues partnerships are:

1) **Playworks (Formerly Sports4kids)** [http://www.playworksusa.org/](http://www.playworksusa.org/)

   This organization is based in Oakland, CA. They provide PE services to schools that serve low income kids. The program, founded on a deep understanding of the importance of play, is based on classic playground games. The coaches are trained by the organization then assigned to the schools. They have recently expanded to 27 new cities including Los Angeles. Extensive curriculum materials and lesson plans are available online, enabling us to begin by formulating our own program. In addition, they offer training programs of varying lengths.

2) **YogaEd** [http://www.yogaed.com/about.html](http://www.yogaed.com/about.html)

   Yoga Ed. develops and produces health/wellness programs, trainings and products for teachers, parents, children and health professionals that improve academic achievement, physical fitness, emotional intelligence and stress management.

**Non-Core: Clubs/Meetings/Tutoring Period**
This 25 minute period after the first core block of the day is a time for students to develop their skills and knowledge in a self-directed or community-based context that is in line with the school’s mission of instilling a ‘passion for excellence’. During the all-school and grade-level meetings, students will lead meetings with faculty guidance. These meetings are a time for students to share their recent achievements and publicize their upcoming exhibits or performances. Not only does this provide positive reinforcement for students who have achieved success in their core and non-core courses, but it also serves to inspire and motivate other students to aim for success in their own endeavors. In addition, these meetings serve to educate students in presenting themselves in a public forum and in being respectful audience members. On the three non-meeting days, most students will choose or be required to meet with teachers for one-on-one and small group tutoring sessions. Students that are not in need or desirous of academic support will be required to sign up in advance for an activity: study hall in the library, study hall in the tech center, or a ‘club’ that is meeting under faculty guidance.

Note on Technology
A singular-focused course on technology is not anticipated at this time. Since research has been mixed as to the efficacy of technology education and general academic achievement, budgetary priority will be given to other courses over technology courses. Technology can facilitate learning in remarkable ways, but not all technology actually improves upon non-technological methods of teaching and learning. City educators believe it is important to be critical consumers, always questioning what technology is bringing to the classroom. When technology has been proven to improve student understanding, City will utilize it. We also intend to develop in students a familiarity in teaching themselves to utilize software programs that facilitate their own future work and learning. City will, therefore, make best efforts to provide students with a computer lab and/or a laptop cart that teachers can guide students in using for the purpose of meeting course goals.

For example, students can gain understanding of data analysis, statistics and graphing through the use of simulation software programs (SimCalc MathWorlds) and spreadsheet programs (Excel). These same programs are helpful to students in their social studies and global competence learning as they develop awareness of the ways statistics can be manipulated in different representations. Similarly, students should be taught to be critical consumers of information and will be guided in researching appropriately on the Internet and on school-purchased databases.

A multitude of free tools exist online that could facilitate learning in all core courses. Software programs (virtual manipulatives) have proven to facilitate geometric, number sense and algebraic conceptual awareness. Primary resources that enrich social studies learning are also freely available online. In addition, the Global Learning Portals that allow students to collaborate with students across the world in problem-solving and project-based learning.

The more our technology budget allows, the more we will utilize these and other technology-based learning experiences.

H. Instructional Strategies for Special Populations

10 http://www.kaputcenter.umassd.edu/products/software/
Since City values a constructivist, problem-based educational program in which teachers utilize action research and ongoing assessment to inform teaching and curriculum, our special needs populations (ELL, Gifted, At-Risk of Low Achieving, Low Socioeconomic and Special Education) can receive differentiated instruction that focuses on their needs and capitalizes on their strengths. Coupling this with a number of other essential components can ensure that students with special needs receive the most effective education possible. These other components of the program assist in meeting the individual needs:

1) Small class sizes and block scheduling (middle) which allow the teachers to truly know their students
2) A minimum of 40 minutes planning time each day during which teachers can modify and create lessons and curriculum to meet the needs of individual students
3) A culture among teachers of openness and collaboration, allowing teachers to share their action research and learn from each other’s varying expertise in handling learning differences
4) Ongoing communication between teachers and parents and a commitment to work together for the education of their children
5) Various forms of assessment that are used to guide instruction
6) Learning goals that are clearly articulated
7) High expectations for all students

1. English Language Learners (ELL)

"Students achieve (second-language acquisition) significantly better in programs that teach language through cognitively-complex content, taught through problem-solving, discovery-learning in highly-interactive classroom-content.....In the long term, students do less well in programs that focus on discrete units of language taught in a structured, sequenced curriculum with the learner treated as a passive recipient of knowledge." -- Virginia P. Collier

City will comply with federal, state, and district mandates regarding ELL education and re-designation of ELL students. City will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners.

Our goal is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. English Learners (ELs) will have full access to City’s educational program. While all students will develop as English speakers, readers and writers, all cultures and languages will be honored and integrated as much as possible. At all times, students’ primary language will be honored and valued as both an instructional tool and learning resource for all students in the class. The entire school community will be enriched by the multi-lingual and multi-cultural qualities of its students.

City will be vigilant about timely redesignation of ELL students. Within 30 days of the beginning of the school year, the school will administer the state-required home language survey to identify students’ levels of English fluency. City will use this information, annual CELDT data, teacher assessments, and ELD and ELA standards to determine EL student levels and reclassify English Learners as English proficient when appropriate. This data will also be used to enable teachers to plan curriculum and instruction that will support and develop students’ ability to progress through the ELD levels.

Furthermore, City aims to provide primary language support to ELL in the form of teachers, aides, other students and/or parent volunteers.
City will hire CLAD certified, experienced teachers with full understanding of Specially Designed Academic Instruction in English (SDAIE)\textsuperscript{11} and/or train teachers in the nationally-recognized program, Project GLAD (Guided Language Acquisition Design). Teachers will be trained by Project GLAD staff in specific methods of instruction for a successful English immersion education in a multi-lingual classroom.

Project GLAD has over ten years of experience and has received the following awards: the United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program; a model reform program for the California School Reform Design; and training model for five Achieving Schools Award Winners. It is the recommended K-8 project for the California State Superintendent's Task Force on successful implementation of Proposition 227.\textsuperscript{12}

Major components of this pedagogical approach include:

1. **Teach to the Highest:** A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students (Goodman, Cummins, Smith, Collier).

2. **Brain Research--Metacognition**
   - A time to activate and focus prior knowledge: inquiry charts, brain-storming and clustering (Costa, Rico, Kovalik).
   - An opportunity to insure a common base of understanding and scaffolding: direct experiences, films, visuals, teachers read aloud (Krashen, Collier, Vygotsky).
   - Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Gardner, Lazear).
   - Metacognitive aspect of teacher and students modeling of how an answer was obtained not merely the correct answer (Costa, Farr).

3. **Brain Research and Second Language Acquisition**
   - A student set purpose for learning: motivating, stated result or goal; student choices; inquiry charts (High Scope, Hunter).
   - Chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping (Long, Kagan, Vygotsky, Cummins, Shefelbine).

4. **Reading and Writing To, With and By Students:**
   - Reading that stresses the purpose and joy before the skills; that begins with writing and reading one's own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quickshares (Goodman, Krashen, Flores, Traill).

\textsuperscript{11} City considers SDAIE as an important aspect of its English immersion program because it provides context and support in a cognitively demanding environment, allowing students to gain skills in both the subject material and in using English. A resource to be studied by all City teachers will be: SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students: \url{http://www.csupomona.edu/~tassi/sdaie.htm}

\textsuperscript{12} In 1991, Project GLAD was declared Exemplary by the California Department of Education. The growth of standardized test scores far exceeded the norm. In 1991, Project GLAD was declared a Project of Academic Excellence by the US Department of Education, OBEMLA. At a national level, the growth in scores also far exceeded the norm. Project GLAD was chosen as a national dissemination model of effective training for teachers in multilingual settings. Five GLAD-trained schools have won Title I Achieving Schools Awards. GLAD is a recognized Model Reform Program for the California School Reform Design. Project GLAD has trained in over 120 school sites nationally. Project GLAD has certified 24 sets of Key Trainers to train in their own district.
• Direct teaching of concepts, vocabulary or necessary skills; text patterns, academic language, writing patterns; decoding skills (UCI Writing Program, Bettances, Chall, Reading Task Force, Shefelbine, Adams).

• Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done only in appropriate place in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide student through the process; use of logs for personal responses to texts or issues; use of interactive journals (Goodman, Graves, Calkins, Rico, UCI Writing Project).

• Big Books on walls, shared reading/writing experiences are only a few strategies for a language functional environment; use of personal interaction values oral ideas and cross-cultural respect (Traill, Cummins).

5. Active participation in all components of the unit, negotiating for meaning, comprehensible output (Long, Cambourne, Cummins, Swain, Goldenburg).

6. A theme and strategies to foster respect, trust, identity, and voice (Cummins, Berman, Baron).

7. Ongoing assessment and closures to units using a variety of assessment tools to provide reflection on what has been learned, how it was learned and what will be done with the information. Assessment, on-going and summative, based on strengths as well as needs (Costa, Wiggins, Farr, Treadway, Lazear).

In this way, City expects students to acquire English language skills in reading, writing, listening, speaking, viewing, and thinking and to proficiently meet grade level ELA standards.

2. Gifted Students
City is concerned that potentially high achieving students are often merely given additional work to do rather than effectively engaged and supported in their learning. While our program will be designed to allow all students to pursue their learning in an in-depth way and at a challenging pace, additional efforts will be made for students identified as “gifted.”

Gifted children will be identified using the following observations: 1) They tend to get their work done quickly and may seek further assignments or direction. 2) They ask probing questions that tend to differ from their classmates in depth of understanding and frequency. 3) They have interests in areas that are unusual or more like the interests of older students. These students potentially differ from their classmates on three key dimensions (Maker, 1982):
   1. the pace at which they learn
   2. the depth of their understanding
   3. the interests that they hold.

In addition, staff will utilize the research of Renzulli (1986) who concluded that giftedness involves the interaction of three sets of characteristics: above average intellectual ability, creativity and task commitment. This interaction may result in giftedness in general performance areas such as mathematics, philosophy, religion or music, or in the performance areas as specific as cartooning, map-making, play-writing, advertising or agricultural research. City faculty will actively seek to identify students that possess these characteristics, as further described by Treffinger (1986):

Above Average Intelligence
• Advanced vocabulary
• Good memory
• Learns very quickly and easily
• Large fund of information
• Generalizes skillfully
• Comprehends new ideas easily
• Makes abstractions easily
• Perceives similarities, differences, relationships
• Makes judgments and decisions

Creativity
• Questioning; very curious about many topics
• Has many ideas (fluent)
• Sees things in varied ways (flexible)
• Offers unique or unusual ideas (original)
• Adds details; makes ideas more interesting (elaborates)
• Transforms or combines ideas
• Sees implications or consequences easily
• Risk-taker; speculates
• Feels free to disagree
• Finds subtle humor, paradox or discrepancies

Task Commitment
• Sets own goals, standards
• Intense involvement in preferred problems and tasks
• Enthusiastic about interests and activities
• Needs little external motivation when pursuing tasks
• Prefers to concentrate on own interest and projects
• High level of energy
• Perseveres; does not give up easily when working
• Completes, shares products
• Eager for new projects and challenges
• Assumes responsibility

Another educational researcher (Kaplan, 1986) suggested the following ways for teachers to enhance the curriculum for a gifted student:
1. Present content that is related to broad-based issues, themes or problems.
2. Integrate multiple disciplines into the area of study.
3. Present comprehensive, related and mutually reinforcing experiences within an area of study.
4. Allow for the in-depth learning of a self-selected topic within the area of study.
5. Develop independent or self-directed study skills.
6. Develop productive, complex, abstract and/or higher level thinking skills.
7. Focus on open-ended tasks.
8. Develop research skills and methods.
9. Integrate basic skills and higher level thinking skills into the curriculum.
10. Encourage the development of products that challenge existing ideas and produce “new” ideas.
11. Encourage the development of products that use techniques, materials and forms.
12. Encourage the development of self-understanding. For example, recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
13. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.

It is well-documented in research and practice that such students greatly benefit academically, socially, and emotionally from grouping practices that allow them to learn with their intellectual peers with appropriately challenging and engaging curriculum. For this reason, in the middle school, City reserves the right to create a more comprehensive GATE program, should a student population emerge that would clearly benefit from such courses.

City recognizes that diversity exists within a gifted population, as demonstrated through the range in relative strengths and weaknesses, interests, work output, and personality traits of students. Staff will use a variety of teaching styles in order to encourage each student to reach his or her potential. Ability grouping, flexible pacing of instruction, project-based work, student-directed learning, and individual investigations are some of the specific techniques to be employed in our classrooms.

**Underachieving Gifted**

For those students who are gifted but do not have the task commitment we will apply similar tactics that address our “At Risk” population. By fostering active student involvement in their own learning we will increase student interest and enthusiasm. Teaching self-monitoring and self-management skills will help these students set their own goals and persevere when working on a project. Grouping them with more motivated gifted students will also provide a peer model to help engage them in their own learning.

**3. At-Risk Of Low Achievement**

Students who are identified as at-risk of failing to perform at grade level will be evaluated on a case-by-case basis by teachers and parents working together. The music aspect of our program, required for all in 6th and 7th grade with optional additional emphasis in all the grades, has been shown to be effective at engaging and developing these students, but we will not rely on our standard program alone to reach these children. Our goal will be to provide a large variety of pedagogical practices as early as possible in order to determine methods that best fit the individual student.

Pedagogical practices will include: explicitly teaching learning strategies, providing concrete experiences to enhance concepts, encouraging cooperative learning, balancing instruction with challenging activities that allow for student choices and actively involve students in their own learning. In addition, we intend to form a partnership with an organization that provides effective after-school tutoring to provide additional, individualized support for these students.

With the number of low-achieving and at-risk students increasing, a greater responsibility for educating these students falls within the regular classroom. In order to reach the greatest number of our students falling within this category, teachers will utilize the following “best practices.”

**High Expectations:**

By believing in and identifying each student’s potential, teachers then utilize the student’s strengths to help him/her reach this potential.

**Reality-Based Teaching:**
Students need to be provided with “real life” purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at-risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn.

**Active Learning:**
Students who are motivated and engaged in their learning are more likely to achieve higher levels of performance and learning than those students who “learn” only to please others and pass a test or course. A student-centered classroom where students take an active role in their education fosters better learning than classrooms where the teacher does all the work and students play a passive role.

**Varied Grouping:**
“Pigeon holing” students in stagnant groups for the entire year or semester, is often a detriment for the student. Research supports practices where groupings are often varied from homogeneous to heterogeneous, and they change often with different activities.

**Cooperative Learning:**
Students learn well from each other and opportunities should be provided for students to work together in order to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning and contributes to active participation and team work. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.

**Peer Tutoring and Cross Age Tutoring:**
Tutoring students in one’s own classroom and at other grade levels is an effective strategy for enhanced learning in literacy as well as in academic areas. Benefits are the tutor and the student being helped. A variety of both cross-age and peer tutoring models can be used successfully, and teachers can use these in our multi-age classrooms.

**Metacognition:**
 Teachers who share their thoughts on how they approach and complete a task or arrive at a conclusion help students become aware of their own thinking, which is called metacognition. Successful students are able to understand and are aware of the most effective strategies they need in order to study and learn. Teachers help less successful students by modeling effective learning strategies for them, showing them how and when to use these strategies and teaching them why they are important for their success.

**Varied Assessment:**
As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book test, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student’s knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student’s understandings.

**Direct Instruction:**
As an instructional strategy, direct instruction responds to the student’s needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The following shows the elements of Direct Instruction:
• Clearly communicating goals for students.
• Structuring academic tasks for students.
• Demonstrating the steps necessary to accomplish a particular academic task.
• Monitoring student progress.
• Providing student practice and teacher feedback to ensure success.
• Holding students accountable for their work through frequent teacher review.

By continuing to look to research, and giving teachers time to meet, to discuss, and learn what works best with their students, teachers will continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and success.

Classroom Modifications For At-Risk Students
In order to help students who appear to need special services or “a reasonable accommodation,” classroom modifications will be made. The following modifications or accommodations will be used by the regular classroom teacher for students who are at risk, depending on the student’s specific need:

Materials:
• Use highlighted or underlined reading materials
• Provide visual aids
• Provide concrete manipulative materials
• Provide taped texts and/or other class materials
• Allow use of calculator
• Provide materials with wide spacing, few items per page and clear print
• Type teacher materials
• Incorporate technology-based adaptive curriculum

Methods:
• Teach to student’s learning style: Linguistic, Logical, Musical, Spatial, Kinesthetic, Interpersonal
• Intrapersonal
• Provide visual clues and/or demonstration (model) when instructing
• Read written material to student
• Provide organization aids such as outlines, etc.
• Utilize peer tutors, etc.
• Utilize shared notetaking
• Use clear and concise directions
• Provide graphic organizers (e.g. Thinking Maps) to help students create cognitive schema for new information
• Provide written steps for directions
• Have student repeat directions to teacher or peer
• Use manipulatives
• Emphasize critical information
• Pre-teach vocabulary
• Preview lesson for student before given to whole class
• Reduce language level of reading level of assignment
• Share activities

Assignments:
• Ensure that all students understand learning objectives
• Give directions in small, distinct steps (written/picture/verbal)
• Use written back-up for oral directions
• Lower difficulty level
• Shorten assignment
• Reduce paper and pencil tasks
• Read or tape record directions to student
• Use pictorial directions
• Give extra cues or prompts
• Allow student to record or type assignment
• Adapt worksheets, packets
• Utilize compensatory procedures by providing alternate assignment/strategy
• Avoid penalizing for penmanship

Pacing:
• Reduce paper and pencil tasks
• Provide distributed review and drill
• Extend time requirements
• Vary activity often
• Allow breaks
• Omit assignments requiring copying in timed situation
• Provide home set of text/materials for preview/review

Testing:
• Give tests orally (may include dictated or taped answers)
• Allow student to take test while standing at the board, if this is student’s preference
• Read test to student
• Preview language of test questions
• Use visuals or pictures
• Give similar questions in regular classroom setting before test
• Use objectives test technique, limit choices for multiple choice, provide word bank for fill-in-blank, limit items per matching section
• Use essay tests, allow to be dictated
• Shorten length of test
• Have test administered to the student outside of the class setting

Learners Needs:
• Provide student with assignment sheets or require that he/she maintain one
• Provide a visual daily schedule
• Provide calendars
• Check often for understanding/review
• Set defined limits
• Provide positive reinforcement
• Allow projects to be presented orally or on tape
• Allow projects to be presented through demonstration, pictures, and/or models
• Use preferential seating
• Monitor and redirect student to task as needed
• Request parent reinforcement
• Have student repeat directions
• Teach study skills explicitly
• Use study sheets to organize material
• Design/write/use long term assignment timelines
• Review and practice in real situations
• Plan for generalizations
• Teach skill in several settings/environments

Environment:
• Preferential seating
• Alter physical room arrangement
• Define areas concretely
• Provide for a quiet space
• Eliminate too many visual distractions
• Play 60-80 beat Baroque classical music, just at a conscious level, when students are doing generative work, such as writing, reading silently, etc.

4. Socioeconomically disadvantaged students
City will offer a whole day program: school schedule from 8:30 AM-2:50 PM, and a before- and after-care program from 7:30-8:30am and 2:50-6pm, respectively, to accommodate working families. A systematic emphasis on academic vocabulary development for all students will be particularly beneficial to students from disadvantaged backgrounds whose vocabulary has been demonstrated (by research studies) to be less than optimal for school success. In running statistical regression analysis on data from the model schools on page 13 as well as schools throughout LAUSD, we found that socioeconomic status was not statistically significant in impacting test scores when adjusted for coinciding subgroup identifications.¹⁴

While City will be sensitive to socioeconomic differences and ensure all students have full access to the educational, extra-curricular, and social activities at the school, City has not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. Student needs will be met on an individual basis, using data about student learning profiles that goes beyond assumptions to identify true learning needs. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Language Learners, City will utilize strategies described in other sections of this petition.

5. Special Needs
Action research, which will be fundamental to City teachers in formulating appropriate differentiated instruction, is of particular benefit with regards to children with special needs. Inclusion is a priority and the preferred method of educating all students at City. Therefore, special needs students will be integrated into the mainstream classroom to the extent possible. At City special needs students will be given consistent support for his or her unique learning style, which facilitates and nurtures learning. Special needs students will receive daily support and necessary, individual instruction on a case-by-case basis. Special needs can vary widely, and may range from classroom modifications, interventions, special instructional strategies and special programs. If teachers and/or parents determine that a student may

¹⁴ Upon further sub-dividing the subgroup identification ‘economically disadvantaged’ into subgroups related to English Learner and parent education subgroups, these two particular subgroups were more significant than the economic indicator itself.
need additional support or resources, then an IEP (individual education program) or declaration of intent process will begin. The City general program of instruction for students with disabilities shall be responsive to the required courses and related curricular activities provided for all students in the school. City shall conduct assessment and standardized testing of students with disabilities using state and district guidelines. Meetings will be arranged with parents to monitor progress and concerns. Individualized Educational Plans will be designed and revised as data from testing and assessments is gathered. City will adhere to all provisions of the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, the modified consent decree and the Chanda Smith Consent Decree.

I. Charter School Special Education Program; LAUSD-Specific Language

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, City will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and City regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELP") Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s Modified Consent Decree (“MCD”) requirements (see MOU execution requirements below). Charter schools who are considering joining another SELPA shall provide the required notification of intent to leave the SELPA at least one year and one day prior to the anticipated exit date (Education Code § 56195.3 [b]).

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a MOU by and between the LAUSD and the charter school (if considered a Local Educational Agency (“LEA”) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the Chanda Smith MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1 (a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two school sections (District operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit. The Charter-operated schools will not have a LEA status but will function in a
similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools will apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

District-operated schools will continue to receive the supports and services that they currently receive from the Division of Special Education. Charter schools not meeting the criteria for admission to the Charter-operated Program section of the SELPA will remain under the District operated Program section of the SELPA and will have two options for membership. These schools may act as a District-operated school for the purposes of special education or may chose to provide their own programs and services and be reimbursed for these services for these services based on a percentage of their general education fund contribution.

The reorganization of the SELPA will retain a central Administrative Unit to include Due Process, Fiscal/Program Accountability, Compliance and Nonpublic Schools and Agencies. The reorganization would not create a new administrative branch of the Division of Special Education but would utilize existing resources. An Advisory Board consisting of five members appointed by the Board of Education (three recommended by the District-operated Programs; and two recommended by the Charter-operated Programs) provides charter-operated schools with a voice in the governance of special education in LAUSD. This Advisory Board will provide input, guidance and support to the SELPA Administrator in the Administrative Unit in coordinating programs and services across both District and charter schools. The Advisory Board will also inform the Superintendent and Board of Education regarding special education issues. The Advisory Board will operate by a set of by-laws approved by the Board of Education.

**Compliance with Child Find Activities for Conversion Schools**
District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

**Modified Consent Decree Requirements; LAUSD -Specific Language**
All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon 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 Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the 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.

J. Timeline for Implementation

HIRE PRINCIPAL: Search is already occurring, proposed leader has been identified and will be finalized prior to charter approval.

LOTTERY: Depending on the LAUSD charter petition review process, the lottery will happen no later than May 15th.

TEACHERS/STAFF: Upon approval of petition from LAUSD, the principal will hire teachers/staff.

SITE PREPARATION: Ongoing. Since the site has not been finalized under City management, it is unclear when the process will begin. However, several warehouses are under City management and currently storing furniture, fixtures, and equipment that have been donated.

FIRST YEAR PROFESSIONAL DEVELOPMENT: City faculty/administration will meet in early-August to ensure City teachers are familiar with all curricular materials, scope and sequences, assessments, and pedagogical practices in order to ensure a smooth school opening.
K. Teacher Recruitment and Professional Development

The recruitment process of teachers will utilize the Internet, conferences (Teach for America, charter school organizations, et al) and agencies (California Teachers on Reserve, Carney Sandoe, et al). Email forwards through educator networking groups such as Edupreneurs, graduate school of education alumni groups, and university alumni groups have also been effective. Websites to be posted at include the school website and:

- Essentialschools.org
- Myschool.org (California Charter Schools Association website)
- Ibo.org (International Baccalaureate Organization website)
- Calwesteducators.com

Guided by the descriptions found in Element 5, the Principal will seek to hire a diverse staff that has a depth of knowledge in his/her content area as well as a commitment to problem-based learning, data driven instruction and backward design curriculum construction.

City has put aside $30,000 recently raised from donors to be used for the professional development program at the middle school will be designed by the Principal in light of faculty strengths and weaknesses, and in light of student needs. The National Middle School Association will also be considered an important contributor to teacher knowledge given their valuable insights into the middle school student’s developmental level. Teachers will be trained in data driven instruction and the use of action research as a tool for improving student learning. They will receive Project GLAD training during the August institute and throughout the year as needed to support English Language Learners. They will be guided in utilizing the backward design process of curriculum construction described in this charter. They will also learn about problem-based learning, structuring effective lessons in a block schedule, and implementing the semester’s project.

Other professional development activities will be provided to deepen teacher’s pedagogical and curricular knowledge about their own subject area. For example, NCTM conferences for math teachers, the History Alive! program by Teachers’ Curriculum Institute for social studies teachers, National Science Teachers Association conferences and National Science Foundation’s Problem-Based Learning Project (http://pbl.educ.msu.edu/), and National Council of Teachers of English conferences. The official Professional Development calendar is below:

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15 Recommended reading: Problem-Based Learning in Middle and High School Classrooms, Dr. Ann Lambros, Corwin Press, 2004.
16 Recommended reading: Teaching in the Block, Strategies for Engaging Active Learners, ed RL Canady & Michael Rettig.
17 Buck Institute for Education. Free online, comprehensive tutorial can be followed by teachers working in groups or at their own pace. http://www.pbl-online.org/
<table>
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<tr>
<th>END GOAL</th>
<th>PD Topics</th>
<th>2012-13</th>
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<td></td>
<td>Summ</td>
<td>1st sem</td>
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<tr>
<td>Data management system is on line and being used in all content areas. Data on student progress is available and being analyzed monthly to inform instruction.</td>
<td>Knowing the client: Analyzing CST, CELDT, and Diagnostic Data</td>
<td>✓</td>
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<td></td>
<td>Monthly Data Conferences</td>
<td>✓</td>
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<tr>
<td></td>
<td>Generating and analyzing benchmark test data</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>All units and lessons and assessments are aligned to CA standards and at an appropriate level of rigor.</td>
<td>Understanding By Design: Creating standards-based units</td>
<td>✓</td>
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<td>Aligning formative assessments</td>
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<td>Aligning and differentiating instruction</td>
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<td>Unit and lesson Tuning</td>
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<td>Every parent event maximizes parent ability to support student academic success.</td>
<td>Parent communication strategies</td>
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<td>Student-involved parent conferences</td>
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<td>All units center on student-driven investigations of essential questions designed by teachers and students. Students are able to independently use technology and other resources to complete investigation.</td>
<td>Introduction to constructivist methods in a standards-based environment</td>
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<td>Designing unit essential questions</td>
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<td>Student inquiry</td>
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<td>Teachers integrate high-quality standards-based projects into every instructional unit.</td>
<td>Introduction to problem-based learning</td>
<td>✓</td>
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<td></td>
<td>Designing problem-based assessments</td>
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<td></td>
<td>Unit and lesson Tuning</td>
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<tr>
<td>All teachers are able to pace and instruction in a block to engage students from bell-to-bell, vary modes of instruction to include stations, whole group, investigations, small group, and technology.</td>
<td>Lesson planning in a block</td>
<td>✓</td>
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<td></td>
<td>Project GLAD - ELL supports</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>High Impact Strategies (Marzano, Thinking Maps)</td>
<td>✓</td>
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L. No Child Left Behind

As required under No Child Left Behind, City will work with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. City is committed to reducing the education gap for all students. City will implement all provisions of No Child Left Behind that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school’s academic progress; providing extended learning for students falling behind who need extra help; teacher quality; and participating in all required assessments.

Commitment to NCLB Highly Qualified Teachers and Paraprofessionals
- Teachers will meet the NCLB required criteria for “highly qualified” teachers.
- Paraprofessionals will meet NCLB required criteria including: completion of at least two years of study at an institution of higher education; will have obtained an associate or higher degree or; met a rigorous standard of quality and will be able to demonstrate through a state or local academic assessment in knowledge of, and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve as translators or whose duties consist solely of conducting parent involvement activities.

M. Western Association of Schools and Colleges (WASC) Accreditation Timeline (REQUIRED FOR HIGH SCHOOLS ONLY, OPTIONAL FOR ALL OTHERS)

In its second year of operation, City administrators, teachers, staff, parents and Board members will undertake the procedures required to become WASC accredited, including a comprehensive self study and visits by an accreditation team. WASC accreditation will help ensure that course credits will be transferable to public high schools and colleges. We know that we need to have a clear mission; a pathway so that students can meet graduation requirements; a recruitment plan to hire qualified and committed faculty and staff; a means of reporting student progress; and, a process to improve the school over time. Additionally, we are cognizant of how curriculum and instruction need to be organized, managed, and assessed, and the need for resource management and development. Finally, we have the utmost respect for the need for student personal and academic growth and have incorporated all these elements into this charter school petition.

Below is the official document from WASC outlining the process:
Steps for WASC Affiliation

Step 1. Complete and Submit Request for WASC Affiliation

Interested schools and supplementary education programs should complete the Request for WASC Affiliation form and return it to the WASC office. A $150.00 application fee is required and should accompany the completed form(s).

Forms and additional information are available on the Setting Started with Accreditation page of the WASC website or by contacting the WASC office. If you have any questions regarding the accreditation process, please feel free to contact the WASC office.

Deadline: Request for WASC Affiliation forms must be received no later than April 30 to schedule an initial visit and no later than September 30 to schedule a spring visit.

Step 2. Complete and Submit Initial Visit School Description Report

If after reviewing the Request for WASC Affiliation it is determined that your school or program is eligible for affiliation, you will be sent an Initial Visit School Description report template to complete. If your school or program is not deemed eligible for affiliation, the application fee will be refunded.

Please send two hard copies and three CDs of the completed form. Include one additional hard copy of any information that is not available on the CDs.

Deadline: Initial Visit School Description reports must be received no later than September 30 for fall visits and no later than December 31 for spring visits.

Step 3. Initial Visit Fee Invoice

An Initial Visit will be scheduled and you will be invoiced a $500.00 Initial Visit fee. Please visit our website or contact the WASC office for further fee information.

Step 4. On-site Initial Visit

A visiting committee will be sent to your facility to review the information contained in the Initial Visit School Description report and to gather additional information. A mutually acceptable date for the visit will be selected by the school and the Chairperson of the Visiting Committee.

Step 5. Commission Action

The visiting committee will provide a report and recommendation to the WASC Commission. The Commission will make a final determination whether to grant initial accreditation, candidacy for accreditation, or to deny WASC affiliation.

Step 6. Notification

You will be notified in writing of the Commission’s action and you will receive a copy of the Visiting Committee report. The Commission meets at the end of January, April, and June.

Northern Office: 533 Airport Boulevard, Suite 200, Burlingame, CA 94010 Phone: (650) 692-1000 Fax: (650) 692-1090
Southern Office: 49517 Ridge Park Drive, Suite 100, Tustin, CA 92680 Phone: (951) 692-2500 Fax: (951) 692-2551
wasc@wasc.org - www.wasc.org
ELEMENT #2: Measurable Student Outcome

Element Requirement: “The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes’ means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school’s educational program.”

The measurable student outcomes for City are designed to reflect our dedication to educate children so that they can flexibly apply the skills and information they have learned in school to a variety of settings for the purpose of making the world a better place. Student outcomes are derived from the California State Standards, our definition of an educated person in the 21st century and our mission. Students will demonstrate progress toward meeting and exceeding these learning goals through their performances on subject-specific multiple assessments.

City believes that standardized tests provide part of the picture in determining student achievements. While the educational strategy does not focus on testing, City students will take all standardized tests required by the state as well as subject-specific benchmark diagnostic assessments (such as NWEA Maps or Pearson GMADE/GRADE) at least three times a year. By disaggregating the data and looking at individual students’ results, faculty and staff will utilize test results to determine student’s academic needs, and will create individualized learning plans to address these needs. Furthermore, school leaders will analyze test results from the perspective of teacher education. Gaps in student knowledge will become the focus of action research in the classroom and appropriate teacher professional development experiences will be chosen if school leaders deem it necessary. As a result of these efforts, it is anticipated that scores will rise gradually throughout the first 5 years of the charter. We intend to meet AYP targets identified by NCLB regulations in all years, exceed these proficiency rates in all subgroup populations by Year 3, and achieve more than 75% proficiency rates on CST exams for all subgroup populations by Year 5.

Through high academic expectations, an optimal learning environment, and the use of assessments to drive instruction, students will acquire the skills needed for higher education and will acquire the skills to be thoughtful and altruistic members of society in the 21st century.

Data Management and Analysis
City will utilize the PowerSchools student management system (“SMS”) to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom.

STAR data will be used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To correctly assess whether students are on track to make AYP during the year, we will conduct monthly assessments of each student in Reading, Writing, Math and Oral Language. The principal will generate and disseminate reports that correlate benchmark and diagnostic assessments with performance on end of year STAR and CELDT testing to correctly measure progress and give teachers detailed data about areas in which each student needs improvement.

The staff will be trained on how to interpret test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on instruction, so that teachers can enhance
their understanding of student performance in light of normative data, and modify their instructional
designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical
practices to meet the changing needs of students.

All of the possible data-driven scenarios are too numerous to outline here. However, given any
abnormal or unsatisfactory data trends, the principal will immediately and proactively convene the staff
that have a direct impact on the relevant issue to share the data, and explore solutions (both individual
and system-wide. For example, if a particular subgroup (e.g. EL’s) appears to be falling behind or
struggling according to the data, the principal would examine individual student information, and
analyze the instructional settings and teachers who are impacting those students. If the issue is a lack of
EL-appropriate instructional strategies, the principal might facilitate professional development
opportunities for the teachers who need it. If the issue has more to do with the placement of students,
the master schedule would be revisited to create more appropriate course offerings for students. These
are but a few examples of how data analysis might inform individual practice or school-wide policy. City
is committed to hiring a principal and teaching staff who have the desire and capacity to examine data
and make timely and effective decisions based on that data.

A. Skills, Knowledge, and Attitudes

Please see Appendix 1, the appendix referenced in Element One that describes the scope and sequences
for Language Arts, History, Mathematics, Science, Spanish, and non-core subjects including Study Skills,
Advisory, Music, and Majors. These tables align ‘measurable student outcomes’ to curricular resources,
teaching strategies (in many cases), and the means and frequency of assessing students.

Mathematics: Measurable student outcomes are completely correlated to California state standards.
Formative assessments will take the form of in-class work (such as investigations) and homework
assignments - to be checked closely and only graded as pass/fail indicating students attempted to solve
problems and then asked questions in class to clarify any points they could not complete for homework.
Summative assessments will take the form of unit quizzes and tests. All grades will have end-of-year
projects. 7th grade will have a final exam that is open note and 8th grade will have a closed book, no-
notes, final exam. These assessments are standard and are not described in the tables.

Science: Measurable student outcomes are completely correlated to California state standards. The
curriculum resources of SEPUP include a variety of assessment forms and will be adhered to by City
faculty. Tables identify the SEPUP assessments to be utilized.

Spanish: Measurable student outcomes are listed in Appendix 1 tables under the category entitled
“skills.”

Language Arts: Measurable student outcomes are completely correlated to California state standards.

Social Studies: Measurable student outcomes are completely correlated to California state standards.

Writing, Speech, and Debate (in Dramatic/Speech courses and Language Arts classes): these are essential
components of our mission-driven program and the learning outcomes in these areas are as follows:

Composition Processes
Use the entire writing process to create effective prose for the appropriate context
Understand the relationships among language, knowledge, and power.
Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.
Employ the tools and approaches associated with pre-writing, drafts and revision, including careful consideration of the comments of the instructor(s) and peers.
Develop flexible writing strategies; practice stylistic exploration and risk-taking in writing.
Make use of appropriate technologies to draft and revise text.
Practice substantial and successful revision (re-thinking, re-inventing) and distinguish from editing and proofreading.
Edit with care so that choices regarding grammar, punctuation, style, spelling and mechanics enhance rather than detract from the writing's meaning and effect.

Understand the collaborative and social aspects of the writing process

• Collaborate with others to interpret texts.
• Collaborate with others to develop texts; integrate personal ideas with those of others.
• Balance the advantages of relying on others with personal accountability.
• Provide productive feedback to others writers.
• Comprehend and make use of feedback from other writers.
• Develop dialogical skills that include listening actively to alternative perspectives and formulating a considered response; respond to substantive issues raised by instructor and peers.

Understand the reflective aspects of the writing process

• Reflect upon and practice the relation between "content" and "form," and think about the power and purpose of writing in both the school and the larger society.
• Articulate and assess the effects of individual writing choices; critique own and others' work.
• Reflect on and evaluate multiple ideas, points of view, and arguments.
• Reflect on the effectiveness of practices as readers and writers.

Rhetorical Principles

Identify and apply strategies used by writers in different writing contexts

• Recognize common formats for different kinds of texts and contexts.
• Focus on purpose to distinguish different kinds of rhetorical situations.
• Understand how genres shape reading and writing; select effective genres for audience/purpose.
• Use a variety of technologies to address a range of audiences.
• Employ the style, tone, and conventions appropriate to the demands of a particular genre, situation and audience, including scholarly and non-scholarly contexts.
• Discover and refine focus through extended inquiry.
• Write captivating introductions/leads and conclusions; select compelling support.
• Write with precision--employ adequate details, definition, and context.
• Write with risk--pursue complications within personal response and other sources.

Produce complex, persuasive argument within a scholarly context

• Select and define a research topic or question; identify key concepts within the topic or question.
• Advance, reflect on, and develop claims that emerge from and explore a line of inquiry.
• Develop a focused thesis that allows for appropriate depth and complexity.
• Argue from published evidence--use different disciplinary perspectives to generate questions, formulate responses, and draw appropriate evidence-based conclusions.
• Assess counter-claims and multiple points of view in generating persuasive arguments.
• Assess evidence and assumptions in support of a larger set of ideas.
• Produce arguments that matter within a scholarly context, and articulate the importance of the arguments (the "so what?" question); persuade readers as to the stakes of an argument.
• Create an integrated organizational structure that guides the reader through the argument using transitions, topic sentences and coherent paragraphs; provide a conclusion that demonstrates the importance of the argument and lessons learned, rather than restating the thesis.

Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
• Shape well-developed paragraphs with effective transitions leading to an integrated text.
• Utilize clear organizational strategies to develop lines of inquiry.
• Adopt appropriate and genuine voice, tone, and level of formality.
• Make thoughtful choices about diction and syntax; distinguish correct from captivating.
• Build habits of proofreading; control such surface features as sentence structure, grammar, punctuation, spelling, and mechanics consistently throughout written products.

Public Speaking Skills
• Design a message with a particular audience/situation in mind.
• Effectively support ideas using evidence, sources, and sensory aids.
• Demonstrate accurate, clear and expressive use of language, nonverbal communication, and voice. Evaluate and use unique, original materials and sources.
• Use effective language strategies for oral presentations.
• Apply principles of good public speaking, including consistent eye contact with all audience members and having no distractors (um, uh, like, and).
• Organize ideas in a purposeful, cohesive sequence which meets audience expectations and needs. Demonstrate a brief toast for a celebratory situation.
• Use advanced, professional-level vocabulary and grammar.
• Organize content into seamless, easy-to-follow introduction, body, and conclusion.
• Effectively support ideas using evidence, sources, and sensory aids.
• Use audio-visual resources to help the audience understand the speech.
• Convey positive content and nonverbals in an interview context.
• Demonstrate research skills necessary to the public speaking process.
• Create and present an effective informative message to a target audience.
• Synthesize information from 5+ sources.
• Select and narrow a topic with a particular audience/situation in mind.
• Demonstrate understanding of the ethical standards of effective speakers.
• Critically analyze prior speaking performances and incorporate changes and improvements.
• Create and present an effective persuasive message to a target audience.
• Effectively present and explain well-researched materials and to present convincing, logical arguments.
• Present convincing arguments through reason, personal credibility, and emotion. Evaluate and choose evidence appropriate to the speaker, speech, and occasion. Formulate and use creative, logical main points and convincing arguments.
• Critically analyze student speeches for soundness of reasoning and evidence, and offer useful feedback to peers.
• Identify and use techniques for effective listening.

Study Skills: The scope and sequence for this non-core course can be found in Appendix 1. The overall of this course of study is to enable students to learn how one learns. This goal is also central to all classroom experiences. Teaching and learning at City will be grounded in a constructivist pedagogy of differentiated instruction that allows students to learn from their own experiences. As students grow, they will be guided in accessing meta-cognitive processes in order to learn how they learn best. Students who can effectively express how they learn best can ‘own’ their education and be both competent and life-long learners.

Additional non-core courses: Learning outcomes in Appendix 1B and 1C.

B. Frequency of measuring pupil outcomes and use in modifying instruction

The scope and sequence tables describing City’s curriculum (Appendix 1) also describe the measurable student outcomes, the frequency and form of objectives assessments (both formative and summative) and the resources and curricular materials. When students do not meet the learning goals, as measured by objective assessments, a variety of intervention strategies will be used to work with the students and, in some cases, the families, to support student achievement. These instructional strategies are described in detail in Element One, Sections F and H (processes are also described above in this element). Additional strategies or curricular materials may be necessary and school leaders will investigate appropriate resources and professional development activities as needed.

C. Accountability for Student Progress

Student assessment at City will not only comply with federal and state standards but it will also include faculty-devised instruments and processes to appraise students’ academic competence, emotional growth and social responsibility. The Principal and the faculty will be accountable for the academic achievement and psychological well-being of City’s students. The Executive Director\(^{18}\)/Head of School, however, is ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors. S/He will also be accountable for meeting Adequate Yearly Progress as required by NCLB.

D. Standardized Tests

The School is dedicated to documenting student achievement of the state content standards each year through state-mandated pupil assessments. As is required by the California Department of Education Code Section 60605, students will participate in the STAR (CST, CAT6, SABE) and all other mandated accountability programs (CELDT, CAHSEE, etc.). Through these assessments, City shall demonstrate student mastery of state standards. Standardized assessments allow us to compare our students’ performance with the rest of the state.

\(^{18}\) The hiring of an Executive Director (ED) is budget and fundraising-dependent, and may not happen until the school has been open for a few years. If there is no ED, then the Principal acts as school leader and assumes the job responsibilities of the ED. All references to an ED in this petition assume that the ED may not be hired immediately and may be replaced by the principal.
City considers standardized test scores to provide a limited, but important, window into the achievement levels of students. Data from tests will be utilized to inform teaching and learning and will be acknowledged to represent a lesser part of the whole picture of student growth, development, and learning. Because of the successful test results of students learning in a constructivist-based environment with a block schedule, City expects student test results to exceed the local average API (734) test scores.

CST/CAT-6:
The California Standards Test/California Achievement Test will be administered in English during the Spring to all students through 8th grade. This multiple-choice test is assumed to measure student progress in Language Arts and Math Standards. Additionally, 7th graders will take an essay test in writing. Students in specified grades will also take Science and Social Studies sections of the test, and it is likely that these sections will be added to the test for all grades in the near future.

The results from the CST/CAT-6 are used by the State of California to determine the school’s Academic Performance Index (API) and to measure Adequate Yearly Progress (AYP). These are the chief accountability measures in place from the state and federal government.

CELDT:
The California English Language Development Test will be administered every fall to all students who are classified as English Learners, through 8th grade. This test includes a Reading and Writing section, which is administered in a whole class setting, as well as a Listening and Speaking section, which is administered individually. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed.

The results from this test will be examined alongside other assessments by City teachers, since the school will be focused on providing quality English Language Development instruction to all English Learners at the school at their proficiency level. The CELDT is one of the measures used to determine whether students redesignate from English Learners to Fluent English Proficient students. Redesignation will be one of the school’s primary goals and measures of success.

SABE:
The Spanish Assessment of Basic Education is used to evaluate students’ progress in Language Arts and Math in Spanish. Spanish-speaking students who are new to the country will take this test as an initial assessment.

PHYSICAL FITNESS
California’s state testing in physical fitness (grade 8) will be scheduled and adopted as a measurement of physical fitness for City students.

E. Benchmarks to be met
The achievement of City will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. We expect that all of our sub-groups will exceed the performance of sub-groups at similar schools. We will meet the following API growth indicators:
- Annual API will meet or exceed the established growth target
- All subgroups will make at least 80% of the school target
- The CST/CAT-6 participation rate will be at least 95%

City will meet or exceed Adequate Yearly Progress goals for our school, as required by NCLB.

In addition:
- **English Learners:** English Learners will progress at least one grade level overall on the CELDT each year and 80% of ELL students will be re-designated by the end of 8th grade.
- **Special Education Students:** Special education students will demonstrate appropriate progress toward goals in their IEPs each year.
- **Student Attendance:** City will maintain at least 96% Average Daily Attendance.
- **Teacher Retention and Satisfaction:** City will realize a higher teacher retention rate and higher teacher attendance rate than the average LAUSD middle school, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year conferences and surveys.
- **Parent Satisfaction:** City will demonstrate a high level of parent satisfaction -- 85% or higher -- based on surveys.

A summary of these and additional outcomes appear in the two tables below:

<table>
<thead>
<tr>
<th>Measurable school outcomes</th>
<th>Local Benchmark Instruments</th>
<th>State-level Year-end assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 96% student attendance</td>
<td>Daily attendance reporting via Student Management System (SMS)</td>
<td>Calculated ADA rate, comparison of attendance rate to other district schools</td>
</tr>
<tr>
<td>Meet or exceed AYP targets</td>
<td>Standards-based diagnostic and benchmark measures of gains in core subjects (ex. NWEA MAPS, DRA in literacy as needed)</td>
<td>AYP Report (CST and CELDT proficiency)</td>
</tr>
<tr>
<td>Meet or Exceed federally defined Annual Measurable Achievement Objectives (AMAO) for ELs</td>
<td>Standards-based diagnostic and benchmark measures of gains in Math and ELA</td>
<td>Title III Accountability Report, CELDT</td>
</tr>
<tr>
<td>Make at least one level of advancement in language proficiency (Beginning, Early Intermediate, etc.) annually for ELs</td>
<td>Standards-based diagnostic and benchmark assessments (ex NWEA MAPS), writing rubric, DRA, SEPUP and CMP unit assessments, portfolio standards-based rubric</td>
<td>CELDT Individual Student Score Reports</td>
</tr>
<tr>
<td>Meet or exceed State-wide expectations for proficiency and growth on standardized tests.</td>
<td>Standards-based diagnostic and benchmark measures of gains in core subjects (ex. NWEA MAPS, DRA in literacy as needed). SEPUP, CMP unit assessments, portfolio standards-based rubric on</td>
<td>API Report</td>
</tr>
<tr>
<td>Measurable Pupil Outcome Goal</td>
<td>Proposed Assessment Tools/ Methods</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| All students will demonstrate at least one year of growth towards grade-level proficiency in reading and language arts and Math. Students who are below grade level will make at least 1.5 years of growth. | • Pre-post reading/language Arts diagnostics  
• Curriculum embedded benchmark assessments  
• STAR test data  
• Informal classroom-based assessments |
| All students will demonstrate at least one year of growth towards grade-level proficiency on standards in the areas of History, Science, Art, and a Foreign Language. | • Pre-post diagnostic assessments  
• Curriculum embedded benchmark assessments aligned to standards (see tables in Appendix 1: SEPUP, CMP curricular assessments, History multiple assessments graded against standards-based rubric, ELA writing/reading assignments graded against standards-based rubric)  
• STAR test data  
• Informal classroom-based assessments |
| All students will develop in behavior goals of respect, listening, and taking responsibility for learning | • Citizenship rubric/grade |
Element #3: Outcome Measurement Process

Element Requirement: “The method by which student progress in meeting those student outcomes is to be measured.”

A. Assessment strategies

City will utilize a variety of assessments in order to inform instruction and facilitate student learning. The primary purpose of assessment is to improve teaching and learning. Formative assessments will occur regularly (at least every other day) in order to allow teachers to know the current level of understanding for each student. Performance-based assessments will be explicitly described with rubrics available prior to the completion of projects and assignments. Formal summative assessments will take place in each core subject to mark the times of unit endings, middle-year, and end-of-year. These formal assessments may take the form of traditional tests, timed essays or multi-step projects.

Appendix 1 contains detailed scope and sequences for each course and includes a description of the assessments to be used.

Assessment will be ongoing and documented and fall into the following categories:

- Pre-assessment: Teachers will implement an ungraded assessment that can be an in-class task, quiz-type format, or other piece of student work in order to discern student’s current knowledge and skills as related to an upcoming learning outcome-derived experience.
- Formative Assessment: Student work will be observed and/or examined over the course of a unit of study in order for teachers to discern progress and struggles in the learning process for each student. These assessments include in-class tasks, drafts of essays/papers/projects/presentations, homework assignments, and interactions during student-teacher meetings.
- Summative Assessment: The formal student work sample that allows a student to demonstrate the extent of his or her skills and knowledge as it relates to the full unit of study or pre-defined learning outcomes. This can take the form of a test, project, presentation, essay, report and will have clear, pre-determined expectations of learning outcomes.
- Benchmark Diagnostic Assessment: The school will adopt standards-aligned assessments to be implemented at least 3 times a year in all core subject areas (Developmental Reading Assessment for students below grade level in ELA, NWEA MAPS or PEARSON GMADE/GRADE for all students and all core subjects) and the Principal will lead the analysis of this data and monitor the responsive curricular/pedagogical changes made by teachers as part of Data Driven Instruction’s monthly Data Conferences (described in greater detail in Element One).
- Review Assessment: In order to ensure students do not simply ‘move on’ after a summative assessment and never fill any remaining gaps in knowledge or skills, a post-summative-assessment task will be required of students to demonstrate they have retained, and improved upon, their abilities in a given course of study. This can include revisiting a test or assignment and making corrections or completing an additional assignment that covers the same learning outcomes.

Student-Parent-Teacher-Student Conferences
Student-led parent-teacher conferences will be held in the late fall and spring. Students will present their grades and work samples in coordination with their Advisor to parents during this conference, pointing out areas in need of improvement, presenting a plan to increase achievement, and sharing highlights from the year thus far.

B. State Mandated Tests Assurances  **(LAUSD-Specific Language)**

City agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the City does not test (i.e., STAR, CELDT, CAHSEE) with the District, the City hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

The purpose of the API is to measure the academic performance and growth of schools. A school’s score or placement on the API is an indicator of the school’s performance level and growth as measured by how well the school is moving toward target goals.

City will meet the following API growth indicators:

- Annual API will meet or exceed the established growth target
- All subgroups will make at least 80% of the school target
- The CAT-6 participation rate will be at least 95%
- Target API is 50 points above the average API (734) currently in the alternative schools listed at the beginning of this charter: **784**

Students will participate in all state sponsored testing programs and each student will be expected to show continuous improvement as measured by instruments adopted by the State of California. City expects student test results to surpass levels on record at the alternative public middle schools in the community and anticipates a minimum of 20% of students scoring at “far below basic” to accelerate to “below basic” the following year, and “basic” for the year after that. Furthermore, City expects that 80% of ELL students will be re-designated by the end of 8th grade.

Students who show a continued lack of progress will be served as detailed under No Child Left Behind and/or the Special Education section depending on individual student needs. Teachers will be guided by principal-designated professional development programs to specifically address the needs of learners who are not making adequate progress.

C. Student Progress Reporting

The principal and City faculty will develop and implement an effective reporting system and grading policy to provide progress report grades in the fall and spring, and formal mid-year and end-of-year grades in January and June. For each class, students will receive a letter grade and a citizenship grade.

D. Longitudinal Analysis of Progress

City intends to demonstrate progress on the aggregate results of a standards-based annual report for each grade level. This report and standardized test data will be disaggregated to show how sub-groups;
e.g. LEP, non-LEP, mobility, gender, etc., perform. Student, parent and employee satisfaction data will be handled in a similarly rigorous fashion as surveys will be designed and analyzed bi-annually to ensure the school maintains an inclusive, positive, stimulating community of learners.
Element Four: Governance

A. Assurances: Brown Act, Conflict of Interest, and Audit -

City and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

City will comply with the Brown Act.

LAUSD-Specific Language
Members of the City’s executive board, any administrators, managers or employees, and any other committees of the 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 single representative to the charter school board pursuant to Education Code section 47604(b).

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

City will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

City will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD Charter Policy (LAUSD-Specific Language)

The City Charter School will comply with the District policy related to Charter Schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

Responding to Inquiries (LAUSD-Specific Language)
City shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. City 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 shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

**Notifications (LAUSD-Specific Language)**

Notification is to be made to the Innovation and 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 City.

**Non boiler plate assurances**

The school will comply with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools, including those related to zoning, occupancy, construction, health, and safety. The school will secure general liability insurance, workers compensation, and unemployment insurance.

B. Nonprofit Public Benefit Corporation

City Charter School is a non-profit corporation registered in the State of California, designated as a 501(c)(3) tax-exempt corporation with the Internal Revenue Service. City is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Bylaws will be adopted and amended as needed, based upon ongoing program evaluation and changing needs. Most recent copies of **By-Laws and Articles of Incorporation** can be found in **Appendix 4 and 5**.

C. Board of Directors Responsibilities and Composition

**Responsibilities**

The Board of Directors is the governing Board of the City Charter Elementary and Middle School and High School. The Board of Directors is responsible for all legal and fiduciary matters involving both schools. The Board will provide fiscal accountability by approving and monitoring budgets and other financial matters. The Board will also help ensure effective organizational planning by approving long range goals and annual objectives, and monitoring such issues as health and safety, and the use and maintenance of facilities. The Board will have the responsibility for hiring and evaluating the Executive Director/Head of School. Approving the yearly budget, contributing to the financial well-being of the school, fiscal oversight, compliance, and upholding the mission of the school as outlined in the charter are essential responsibilities. In accordance with our school culture, the Board strives for consensus. If it cannot be reached, decisions are made by majority vote.

See **Appendix 3** for the Board of Directors Handbook.

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19 Middle and Elementary are proposed charters. High School is part of term plan.
The Board will create committees as needed to address issues related to fulfilling the mission of City. Possible committees include: Executive, Audit, Development, Governance/Nominating Committee, Finance, Strategic Planning and Assessment.

Composition of Board, Election, and Terms of Office
The Board of Directors is now, and will at all times maintain, representatives with expertise in education, finance/accounting, and nonprofit and community organizations. The Board of Directors consists of at least three (3) and no more than Twenty-two (22) members. The Nominating Committee of the Board will interview and propose all other candidates to the full Board for vote. No employee of City shall have any voting rights on the Board of Directors. As required by the authorizing district, an LAUSD representative will be an ex-officio, non-voting member of the Board. Each Director on our Board shall serve for a one year term, renewable through mutual consent for a maximum of four years.

The Board was founded in the spring of 2011 by a former member of the Board of Directors for Larchmont Charter School (LCS) and Valley Charter School (VCS); an educator with expertise in the teaching of writing (a pillar of the program); an attorney; and a law school professor with expertise in speech and debate (a pillar of the program). The Board soon expanded to include the current roster, listed along with resumes in Appendix 2.

Process for Selecting Board Members
Any member of the community may refer a potential candidate to the Board’s Nominating Committee for consideration either when there is a mid-term vacancy or an upcoming expiration of a regular Board term. The Nominating Committee will meet with all prospective candidates to determine whether or not they should be recommended as candidates to the Board and fit the stated needs of the Board recruitment strategy. If the candidate meets the needs of the Board at that time, the Nominating Committee will present the Nomination and the candidate’s resume during the next Board meeting for a Closed Session discussion. If any Board members have questions or want to meet the potential member, the Nominating Committee will facilitate such a meeting. If support exists, the Nominating Committee will bring the Nomination to the Board for a vote at the next Board meeting. The Board strives for unanimous support for new Board Members, but per the by-laws, a simple majority is all that is needed.

D. Board Meetings
Board members meet monthly and more often as needed. Board elections are held each March for the following year. Board members may serve a one-year term renewable up to four years. All Board meetings will be open to parents and staff and foreign language interpreters will be made available upon request.

E. Board Meeting Postings
All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

F. Stakeholder Involvement
The governance of City is designed to reflect the best practices existing in effective, high performing, college preparatory K-12 institutions. The Board of Directors is the primary governing board of City and will have representatives from the world of education, business, and the community who bring relevant
and diverse skills and expertise. A full list of current Directors and their bio/resumes can be found in Appendix 2.

Stakeholders will have roles through:
- Advisory Board
- Family Committees
- Dean of Faculty (see definition below)
- Site Council

The Board of Directors will be supported in its efforts by an Advisory Board. The Advisory Board will be comprised of leading experts who can provide guidance to the school’s educational, financial, site and growth-related endeavors. Members of the Board of Directors as well as the Executive Director can nominate individuals to this Board if a rationale exists for that individual’s counsel at that point in time.

Families will be given a myriad of opportunities to be involved in the life of the school. For example, all families will participate in elections of grade level representatives [GLR] (corresponding to the grade of their child) to the Site Council (or “Site Board”). In April, parents of current 6th and 7th graders who are interested in being GLRs shall write a short greeting that explains their interest and goals as a GLR. There will then be an evening meeting open to all families in May during which prospective GLRs will each give a short speech and answer questions and all parents/guardians present will vote. Parents of incoming 6th graders will experience the same process in the fall of their child’s first year at the school, instead of the spring. This council is based on similar structures that exist in schools that share educational goals, curricular choices and student demographics. The Aspire Schools and a collection of successful, rigorous schools in Arizona provide the main models for this council which we define as follows:

The Site-Based Council is a policy-making, advisory body that determines all items related to school operation. The Site Council include an equal number of teachers and parents (representing each grade level) and will report directly to the principal, only reporting directly to the Board when encountering serious, unresolved issues. An individual Board member will be publically identified as the Council’s main contact should Board attention be desired. The council:

- acts as an initial discipline review board;
- addresses school safety issues;
- reviews parental concerns;
- determines budget priorities; and
- sets policies that are unique to the school.

Furthermore, all parents can also join any family committee in which they have an interest. These committees will be formed at the request of the Principal or at the suggestion of parents, pending the approval of the Executive Director. Possible committees include:

- Fundraising
- Technology Support
- Teacher Appreciation
- Cultural Events
• After School Program

Faculty will elect a Dean of Faculty who will sit on the Site Council and up to two additional faculty members to also join the Site Council. These elections will take place each May for a term to run the following school year. The Dean of Faculty is the main line of communication between administration and faculty. The Dean directs weekly faculty meetings (attendance optional) during which faculty make announcements over a school-sponsored continental breakfast\(^\text{20}\). The Dean also manages the application and follow-up process that enables faculty to access school-provided professional development funds.

The Middle School Site Council will bring 3 elected parent representatives, one from each grade, and 3 elected teachers together in biweekly meetings with the Principal. The Council will be a means of ensuring that faculty and family voice is officially heard and responded to by the school administration. It will also be the means through which the Principal manages parent volunteers, community-building, fundraising and ad hoc committees.

G. Governance Structure/Organizational Chart

\(^{20}\) Pending fundraising and/or will be donated by volunteers.
Dotted lines denote an advisory relationship
Solid lines denote both an advisory relationship and an evaluative component
*ED expected to be hired after as the school grows and budget allows. Is the school grows to more than a few schools, a Central Admin Team will be added.

H. Board of Directors – Resumes

Please see Appendix 2 for Board of Director bios, resumes and questionnaires.
ELEMENT #5: Employee Qualifications

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

A. Staff Selection

All City personnel must commit to the mission, vision, and educational philosophy of the school. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The job descriptions will be based on the job duties and work basis as outlined in the charter. All requirements for employment set forth in applicable provisions of law will be met.

The Executive Director, hires the Principal, subject to final board approval. The Principal then, in turn, hires staff and faculty. A personnel committee may be formed as needed by the Principal or the Executive Director in order to make recommendations on hiring employees for any vacant positions. Individuals that wish to apply for a position will be required to submit a resume and a City employment application. Staff will be selected on an application and interview basis. Selection will be based on the demonstrated ability to perform required job duties. Candidates that are offered employment will receive a written notice from City.

City is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students. Regardless of their role in the school, every person hired by City will actively help to promote the curricular philosophy, instructional program and the school community’s guiding principles. All requirements for employment set forth in applicable provisions of law will be met.

Salaries can be found in the budget.21

The administrative positions for City include:

- Executive Director/Head of all City Schools
- Middle School Principal
- A Dean for each grade of the middle school will hold both teaching (a maximum of 2 classes)22 and administrative responsibilities related to academic advising, family/school communication and discipline.
- A Department Chairman for each of the 5 core subjects who also teaches a minimum of 3 classes (to be chosen by principal with input from all relevant subject-specific teachers). Depending on the specifics of the chosen non-core program, there will also be a Department Chair of Music, Study Skills, Advisory, Speech & Debate, each Major, and Physical Education.

B. Key Personnel Qualifications

21 The average teacher salary is assumed to be $50,000, allowing for a range between $38,000 and $60,000. The average part-time writing teacher salary is assumed to be $25,000. The Principal salary is estimated at $120,000. The office manager at $40,000, additional office and supervisor staff is estimated at $35,000. Benefits for teachers (STRS) is 8.25%, while other employees’ retirement plans will be a 403B funded at 3%. Health benefits are estimated at a quoted price of $6,000 per employee.

22 Budget and fundraising permitting
Given our emphasis on a mixed SES and ethnically/racially diverse student body, every effort will be made to recruit similar diversity in our staff.

**Executive Director/Head of Schools**
The Executive Director is the chief executive of all City schools. The ED holds responsibility, accountability and authority for the school’s overall performance and success in fulfilling the City mission. It is the primary responsibility of the ED to ensure that the organization meets its strategic plan goals of opening high performing schools in areas of need throughout Los Angeles and ensure that the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the school’s long-term sustainability.

The ED reports to the Board of Directors and is responsible for the launching of City schools and the ongoing overall operations of the schools. The ED hires and assesses each school's Principals.

Responsibilities include:

- Secure permanent site(s) for school
- Extend fundraising beyond the school community to include outside sources of funds
- Facilitate strategic planning with the Board of Directors
- Respect the autonomy of the Principal in fulfilling the educational mission of the school while evaluating the Principal in reaching goals enumerated in the Charter
- Diagnose the gaps between where the school is versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps
- Develop and retain high-performing individuals who are passionate about the school and its mission
- Ensure that the annual fundraising target is met as well as additional funds to ensure long-term financial sustainability
- Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive nonprofit (specifically charter school) funding environment
- Work with the Board on a capital campaign to secure and develop permanent site(s)
- Oversee and manage the operating budget
- Ensure that City has suitable school site(s) until a permanent site is found
- Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision
- Represent the school as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as a community leaders to maintain support from the local communities
- Develop and maintain effective relationships with the LAUSD Charter Office, local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
- Ensure effective communication to diverse constituents, including multiple platforms, multiple languages, and including brochures and “collateral” that effectively represent the mission and vision of the school
Qualifications include:

**Management and Leadership Experience:** The ideal candidate will have extensive management experience with a record of success in leading and sustaining a reputable organization, fundraising, budgeting, government relations, and marketing. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork.

As the charter landscape is changing quickly, there will be many opportunities to take a leadership role in shaping the future of the charter school movement through partnering, innovation, and persuasion. The ideal candidate will have experience forming, cultivating, and expanding partnerships within the public and private sectors.

**Passion for Educational Excellence:** While experience in educational leadership and, specifically, in the charter school movement are pluses, they are not required. However, the candidate must demonstrate an ability to raise funds, communicate a genuine passion for advancing educational achievement in diverse communities and embody the mission and vision of City. Knowledge of the California and LAUSD education, government, and nonprofit funding environment would be valuable in this position.

The ED must be able to make a compelling case for resources in an increasingly competitive environment. S/he must see building and maintaining relationships with individuals, foundations, members of the private sector and government grant-makers as an essential part of his/her role. Staying abreast of changing funding opportunities and challenges and working them to the school’s advantage will be a critical component of this position. The ideal candidate will demonstrate significant past success with fundraising.

**Principal**

The Middle School Principal of City will be the educational and instructional leader and will also oversee school finances, budget, operations, communications, and compliance under ED guidance.

**Responsibilities**

The responsibilities of the principal include:

1. Educational Leadership:
   - Provide hands-on guidance to teachers as they create and implement a curriculum that utilizes problem-based learning and integrates California state standards;
   - Provide hands-on guidance to teachers in data driven instruction: the development of multiple assessments and use of multiple sources of student achievement data that influence pedagogical and curricular decisions;
   - Help teachers develop their pedagogy in light of recent research on brain development and in keeping with a constructivist approach to teaching and learning;
   - Work with teachers to develop a faculty evaluation process;
   - Develop partnerships with university researchers to support teacher’s action research endeavors;
   - Develop partnerships with Global Learning Portals, as much as funds allow;
   - Lead the design and implementation of the school’s programs for Special Education, EL, and GATE students;
   - Hire and retain high quality faculty;
   - Promote the school’s values throughout the school community;
• Day to day site management with a commitment to ensuring the health and safety of students, faculty and staff.

2. School and Community Relations:
• Support the Executive Director/Head of School in all aspects of Charter renewal, review and compliance;
• Lead the Site Council;
• Schedule and participate in regular family and community meetings;
• Encourage and develop parent/guardian involvement/partnerships;
• Support fundraising activities;
• Maintain positive relationships with LAUSD and its related entities;
• Actively participate in Charter organization activities (CCSA, CSDC, IC-LA, etc.) and become an active leader in the Charter community;
• Maintain a positive, collaborative relationship with our landlord;
• Work effectively with the media, under the direction of the Executive Director/Head of School;
• If the school does not have an ED, assume the responsibilities of the ED.

Qualifications
Our ideal principal is a visionary whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges our motivated students, teachers, and families to achieve academic excellence, character growth, and social change. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. It is essential that the principal be able to lead faculty in implementing Data Driven Instruction linked to action research and be able to guide faculty in implementing the backward design process to ensure standards-aligned, problem-based learning with multiple assessments.

The ideal candidate will have (these are preferable but not required):
• Teaching experience in grades 6-8 at a high achieving program whose graduates (at least 40% of students) excel on Advanced Placement exams in high school and attend top 20 colleges across the country;
• A Master’s Degree in Education and/or Administrative Credential (prior administrative experience desirable);
• Track record and experience in ensuring the health and safety of students, faculty and staff;
• Knowledge of or experience with diverse populations, English learners and GATE;
• Strong computer skills;
• Excellent communication skills, experience fundraising and/or grant writing, and experience motivating and working with parent volunteers; and
• A track record as a successful and progressive educator.

Teaching Staff
City teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. These documents will be maintained on file at City and made available to LAUSD upon request.

The department head, deans, and department teachers will interview and provide formal feedback on teaching candidates. The principal will provide the final answer on hiring but will not hire a teacher if the department head does not approve, since the department head is the official supervisor of the
teacher. Selection of teachers will be based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities. All candidates will be required to teach a model lesson to students at the school – and in the case of the creation of a new grade, teachers can teach the model lesson at their current place of work. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Inexperienced teachers will be paired with mentor teachers for their first two years at the school. The school will actively recruit credentialed teachers to minimize the use of teachers holding emergency credentials.

The ideal teaching candidate will have:

- 2+ years experience teaching the subject to middle school students
- Experience at a high performing school whose graduates excel on A.P. exams in high school and ultimately attend top 20 colleges
- Enthusiasm for the school’s values, mission and educational philosophy
- Proven commitment to constructivism, multiple assessments, data driven instruction and a collaborative approach to teaching and learning

Responsibilities will include:

- Backward design curriculum construction and implementation of subject-specific lessons that incorporate the school’s definition of an educated person and emphasize active learning strategies and problem-based learning
- Assessing student progress and maintaining accurate records
- Taking the lead in developing their individualized action research professional development plan
- Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance

Other Certificated Staff: A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

Financial Administration: In order to run the administrative financial functions of the school, City will hire California CharterWorks, or a similar vendor. The accounting systems City plans to adopt will adhere to generally accepted accounting principles, giving City strong internal controls within the system.

Office Personnel: Clerical staff will be selected by the Principal on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.

Responsibilities will include:

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

C. Performance Evaluations

Evaluations will be performed twice a year. Performance measures will be used to evaluate all school personnel.

The Executive Director will be evaluated by the Board based on:

• Completion of required and enumerated (from job description) job duties
• Reaching objectives and benchmarks on the path to permanent school site, fundraising and financial sustainability
• Choice and oversight of school administration in regards to:
  o Implementing the charter and maintaining adherence to its guiding principles and requirements
  o Overall successful school academic program and achievement of educational goals
  o High parental and community involvement
• Fulfilling the mission and vision of the school, including our commitment to diversity, community and academic excellence

The principal will be evaluated by the ED based on:

• Completion of required and enumerated (from job description above) job duties
• Implementing the charter and maintaining adherence to its guiding principles and requirements
• Overall successful school academic program and achievement of educational goals
• High parental and community involvement
• Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties
• Fulfilling the mission and vision of the school, including our commitment to diversity, community and academic excellence

Assessment tools will include staff and parent surveys, site visit, portfolio presentation and a rubric.

Teachers will be evaluated by the principal based on:
• Student progress as referenced from assessment measures
• Effectiveness of teaching strategies
• Performance of job duties

Classified and other personnel will be evaluated by the principal or the ED (depending on the reporting structure for each staff member) based on completion of assigned job duties and regular, punctual attendance.

If an evaluation reveals poor job performance, a conference will be scheduled between the staff member and the principal, or the ED and the principal, or the Board and the ED, to develop a written action plan detailing recommendations for improvement. The action plan will outline an
implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Procedure.

D. Assurances and Background Checks

City believes that all persons are entitled to equal employment opportunity. City School shall 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.

All staff will be expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

City will require each employee to submit to a criminal background check as required by Education Code Section 44237. City will adhere to California laws, including fingerprinting, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. City agrees to comply with the provisions of NCLB as they apply to certificated and paraprofessional employees of charter schools, including maintaining current copies of all teacher credentials so that they are readily available for inspection. Prior to employment each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status. The Principal and/or administrative designee will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and federal law, for all City employees. The principal and/or administrative designee will monitor teacher credentials.

City will perform all the required background checks on fingerprinting according to existing California State Law. Prior to the first day of work for every employee, City will process all background checks through LiveScan, administered by the Department of Justice. City will adhere to school policy pertaining to the safety and health of all employees and students.

E. Child Abuse Reporting

See Element 6, Section D.
ELEMENT #6: Health and Safety of Pupils

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

A. Health and Safety Policies

The health and safety of City students and staff is a high priority. The school follows all required safety regulations including emergency policies and procedures. City complies with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, Education Code Section 44237, and the EPA. City operates as a drug, alcohol, and tobacco free workplace.

Each new employee or non-parent volunteer who will work in contact with students must submit to a fingerprint scan for the purpose of obtaining a criminal record summary. This requirement is a condition of employment. Also, employees hired by City are required to have a Mantoux tuberculosis test per Education Code 49406.

The school has adopted a set of health, safety, and risk management policies that are reviewed and updated annually, in consultation with staff and a specified Sub-Committee. This policy is distributed to all staff and parents. The policy includes, but is not limited to the following:

- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by California Education Code section 44237. Ed. Code §47605 9b)(5)(F)
- Safe use, maintenance, and sanitation of school equipment and facilities
- Emergency drill procedures and schedule (earthquake, fire and other)
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.
- Emergency site plan
- Health screening procedure (vision, hearing and scoliosis)
- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law. Records of student immunizations will be maintained, and staff will honor County requirements for periodic Tuberculosis (TB) tests.
- Procedures expected of staff and parents in the case of a sudden illness or injury occurring at school
- Procedures for administration of medication at school
- Suggestions for families as to good nutrition for their children
- Explanation of the necessity of physical education for the child's health
- Legal obligation of reporting contagious conditions
- Prevention of drug, tobacco and alcohol use, violence, and early sexual activity
• City provides health screening procedures (vision, hearing and scoliosis) to students to the same extent as would be required of non-charter public schools.
• City requires that all enrolling students and staff provide records documenting immunizations to the extent required by law, just as would apply in non-charter public schools.
• Records of student immunizations are maintained, and staff honor County requirements for periodic Tuberculosis (TB) tests

Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. City will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on City's premises, or in a product, facility, piece of equipment, process, or business practice for which City is responsible, the employee will bring it to the attention of their supervisor, the Education Director, or principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the principal regarding the problem.

Employees will be encouraged to report any workplace injury or accident to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

Periodically, City may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Prescription Medications

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medications are needed.

Food Service Program

City will maintain its own Child Nutrition Program and obtain its own LEA status from the State and Federal Child Nutrition Program. Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.

Auxiliary Services

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, custodial services, hazardous materials) by developing appropriate policies and awareness training.
Safety Plan

City has developed policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school has trained, and will continue to train, instructional and administrative staff in basic first aid. The school safety plan is kept on file for review and school staff is trained annually on the safety procedures outlined in the plan. The following is an excerpt from the current safety plan: the Table of Contents, followed by a few sections:

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Fire Drills
Fire drills will be held at least twice a semester.

- Office personnel will maintain a record of fire drills held and total required time for complete evacuation.
- When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose.
- Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them.
- Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.
- Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers.
- Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students.
- Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Earthquake/Disaster Drills
Disaster drills will be conducted at least once every two months.

- Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear, “This is an emergency drill. Duck and cover.”
- During the classroom “duck and cover” routine, teachers will turn off the lights and instruct students to position themselves under a desk, table, or against the wall where they will be away from windows.
- Students will remain quiet and orderly in order to hear additional instructions when given.
- All drills will be concluded with an “all clear” announcement, or a visible signal from the administrative staff.
- In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building.
- If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone.
• If students are on the playground or other outdoor area when a disaster drill is called or in the event of an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and assume the “duck and cover” position.
• They are to remain in that position until given additional instructions.

B. Site Compliance

City will occupy either a site to be designated in cooperation with LAUSD or another site that we are currently in negotiation for. We have identified several acceptable sites and are waiting for charter approval to complete the negotiations.

If City moves or expands to another facility during the term of this charter, City shall provide a certificate of occupancy to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. City shall not open in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Charter Schools Division. 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. If LAUSD facilities are used during the term of this charter, City shall abide by all LAUSD policies relating to Maintenance & Operations Services.

City will always comply with all applicable Building Codes, standards, and regulations, Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements. The site will always be in full compliance with all current codes and requirements including updated fire alarm requirements for E-1 occupancy. The Certificate of Occupancy and other pertinent records documenting such compliance will be kept on file by City and readily accessible.

Dependent on the facility lease requirements, City will outsource all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

C. *Insurance Requirements – LAUSD-Specific Language

No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:
1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any
claims or loss shall be deemed excess and the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

**LAUSD-Specific Language**

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy.*

**Evidence of Insurance (LAUSD-Specific Language)**

The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:
“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

**Hold Harmless/Indemnification Provision (LAUSD-Specific Language)**

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

City School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. City 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.

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

City shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

**D. Child Abuse Reporting**

In accordance with state law, all teachers and staff at City are mandated to report any suspected child abuse. The procedure for the mandated individual is to immediately make a call to the Department of
Children and Family Services. The mandated reporter will then file a report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family services. The mandated individual will meet with the appropriate authorities accordingly. Staff members receive in-service training and sign a document verifying notification and understanding regarding this responsibility.
ELEMENT #7: Means to Achieve Racial/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.”
Education Code Section 47605(b)(5)(G)

A. Assurances

*Court-ordered Integration*

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 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 goal of 70:30 or 30:70 ratio.

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

*No Child Left Behind—Public School Choice (NCLB-PSC) Traveling Students*

The District and City are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The City School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending City shall have the right to continue attending City until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to City shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

City will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. City will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school. Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at City under the NCLB-PSC program increases in
subsequent years, City School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

**Federal Compliance (LAUSD-Specific Language)**

As a recipient of federal funds, including federal Title I, Part A funds, City has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. City understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. City agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

City also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

B. Means of Recruiting a Diverse Student Body:

Diversity is a core value of City Charter School. We will recruit students from various racial and ethnic groups so as to achieve a balance that is reflective of Los Angeles and the general population residing within the territorial jurisdiction of the school district. City Charter School will also endeavor to recruit an economically diverse student population. City Charter will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation of the efforts the school makes to achieve racial and ethnic balance.
Prior to submitting this document, City Charter School set out to establish both community interest and support for the future school’s missions and educational model. A diverse and dedicated committee of founding parents and community participants went to great lengths to reach out to community-based organizations (CBOs) that served young children and their families. The volunteers also reached out to faith-based institutions, neighborhood associations, and other non-profit organizations. The first step in our outreach process consisted of gathering information and seeking counsel in how to reach community members at large. Our outreach volunteers were met with enthusiasm and support throughout these early outreach efforts.

The partnership building process which has already begun includes:

1) Research, examine and list all community service organizations, schools, religious and ethnic organizations, libraries, parks, community gathering places (farmer’s markets, performance spaces, etc.) serving the people within our target geographical boundaries of Mid-City/Carthay Circle to MacArthur Park.

2) Given the list to be created in Step (1), determine the language fluencies needed to best communicate with the populations in the area. If school leaders are not themselves proficient in the needed languages, a translator will be involved at every step of the communication process, and will be hired to translate all school materials and websites as well. It is anticipated that translations will be needed into Spanish, Thai, Korean, and Armenian, but other languages may also be considered essential.

3) Identify all local public elementary schools and private schools that end before middle school: meet with the leadership of these schools and arrange informational meetings (if possible) with the parents to educate families about the charter school option, train and involve Founding Parents and/or registered students’ parents (after school lottery determines students) in speaking with potential parents at these locations. If the school to be recruited from includes a significant number of families that are unfamiliar with school choice or unaware of the uniqueness of City’s educational philosophy, we will look for opportunities to collaborate positively with local elementary schools.

4) Identify all local community service organizations, including YMCA’s and community centers: meet with leadership of these organizations, schedule orientation meetings with families of school age children to be led by school leadership with the aid of trained registered parents, and ensure an ongoing space in the building to leave charter school brochures/information.

5) Contact leadership of local libraries, post offices, supermarkets, drugstores and other local businesses to establish a physical location in the building to leave notices/brochures/information about the charter school for local residents to access. These activities could be completed by trained registered parents.

6) Identify local religious and ethnic-centered organizations: meet with the leadership of these programs and arrange informational meetings with the parents to educate families about the charter school (led by school leaders with the help of registered parents), and ensure an ongoing space in the building to leave charter school brochures/information.
The goals in meeting with these community leaders include:

- Informing leaders and their constituents/clients/acquaintances of the school’s mission, programs, services
- Hearing and addressing the needs, questions and concerns of all community members
- Fostering an ongoing mutually beneficial relationship with other organizations that are serving the community

Our volunteers spent and continue to spend a great deal of time cultivating these relationships by presenting our vision to community leaders and constituents as well as dialoging about community-based issues, answering questions and fielding follow-up calls. Our outreach committee also has a dedicated committee of educators on hand to answer questions related to pedagogy and curriculum.

Below are examples of some of our outreach efforts:

- On 9/18/2011 from 10-4:30, flyers and representation were at the 19th annual Thai Cultural Day in Barnsdall Park in Hollywood.
- Information tables with flyers and seven City School representatives were at the Crenshaw Family YMCA youth basketball competition event on 9/8/2011 from 10:30-2:30. Twenty interested parents were provided with relevant information and 10 families had appropriately aged children to sign the petition.
- On 9/2/2011 from 10-2, we staffed information tables and distributed flyers at the last day of KYCC Youth Summer Camp’s closing day event, held at the Wilshire Park Elementary School. Seventy-five students and their families were in attendance, and we obtained 24 signatures.
- On 8/26/2011 from 10-11:30, we met with City Year to discuss participation in Community Beautification Day and outreach to their community; contact: Jessica Anderson.
- On 8/8/2011, from 6:30P-10P, we did a presentation to the Mid-City Neighborhood Council. Following the meeting, on 8/18/2011, our contact, Michael Sonntag, emailed City School information to all the board members and enlisted their aid in distribution to their communities.
- On 8/8/2011, 50 families from Crestwood Hills Co-op Nursery School were emailed information about The City School in hopes of connecting with older siblings.
- On 8/4/2011 from 6PM-8PM, we did a presentation to the United Neighborhoods of the Historic Arlington Heights, West Adams, and Jefferson Park Neighborhood Council. There were 20 people from the community in attendance at the meeting, as well as the board.
- Flyers and information have been distributed at Regis House Community Center (2212 Beverly Blvd) by our contact, Sister Albertina Morales on an ongoing basis since 8/4/2011.
- Information has been provided to IKAR religious community by our contact, Rabbi Sharon Brous, on an ongoing basis since 8/2011.
- On 7/31/2011 from 12-2, we visited the Blood of Jesus Church and met with parishioners to talk about The City School. We got 4 signatures that day. We returned 8/7/2011 to distribute information and speak about the school, obtaining 3 additional signatures.
- On 7/31/2011, we went to Cheviot Hills from 10-12pm and shared flyers and information with 20 families at the pool area. We obtained 5 signatures for the charter petition.
- On 7/30/2011, from 10:00 am till 11:30 we were at Kenneth Hahn Regional Park meeting families, distributing information, and talking about The City School. We met with roughly 25 people, including parishioners from the Blood of Jesus Church in South Los Angeles, and parents and teachers from Normandie Elementary School. We got six signatures.
• On 7/30/2011 from 12-3pm, we attended a basketball game at the Cheviot Hills Parks and Recreation with flyers. We talked to 30 families, and gathered 10 signatures for the charter petition.
• We posted information regarding The City School on the Wat Thai school main board beginning 7/15/2011.
• On 7/6/2011 from 7P-9P, flyers were distributed by City School representatives to 20 Little League families at the playoffs held at Ladera Field. Eight signatures were obtained.
• Flyers were distributed by City School representatives at the following parks throughout the summer of 2011: Alvarado Park, Pan-Pacific Park, Ladera Park, Rancho Park, Kenneth Hahn State Park, Mar Vista Park, Lueder Park, Beverly Hills Little League
• Information was emailed to the West Adams moms’ group throughout the summer of 2011. Additional emails were sent to 70 families in the West Adams area and 7 families signed the petition.

We have formed relationships with the following organizations: (See Appendix 12 for MOUs)
Koreatown Youth & Community Center (KYCC) (contact: Sam Joo, Director of Child and Family Services).
Crenshaw Family YMCA (contact: Merton Harris, Executive Director).
Culver-Palms YMCA (contact: Chad Maender, Director of Operations)
Big Sunday (contact: David Levinson, Director)
Youth Policy Institute (YPI) (contact: Dixon Slingerland, Director)
St. Elmo Village (contact: Roderick Sykes, Founder)
Thai Community Arts & Cultural Center of Los Angeles (contact: Vibul Wonprasat, Director)
MEND (Meeting Each Need with Dignity) (contact: Breanna Medina, Information and Referral Specialist)
DOOR: Discovering Opportunities for Outreach and Beyond (contact: Matthew Schmitt, City Director)
Wat Thai of Los Angeles (contact: Praraj Dharmvides)
Upward Bound House (contact: David Snow, Executive Director)

Each of these organizations will assist us with the outreach process and will provide us the opportunity to conduct workshops with prospective parents at their facilities or reach parents in various other ways that they deemed more effective. Parent oriented meetings and information tables as well as a dedicated area for information and enrollment packets are anticipated. In addition, our goal is to help support our community based organizations as well. We hope to create meaningful service learning opportunities for our students in partnership with the surrounding community and organizations.

In addition to utilizing the existing structures of organizations that serve the community, school leadership will publicize the school to potential parents using the following means:

- Community events/fairs/festivals: the principal, in conjunction with parents who are trained by the principal to be “School Ambassadors” (friendly individuals who are conversant about the school’s mission, programs, and plans) will attend local events including fairs, festivals, farmers markets, and others in order to meet potential families.
Multi-Lingual Park Information Sessions: To ensure that all potential families are included, every effort will be made to ensure that school representatives are present that speak a variety of languages. In addition, prior to the lottery each spring, school representatives will hold multilingual park events at local parks, near playgrounds. School Ambassador parents will volunteer to set up tables with food, will decorate to draw attention, will advertise 3 weeks in advance through free venues, will organize and run activities for kids, will speak with potential parents about the school, and will hand out school brochures/registration information.

Meet & Greets/Town Hall Meetings: Principal will lead Meet & Greet sessions for prospective parents to learn more about the school, and ask questions of our staff and Board members. These Meet & Greets will evolve into Town Hall Meetings as the group of parents and involved members of the community grows larger.

Internet: website, yahoo-type groups, message boards, and other virtual communities that could be contacted and/or created

Once City Charter School is in operation, the Principal will work in conjunction with the Executive Director to create an Outreach calendar that will track and help schedule outreach events with potential future families. In addition, the calendar will determine the other outreach events such as Multi-Lingual Park Information Sessions and fair/festival events, etc. The Principal will also set up workshops to train more parents who are volunteering for outreach.

It will be the responsibility of the Principal to continually monitor the greater mid-city area for new community organizations and businesses with which to form relationships. It will also be the Principal's responsibility to make the first contact with the leadership of these organizations and businesses in order to pave the way for meetings and outreach events. It will be the Principal's responsibility to plan meetings and events with future families and prepare registered parents to be volunteer for outreach. In addition, the principal will work with local organizations and businesses in supporting the school and its families. The outreach efforts are specifically designed to attain a racial and ethnic balance at the charter school that is reflective of the city and the District, as well as socio-economic diversity of the city and the district.
ELEMENT #8: Admission Requirements

“Admission requirements, if applicable.” Education Code Section 47605(b)(5)(H)

Assurances

City affirms that the school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any person on the basis of ethnicity, national origin, gender, or disability as set forth in Education Code Section 47605(d)(1).

McKinney-Vento Homeless Assistance Act
The 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 has equal access to the same free, appropriate public education as provided to other children and youths.

City actively recruits a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the school's educational philosophy and instructional practices.

The efforts the school employs to recruit economically disadvantaged students are described in Element #7. For example, as stated in Element #7, City has partnered with local YMCA’s, including the Crenshaw Y, in order to recruit economically disadvantaged students in the after school programs there. In order to recruit academically low-achieving and special education students, one of the primary duties of the Principal is that of public relations. The Principal leads outreach efforts and communicates to all potential families that the school’s program emphasizes differentiated instruction that supports all students in achieving excellence. Furthermore, enrollment and recruiting advertisements for the school will clearly state that the ‘school services students with disabilities in the least restricted environment.’ The Principal will also be held accountable for ensuring that the program is consistent with the mission and does, indeed, enable all students to learn and grow as students and responsible citizens.

City admits all pupils who wish to attend (Education Code Section 47605 (d)(2)(A)), in compliance with all laws regarding minimum age for public school attendance. Enrollment to the school shall be open to any resident of the State of California.

Enrollment Process

The enrollment process is comprised of the following:
- Parent attendance at a school orientation meeting *
- Completion of a student enrollment form
- Parent signature of School Contract *
- Proof of Immunizations

* Not a pre-requisite to enrollment but strongly encouraged as discussed below.
• Home Language Survey
• Completion of Emergency Medical Information Form
• Proof of minimum age requirements, e.g. birth certificate

For a given school year beginning in September, City plans to accept enrollment forms during an enrollment period that extends from the day after the previous school lottery and until 4:00 PM on the last weekday in the month of February prior to the next given school year (exact date TBD). These dates are indicated on the website, on the flyers and posted at our school site, and with our partner organizations. Upon receipt, each enrollment form will be numbered and stamped with the date and time.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, enrollment forms shall be counted to determine whether any grade level has received more enrollment forms than availability of space. If the number of students applying for enrollment exceeds the charter school’s capacity, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

An explanation of the enrollment process and the rules to be followed during the lottery is available at all times on our web site in English and Spanish and in the office (in English, Spanish, Korean and Russian, and additional languages if needed). The process is also verbally explained to any families who calls, or hands in their paper enrollment forms in-person. It will be communicated to the families that all students are admitted unless there are more applicants than spots, in which case a public lottery will occur at the school site on or around February 28, with enrollment letters, calls and emails mailed within 2 weeks of that date. Students who are not granted enrollment for the next school year will remain on the waiting list unless otherwise requested by the parent to be taken off.

**Public Random Lottery**

Public notice is posted at the school location, school web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing, encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the school site).

Exemption from the lottery, in compliance with Federal law and non-regulatory guidance, will be offered to a small number of students who are children of school faculty and founding parents. The total number of students receiving this exemption will not exceed 10% of the total seats. Exemption in the lottery will also be given to siblings of existing students, also in compliance with Federal law and non-regulatory guidance. Furthermore, a weighted priority will be given to students seeking to change school assignment under the public school choice provisions of ESEA Title I.

Parents who turned in enrollment forms prior to the February 28 deadline (exact TBD) will be notified of the date and time of the public drawing on or around March 31. Each year, City will conduct a lottery prior to March 31st, publicizing the date, time and location with reasonable notice of at least two weeks before the lottery date.

Lottery spaces will be pulled in order of grade level by an impartial staff member. The lottery procedure will be monitored by the Board Chair to ensure fair and accurate implementation. As names are pulled,
students will be assigned a number corresponding to the number of enrollment slots. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list.

**Enrollment Process**

Families will be notified of their enrollment status (enrolled or placement on waiting list). Each student offered enrollment will receive an enrollment packet with all of the forms necessary to enroll at City. If a student is given a space in the lottery, that family must confirm that the student will attend the school by a Confirmation Deadline - date specified in the enrollment offer letter (approximately 2 weeks after the lottery). The school will hold a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms.

The waiting list will include contact information of the families wanting to still be considered for admission should a position open. If a position opens during the course of the year, the administrative office will contact the family on the top of the waiting list to offer their student admission to the school. Should the family decline the position, the next family on the list will be contacted until the open position is filled. In no circumstance will a wait list carry over to the following school year, but as stated above, students who remain on the wait-list who apply for enrollment in the following year will receive a preference in enrollment.

In the case of a waiting list student being offered enrollment outside the lottery procedure described above, if a student is selected off a waiting list and his/her family is notified prior to August 15th, the family has ten (10) business days to confirm enrollment and submit an application. If a student is notified after August 15th, they will have five (5) business days to confirm enrollment and submit an application.

A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the administrative office and will be readily available for inspection by district representatives.

**School Orientation and Parent Contract**

Interested parents of prospective students are strongly encouraged to visit the school and meet with a staff member to learn more about our goals and philosophy. A designated staff member will explain the program model to prospective parents, provide a tour of selected classrooms and deliver an overall orientation of expectations. Once a student has been enrolled in City, a parent and/or guardian will be encouraged to sign a non-binding Parent Contract, which is a voluntary agreement between families, school, and student. The provisions of the Parent Compact are described further below.

(1) Work with staff to provide an optimal learning environment at home and school
(2) Contribute a minimum of 50 hours per school year in a volunteer capacity

The intent of the Parent Contract is to create a strong relationship between families of City students and school personnel. Parents of students enrolled in City will be encouraged to consider the benefits of strong parental support to their children’s education. Opportunities to meet the commitments of the Parent Contract will be flexible in order to provide for varying parent schedules and needs. Although the fulfillment of the Parent Contract is highly recommended, children whose parents are unable to complete the agreement will not be excluded from the program, nor will School personnel penalize them in any way.
Prior to admission all parents/guardians and their children will be asked to a) attend an orientation; and b) sign a pledge indicating they understand the City philosophy, program and outcomes, and accept the responsibilities as set forth prior to admission. Contracts for parents/guardians of all students will encourage their involvement in and support of their child/children's educational experiences. The contract will ask a parent/guardian to commit to:

- Working with the child at home with homework, projects, etc.
- Maintaining a positive and effective communication with the teacher and staff.
- Ensuring that their child attends school on a regular basis and on time.
- Enforcing the school code of conduct with their child
- Enrolling their child in the prescribed academic enrichment and intervention programs if the school deems it necessary.
- Completing 50 hours of service to the school during the year.*
- Attending at all student-led parent/teacher conferences and at least two parent workshops during the school year.

Attendance at Orientation Sessions is strongly encouraged for students and their families, and City strives to make accommodations for families with individual hardships, such as allowing families to bring children, providing translators and holding sessions after work hours and on weekends.

* Not a condition for enrollment. We will work with families to make it a positive experience, and waive for those who need it waived.
**ELEMENT #9: Annual Audit**

“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.” Education Code Section 47605(b)(5)(I)

**District Oversight Costs (LAUSD-Specific Language)**
The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Balance Reserves**
Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services (LAUSD-Specific Language)**
In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records (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.

City School will develop and maintain internal fiscal control policies governing all financial activities.

**Annual Audit**

The books and records and annual audit of City are kept in accordance with generally accepted accounting principles, and as required by applicable law.

An annual independent fiscal audit of the books and records of City will be conducted as required under the Charter Schools Act, section 47605(b)(5)(l) and 47605(m), in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide. The independent fiscal audit of City will be public record to be provided to the public upon request.

An audit committee selects an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed within four months of the close of the fiscal year and a copy of the auditor’s findings is forwarded to the LAUSD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principals and ED, along with the audit committee, review any audit exceptions or deficiencies and reports to the City Board of Directors with recommendations on how to resolve them. The Board submits a report to LAUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in **Element 14** of this Charter.

City shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries.

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year

e. Unaudited Actuals – July following the end of the fiscal year

f. Audited Actuals - November following the end of the fiscal year (also to State Controller, LACOE, and County Superintendent of Schools.)

g. Classification Report – monthly the Monday after close of the last day of the school month

h. Statistical Report - monthly the Friday after the last day of the school month. In addition: 1. P1, first week of January 2. P2, first week of April

i. Bell Schedule – annually by November

j. Other reports
“The procedures by which pupils can be suspended or expelled.” Education Code Section 47605(b)(5)(J)

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.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

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

If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education. Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for
providing proof of student’s compliance for reinstatement, appeal process and options for enrollment.

- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:
  A) Was the misconduct caused by, or directly and substantially related to the students disability:
  B) Was the misconduct a direct result of the Charter’s failure to implement 504 Plan?

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.

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

Readmission
The Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. The charter school is responsible for reinstating the student upon the conclusion of the expulsion period.

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. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter’s failure to implement 504?

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

DISCIPLINARY POLICY
Students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, City has developed a comprehensive set of student discipline policies through the work of a committee that includes input from interested parents/guardians, students and staff and is compliant with California Education Code Section 48900 and LAUSD guidelines. These policies are detailed in the City Parent & Student Handbook (Appendix 8). Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

Policies regarding suspension or expulsion follow LAUSD guidelines and conform to applicable state and federal laws regarding all students, including California Education Code 48900, Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, the modified consent decree and the Chanda Smith Consent Decree. City may seek the advice and guidance of, or work in conjunction with, LAUSD Pupil Services Department in accordance with District policy for handling expulsion recommendations.

City’s Principal bears primary responsibility for overseeing all student discipline.

*Mandatory Expulsion/Suspension:* It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

- causing serious physical injury to another person
- brandishing a knife
- possession, selling, or furnishing of a firearm, knife, explosive, or other dangerous object
- robbery or extortion
- offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)
- Assault or battery upon any school employee.

*Discretionary Expulsion/Suspension:* In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
- Hate violence (defined by Section 48900.3)
- Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
• Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
• Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
• Disrupted school activities or otherwise willfully defied the valid authority of teachers, administrators, or other school officials or personnel engaged in the performance of their duties.
• Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
• Caused or attempted to cause damage to school property or private property.
• Stole or attempted to steal school property or private property.
• Committed an obscene act or engaged in habitual profanity or vulgarity.
• Knowingly received stolen school property or private property.
• Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
• Aided or abetted the infliction or attempted infliction of physical injury to another person.
• Engaged in sexual harassment as defined in Education Code Section 48900.2.
• Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
• Made terrorist threats against school officials, school property or both as defined in Section 48900.7.

Discretionary Suspension: In addition to all the foregoing, students may be suspended, at the discretion of the Principal, for the following reasons:
• Committed an obscene act or engaged in profanity or vulgarity
• 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.

Expulsion And Suspension Procedures

Expulsion
Students will be recommended for expulsion if the school administrative staff finds that at least one of the following findings may be substantiated:
  a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
  c) Due to the nature of the violation, state or federal law requires mandatory expulsion.

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

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

a) The date and place of the hearing (if neither parent is available, another time will be found within the following week)
b) A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
c) A copy of City’s disciplinary rules which relate to the alleged violation.
d) The opportunity for the student or the student’s parent/guardian to appear in person at the hearing.
e) Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
f) Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil’s behalf.

Written notice to expel a student will be sent by the school administrative staff to the parent/guardian of any student who is expelled. This notice will include the following:

a) The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
b) Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with City.

Suspension

Prior to suspension, an informal conference will take place between the administrative staff, with the student and his/her parent/guardian. The pupil shall be informed of the reason for the conference, the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in defense. The conference may be omitted if the administrative staff determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be scheduled as soon as possible.

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person, to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents/guardians are required to respond to this request without delay and that violation of school rules can result in expulsion from school.

The length of suspension for students may not exceed a period of 5 consecutive days without first scheduling a second conference between administators and parents/guardians to discuss the progress of the suspension upon the completion of the 5th day of suspension. 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.

DUE PROCESS
Decisions to suspend or expel students will be made at the sole discretion of City’s administrative staff. In addition to the procedures detailed in the previous section that are designed to ensure proper parent notification and due process, within two weeks of a suspension or expulsion, parents/guardians may appeal that decision.

A suspension appeal will be heard by the administrative staff. If the administrator denies the appeal and enforces the suspension, the parent can appeal to the Board of Directors or an administrative panel appointed by the Board. An appeal will not reinstate the student in school for the day(s) to be suspended. In reviewing the appeal, the Board or administrative panel, with a majority vote, may remove the suspension from the student’s records. In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) must attend to present their appeal. City will strive to schedule the hearing to accommodate the parents’ presence.

ASSURANCES REGARDING LIST OF OFFENSES
In preparing the list of mandatory and discretionary expulsion and suspension offenses, City has consulted a variety of sources in addition to applicable laws to ensure that our policies comply with “best practices” at similar schools, including non-charter schools within LAUSD. Our primary purpose, of course, is to ensure the health and safety of our students, staff and community. Beyond that however, we also aim to ensure that students understand clear standards for conduct and are treated at all times in a respectful manner by their peers, teachers, administrators and other members of our community.

PERIODIC REVIEW OF DISCIPLINE POLICIES
City’s Board of Directors will assume responsibility for considering recommended changes in our Foundation policy suggested by students, parents and other members of the community, voiced through the Advisory Board. The Advisory Board will review the Parent & Student Handbook at least once annually to determine whether changes are warranted.

GENERAL DISCIPLINE POLICIES
If a student violates school policies enumerated in the Parent & Student Handbook that are not specified as grounds for immediate suspension or expulsion, possible disciplinary actions include:

- Warning
- Loss of Privileges
- Notices to parents by phone/letter
- Referral to the Principal
- Request for Parent Conference
- Suspension
- Expulsion

The Principal will bear primary responsibility for overseeing all student discipline.

DATA COLLECTION AND REPORTING - SPECIAL EDUCATION STUDENTS
City will collect and produce data regarding the suspension and expulsion of special education students as required by the Modified Consent Decree. City will adhere to all provisions of the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, the modified consent decree and the Chanda Smith Consent Decree.
ELEMENT #11: Employee Rights

“The manner by which staff members of the charter schools will be covered by the State Teacher’s Retirement System, the Public Employees’ Retirement System, or Federal Social Security.” Education Code Section 47605(b)(5)(K)

A. Retirement System

Staff at City participates in the federal social security system and has access to other school-sponsored retirement plans according to policies adopted by the Board of Directors for the school’s employees. The committee to recommend retirement plans to the Board of Directors must include representatives of the administrative, teaching, and clerical staff should members of these groups wish to be represented on the committee.

City teachers participate in the State Teachers Retirement System and City coordinates such participation, as appropriate, with the social security system or other reciprocal systems. City, as a participant in STRS, will work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. Full-time certificated employees as participants in the State Teacher Retirement System (STRS) will contribute the required percentage (currently 8%), and City will contribute the employer’s portion required by STRS (currently 8.25%). All withholdings from employees and City are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. City reports STRS contributions to LACOE in a timely manner and in a format acceptable to LACOE.

Non-certificated employees participate in the Social Security system. A 403B retirement program will be offered to employees who cannot participate in STRS, with City contributing 3% of salary.

The Principal in coordination with on-site office manager and ExEd ensure appropriate arrangements for STRS, 403B, and Social Security coverage.

B. Code of Conduct for Employees

Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing City. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation.

Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

C. Due Process

The grievance procedures are described in detail in Element #14. All staff members have due process rights that include:

• Right to just cause discipline and dismissal.
• Right to mediation and a fair hearing if necessary.
• Right to appeal before a free state arbitrator (offered to small school districts)

D. Other Issues

Work Basis & Benefits can be found in the budget at the end of this petition. The process for staff recruitment, selection, evaluation, and termination can be found in Element #5. Salaries and benefits are determined by the Principal and approved by the Board of Directors. Work conditions, the calendar, holidays, vacations, work day and year are determined by the administrative staff and faculty, working together, and approved by the Board as necessary.
ELEMENT #12: Student Attendance

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

Pupils who choose not to attend City 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: Description of 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.” Education Code Section 47605(b)(5)(M)

Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

Job applicants for positions at City will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at City will not be covered by his or her respective collective bargaining unit agreement, although City may extend the same protections and benefits in individual employee contracts. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted rating in at a level competitive to the district’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations. Employee contracts are at-will, renewable each March 1st.
ELEMENT #14: Dispute Resolution Process, Oversight, Reporting and Renewal

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

A. Disputes arising between City and the District - **LAUSD-Specific Language**

The staff and governing board members of City agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and City, 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 City 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:    City
                         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 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney’s fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of
the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

B. Disputes Arising from within the School

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

City will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX, or Section 504. The Parent & Student Handbook and Faculty Handbook, attached in Appendix 8, provide a first draft for these procedures.

City implements specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, Board members, and partner organizations, will be resolved pursuant to policies and practices developed by the school. The Los Angeles Unified School District (LAUSD) will, as an initial step, refer any complaints or reports regarding such internal disputes to the Board or administrative staff of City for resolution.

The following Dispute Resolution Process will be used until the community members develop a replacement and receive Board of Directors approval. All school staff, students, parents and Board members will sign pledges to resolve disputes via this process or its replacement:
• First attempt to discuss one’s conflict with the people directly involved and try to resolve it without turning to uninvolved parties
• If discussion does not resolve the conflict, ask a peer to act as an objective mediator (unless the situation does not permit)
• If peer mediation does not resolve the conflict, ask the following persons to serve as mediator or, if mutually agreeable, as arbitrator.
• If the conflict is between two teachers or a parent and teacher, they should go to the principal, only after discussion between the two initial parties is deemed unsuccessful.
• If the conflict is between the principal and a parent or the principal and a teacher, the parent or teacher may submit a complaint within the following procedures:
  o Complaint must be written, dated, and submitted to the Principal
  o The Principal must provide a written response within 10 school days.
  o If the parent or employee is not satisfied with this response, s/he may submit a written and dated complaint to the Board of Directors. The Board members may answer the complaint directly in writing within 20 school days, or may confirm the Principal's response.

C. Charter Renewal

City Charter Middle School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.
ELEMENT #15: Collective Bargaining

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

City is deemed the exclusive public school employer of the employees of City for the purposes of the Educational Employee Relations Act (EERA).

As such, City will comply with all provisions of the Educational Employment Relations Act ("EERA"), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
ELEMENT #16: School Closure

“A description of the procedures to be used of 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.” Education Code Section 47605(b)(5)(P)

Revocation

The District may revoke the charter if City 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 the City if the District finds, through a showing of substantial evidence, that the charter school did any of the following:

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

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

*Closure Action (LAUSD-Specific Language)*

The decision to close City either by the City governing Board or by the LAUSD Board of Education, will be documented in 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 board votes to close the Charter School; or the Charter lapses.

*Closure Procedures (LAUSD-Specific Language)*

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:
1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the City will be issued by City within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the City by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the City by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the City by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

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

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

In addition to the four required items above, notification to parents, guardians, and students should also include:
1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

City shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include,
but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include over of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

City School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

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

City shall ensure the completion and filing of any annual reports required. This includes:

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

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

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

**Disposition of Liabilities and Assets**

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.

2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the City Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The City Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.
Prior to final closure, the Charter School shall do all of the following on behalf of the school’s employees, and anything else required by applicable law:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end City’s right to operate as a Charter School or cause City’s to cease operation. City and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

*Facilities – LAUSD-Specific Language
Proposed Charter School to be located within the boundaries of LAUSD.

*Facilities
Proposed Charter School Location [TBD]
Names of District school sites near proposed location: Berendo MS, Cochran MS, Leichty MS, Virgil MS, Audobon MS, Burroughs MS
Proposed Charter School to be located within the boundaries of LAUSD: YES

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.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of 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.