

METRO CHARTER SCHOOL

CHARTER PETITION FOR FIVE-YEAR TERM
(JULY 1, 2013 - JUNE 30, 2018)

SUBMITTED TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT
OCTOBER 10, 2012

Metro Charter School
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LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

LETTER OF INTENT to Apply for a Charter School

Name of proposed charter school _____

General location of proposed charter _____

Projected Grade Levels-Year 1 _____ Projected Grade Levels-Year 5 _____

Projected Enrollment-Year 1 _____ Projected Enrollment-Year 5 _____

Lead Petitioner Information:

Name _____

Address _____

Phone number(s) _____ Fax _____

E-mail address _____

Other members of the Charter Development team

_____	_____
_____	_____
_____	_____
_____	_____

Certification:

____ I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

____ I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

____ I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

PRINT NAME

SIGNATURE

DATE

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CHARTER PETITION BRIEFING PAGES

- **Name of Organization Applying for Charter:** Metro Charter Schools
- **Projected Grades Served-Year 1:** K-2 / **Grades Served-Year 5:** K-5
- **Projected Enrollment Year 1:** 150 / **Number of Students -Year 5:** 575
- **Location Address or Target Neighborhood:** South Park/Historic Core of Downtown LA.
- **Facility Status/Location:** We are searching for a private facility and also will apply for Prop 39.
- **Prop. 39 –Application Submitted?** We will submit our Prop 39 application on or before November 1, 2012.
- **Does the location meet Board Policy? (Low API, Overcrowded)**
Metro Charter School will provide a much-needed high-quality public elementary school option for residents of the South Park/Historic Core neighborhood in the heart of Downtown LA, an area currently served by just two public elementary schools (one traditional, one charter) that are both in Program Improvement status.
- **Board of Directors**
David Chun, *Board Chair*, Senior Director of Product Management, Pricegrabber.com
Mike McGalliard, *Board President*, Founder/Principal, Rework
Joaquin Cornejo, *Board Treasurer*, Consultant, Lions Gate Entertainment
Simon Ha, *Owner/Principal*, SHa Architects
Jo Ann Isken, Assistant Superintendent of Instructional Services, Lennox School District
Chinmaya Misra, Senior Designer, Gensler, Inc.
Apurva Pande, Co-Founder and Principal, CHA:COL Design Studio
- **Description of Mission**
The mission of the parent-founded Metro Charter School, a K-5 public charter school, is to create a high-performing neighborhood school to serve the vibrant, diverse and rapidly developing South Park/Historic Core community in Downtown Los Angeles. Through a rigorous and balanced curriculum Metro Charter School will strive to ensure that as students master content they will also learn *how* to learn, developing self-confidence, critical thinking skills and a true passion for lifelong learning. As students and their families develop an important sense of “belonging” and civic pride and responsibility in our close-knit urban community school, we will leverage the incredible resources in our neighborhood – museums, theaters, civic functions, businesses and rich historical sites – to provide meaningful learning opportunities and enhance the experiences of our students and community.
- **Description of Vision**
Our vision is to establish a top tier public elementary school through the collaboration of a remarkably vibrant, resource-rich and diverse community in Downtown LA. With the recent population growth and the current demographic composition of our neighborhood – virtually

equal representations of Hispanic, Black, White and Asian residents and a wide income span – we believe we have an unique opportunity to demonstrate that all children, regardless of race, income, or other factors can not only succeed academically, but can thrive in a true melting pot that embraces each student and family’s heritage and diversity. Our families have chosen to live in this vibrant community in large part because of its diversity, and we envision a public school that embraces the reality of the neighborhood in which we live. Metro will strive to help each one of its students become independent, intellectual and compassionate human beings with a comprehensive and critical understanding of the greater world.

- **Source/Core of Money**

Metro has just begun its fundraising efforts, including applying for the \$575,000 Public Charter Schools Grant Program (PCSGP) start-up grant and Walton Family Foundation \$250,000 start-up grant, along with seeking support from businesses and individuals who support the Downtown LA community. In the meantime, we have secured a \$250,000 pledge commitment from Osmina Chairani, grandmother of an incoming Metro Charter School Kindergartener, as well as a \$600,000 line of credit from Charter School Capital (See Appendix E: Budget.)

- **3 – 5 Top Leaders/Charter Development Team**

Mike McGalliard, David Chun, Jo Ann Isken and Joaquin Cornejo.

- **Has your charter applied to any other jurisdiction for approval?** No.

- **Are there any sister charters?** No.

- **What innovative elements of your charter could be considered “best practices” and replicated by other schools?**

Metro Charter aims to become an exemplary model of public education in Los Angeles and beyond, demonstrating that through a personalized and balanced approach, a remarkably diverse group of students (racially/ethnically diverse as well as socio-economically) can all thrive in the same school, learning with and from one another.

AFFIRMATIONS AND ASSURANCES (LAUSD-REQUIRED LANGUAGE)

Metro Charter 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, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.*
- *Admit all pupils 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.*

METRO CHARTER SCHOOL

ELEMENT 1: THE EDUCATIONAL PROGRAM

A DESCRIPTION OF THE EDUCATIONAL PROGRAM OF THE SCHOOL, DESIGNED, AMONG OTHER THINGS, TO IDENTIFY THOSE WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE, WHAT IT MEANS TO BE AN 'EDUCATED PERSON' IN THE 21ST CENTURY, AND HOW LEARNING BEST OCCURS. THE GOALS IDENTIFIED IN THE PROGRAM SHALL INCLUDE THE OBJECTIVE OF ENABLING STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFE-LONG LEARNERS. CA ED. CODE § 47605(B)(5)(A).

The address of the Charter School is to be determined. The temporary mailing address is: 330 W. 11th Street, Suite 405, LA, CA 90015.

The phone number of the Charter School is to be determined. The temporary phone number is 310.293.8637.

The contact person for the Charter School is Mike McGalliard, Board President.

The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is K-5.

The number of students in the first year will be 150.

The grade level(s) of the students the first year will be K-2.

The scheduled opening date of the Charter School is September 3, 2013.

The admission requirements include: Metro Charter School shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, 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. Metro Charter School affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. Metro Charter School shall not charge tuition. Metro Charter School shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (See Element 8: Admissions.)

The enrollment capacity is approximately 600 students in grades K-5, subject to changes in class sizes. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student's residency).

The instructional calendar will be: 180 days, September 3, 2013 – June 13, 2014

The bell schedule for the Charter School will be: 8:30 – 3:30 on regular days; 8:30 – 1:00 on Wednesdays.

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

I. STUDENTS METRO CHARTER SCHOOL WILL SERVE

A. TARGET STUDENT POPULATION

1. PROJECTED METRO CHARTER ENROLLMENT

Metro Charter School (“Metro” or “Charter School”) intends to open in September 2013 with approximately 150 students in kindergarten through Grade 2.¹

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter, with class sizes of 25 students per class:

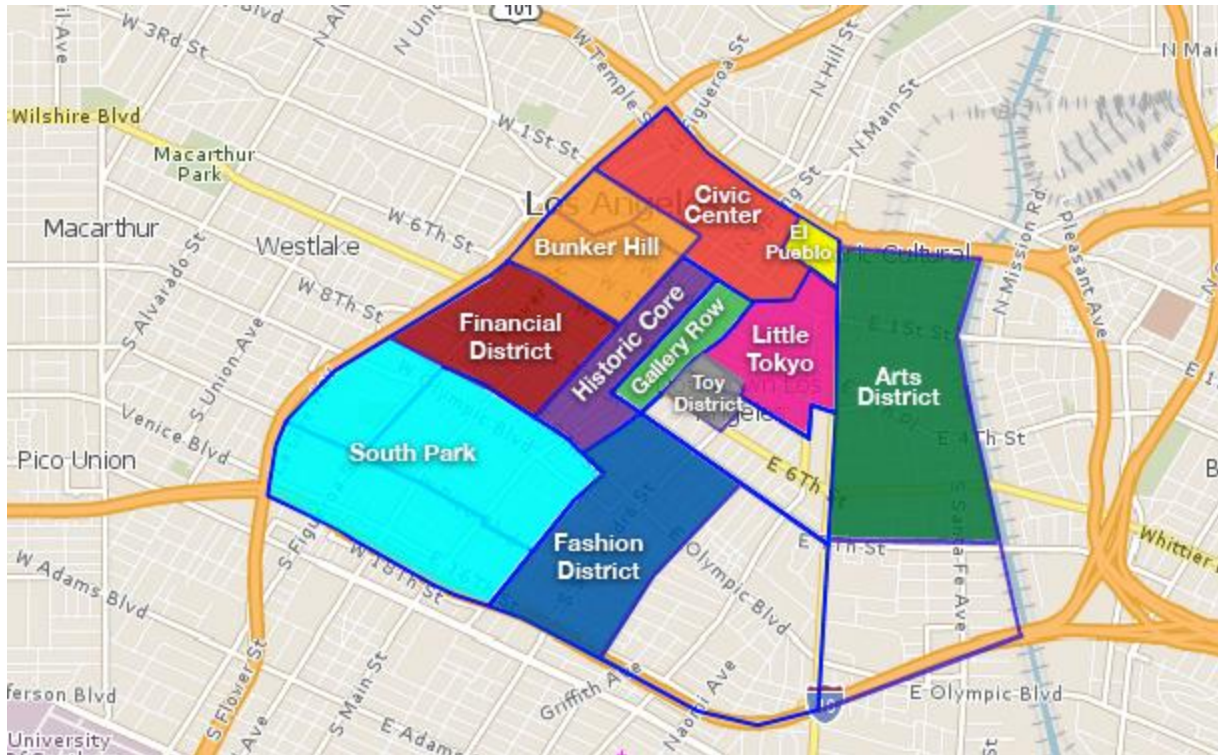
	2013-14	2014-15	2015-16	2016-17	2017-18
Kindergarten	50 (2 classes)	75 (3 classes)	100 (4 classes)	100	100
Grade One	50 (2 classes)	75	100	100	100
Grade Two	50 (2 classes)	75	75	100	100
Grade Three		50	75	100	100
Grade Four			50	75	100
Grade Five				50	75
TOTALS	150	275	400	525	575

Ultimately, pending facilities availability and funding, we plan to have four classes per grade and approximately 600 students when we reach full capacity in our sixth year of operations.

2. SURROUNDING COMMUNITY: SOUTH PARK AND THE HISTORIC CORE OF DOWNTOWN LOS ANGELES

Metro Charter will serve the rapidly growing and diverse South Park and Historic Core neighborhood of Downtown Los Angeles, and adjacent neighborhoods such as Skid Row, Little Tokyo, the Fashion District (formerly known as the Garment District), Bunker Hill and the Financial District. Our target area is clearly defined by the boundaries of the Los Angeles River and the 10, 110 and 101 freeways, illustrated below. This area includes zip codes 90014, 90013, 90071 and parts of 90021 (primarily an industrial/warehouse area), 90015 and 90017 (which to the west of the 110 include densely populated neighborhoods like Pico-Union), and 90012 (which, to the north of the 101, include Chinatown, Echo Park and Silverlake).

¹ Pending fundraising success, such as securing the \$575,000 Public Charter Schools Grant Program (PCSGP) start-up grant administered by the California Department of Education (CDE) – our application is being submitted concurrently with this petition – we will allocate resources to reduce class sizes to 23 students per class in K-3, for a total enrollment of 138 students in Year One.



Following a period of significant decline since the post-World War II boom, the population in the heart of Downtown LA grew by an astounding 50% between 2000 and 2010, from 26,000 to almost 39,000 residents. In comparison, greater Los Angeles grew by just 3% in that same time period. (F. Guerra and B. Gilbert, *Multicultural Los Angeles, A Research Note*, Loyola Marymount University Thomas + Dorothy Leavey Center for the Study of Los Angeles, August 2011, cited in: *A multicultural moment: Downtown L.A.'s population evenly split*, Los Angeles Times, April 12, 2012; hereinafter "LMU: *Multicultural Los Angeles*.")

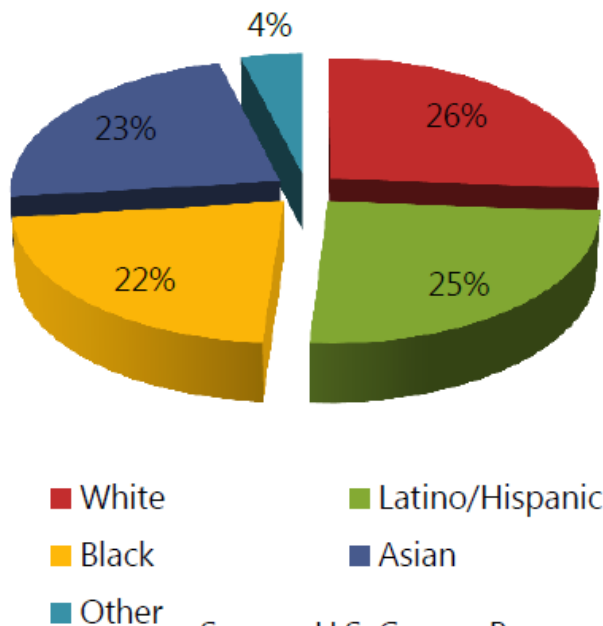
The community continues to develop rapidly thanks to significant development and gentrification. In 1999, the Los Angeles City Council passed an Adaptive Re-Use ordinance allowing conversion of old, unutilized office buildings to loft-style apartments. (www.preservation.lacity.org/reuse-ordinance.) In addition to the development of new housing units and revitalized structures, commercial buildings have also undergone reconstruction. Notably, the Staples Center, L.A. Live and Los Angeles Convention Center have played an integral role in the rebirth of South Park and Downtown Los Angeles, along with plans for a new football stadium and significant additional development. These additions to the area have encouraged additional condominium construction and loft conversions, groceries, restaurants, shops and more, all encouraging increased residency in this vibrant community.

South Park also is home to the acclaimed Fashion Institute of Design & Merchandising (FIDM), conveniently located near the expansive Fashion District (formerly known as the Garment District), the nation's largest Flower Market, and a revitalizing industrial and warehouse hub. The district's close proximity to the University of Southern California has made the area a popular housing choice among students and young professionals. (Downtown Los Angeles Up 39%, 15 April 2009, Bloomberg.com.)

"In a city that boasts of its melting pot feel of languages, ethnicities, and culture, Downtown appears to have the biggest claim to this title." LMU: Multicultural Los Angeles.

Most remarkably, this rapid growth has created the single most diverse, multi-cultural community in all of Los Angeles with a virtual balance of ethnicities: currently the downtown population is almost evenly split between Latino/Hispanic, Black, Asian and non-Hispanic white populations:

2010 Downtown LA Population



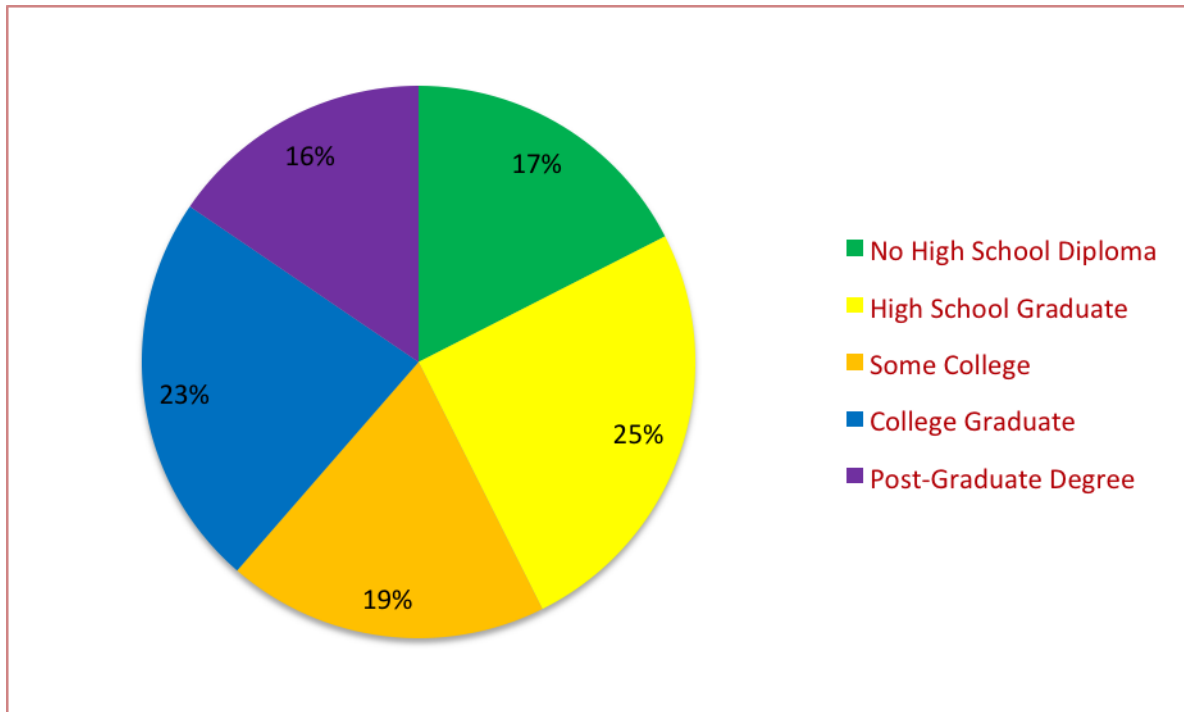
Source: U.S. Census Bureau

Source: LMU: *Multicultural Los Angeles.*

Similarly, the shifting age demographics in downtown compared to broader Los Angeles are staggering: For residents aged 18-29, greater Los Angeles saw a 2% growth rate over 10 years, whereas downtown saw a 79% increase in that age group. LMU: *Multicultural Los Angeles.* The number of school-age or near-school-age children has similarly risen dramatically with 6% of residents in 2011 reporting having children ages 0-5 and another 5% with children ages 5-18. (<http://www.downtownla.com/survey/2011/Downtown-LA-Demographic-Study-2011.pdf>)

Despite recent gentrification and this rapid growth, the South Park/Historic Core community continues to face significant challenges: a full 17.5% of local residents do not have a high school diploma, and 61.4% are not college graduates.

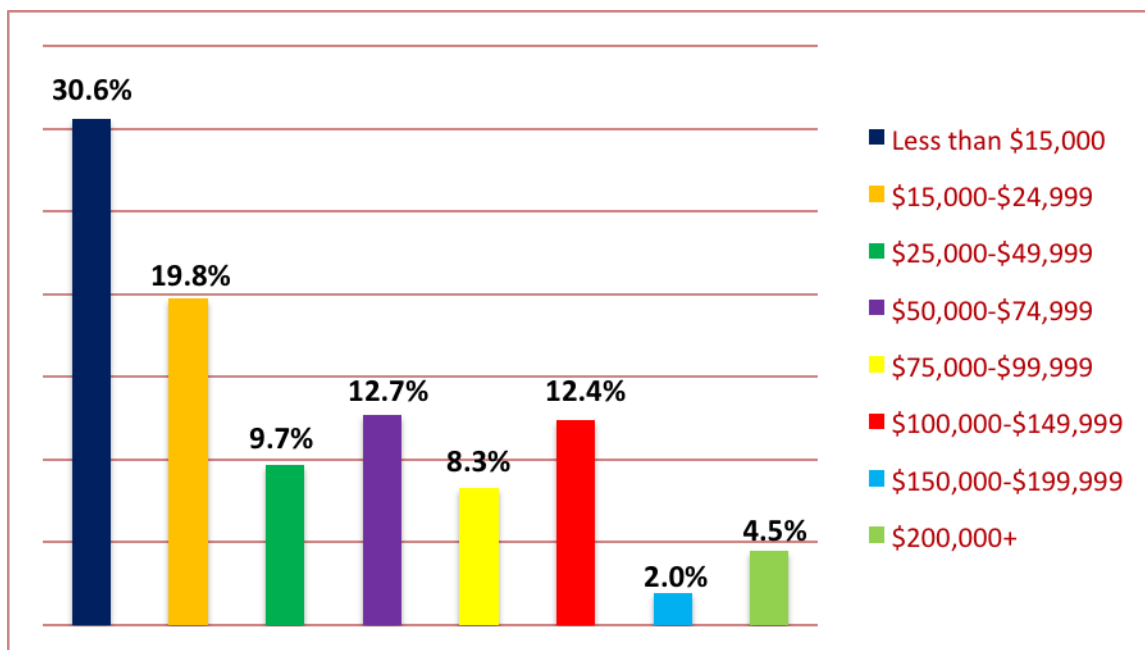
Educational Attainment in Downtown LA



Source: HealthyCity.org/ACS2010

Not surprisingly, this significant lack of educational attainment translates into economic outcomes, with 30.6% of DTLA residents earning less than \$15,000 a year, and another 19.8% earning between \$15,000 and \$24,999 each year. A full 60.1% of DTLA residents earn less than \$50,000, including families with multiple members residing in the same home.

Family Income in Downtown LA



Source: HealthyCity.org/ACS2010

The lack of educational success and attainment contributes to a continuing pattern of school failure in subsequent generations and places children at increased risk for a number of other negative social consequences, including drug and alcohol abuse, gang affiliation and criminal activity.

Metro Charter School will serve all of these families as a true neighborhood elementary school. Following in the model of other highly successful mixed-race, mixed-socio-economic public charter schools throughout Los Angeles and beyond, we aim to create a centralized hub in our community where families with young children of all races, ethnicities, home languages, income levels and parent education levels can come together to help build a neighborhood school that is reflective of the community in which we live.

B. DEMOGRAPHIC DATA OF DOWNTOWN LA PUBLIC ELEMENTARY SCHOOLS

As demonstrated in the following chart, there are just two public elementary schools – San Pedro Street Elementary and Para los Ninos Charter -- that serve the South Park/Historic Core area of Downtown LA, with a current population of approximately 39,000 residents and a percentage of young children comparable to the broader city (approximately 6% ages 0-5). A third school, Ninth Street Elementary, previously served the neighborhood but was temporarily closed in 2009 for extensive renovations. When a family uses the temporary address of our school (the building where two of our Board members reside) in LAUSD's School Finder search, they are directed to Ninth Street Elementary, which is closed. Even once it reopens, Ninth Street is more than one mile away. The closest current alternatives while Ninth Street is closed – San Pedro Street and Tenth Street Elementary -- are each at least one mile away and across a major freeway. The lack of school options in our neighborhood, particularly for lower-income residents who rely on public transportation, is a strain on families in the community. (As detailed below, additional public schools are located to the west of the 110 freeway in the densely populated Pico-Union community, yet this neighborhood is entirely distinct from Downtown LA.)

As with many of the public schools throughout urban Los Angeles, the existing schools in our community face significant challenges and are both in "Program Improvement" status (Ninth Street Elementary was in PI Year 5 when it temporarily closed for renovations). Students arrive with academic and social needs that commonly exceed the capacity of schools to respond effectively. School readiness among students varies dramatically, and socioeconomic and language barriers clearly play a role in the stresses on these children, not to mention the naturally occurring diversity in learning styles and abilities that is found within any student group.

Notably, while the preceding data has demonstrated the remarkable racial, ethnic and socio-economic diversity of our area, the existing public schools do not reflect this diversity: 95% of students at the existing public schools qualify for free or reduced-price lunch, and more than 99% are Hispanic/Latino.

The parents founding Metro Charter School see diversity – racial/ethnic, home language, socio-economic status, learning style – as a community asset that should be embraced and celebrated in our school.

2010-11 ACADEMIC PERFORMANCE INDEX (API) DATA

LAUSD Schools in Downtown Los Angeles	# of Students 2011-12	Multi- Track?	2011- 12 PI Status?	Met 2011 School- wide Growth Targets?	Met All 2011 Sub- group Targets ?	API Score 2010	API Score 2011	API +/- change	API 2011 State Rank	2011 Similar Schools Rank	% FRPL	% SpEd	% ELL	% RFEP	% Hispa nic/La tino	% Major Ethnic Group #2	% Major Ethnic Group #3	
ELEMENTARY																		
San Pedro (K-5)	668	No	Year 2	Yes	Yes	745	764	+19	3	6	95%	17%	89%	8%	99%	1%AA		
Ninth Street (K-5) CLOSED 2009 – all data here for 2008-09	336	No	Year 3	Yes	Yes	662	679	+17	1	1	98%	7%	62%	8%	91%	7%AA	1%W	
CHARTER SCHOOLS																		
Para Los Ninos (K-5)	355	No	Year 1	Yes	Yes	699	737	+38	1	2	94%	13%	68%	19%	100%			
Additional schools located in zip codes 90015 and 90017, west of the 110 freeway																		
ELEMENTARY																		
10 th Street (K-5)	848	No	Year 5	Yes	Yes	712	739	+27	1	4	96%	11%	62%	20%	99%	---	---	
Esperanza (K-5)	835	No	Year 5	No	No	676	681	+5	1	1	100%	11%	68%	20%	96%	2%AA	1%W	
Gratts Learning Acad. (K-6)	623	No	Year 5	Yes	Yes	652	710	+57	1	1	100%	9%	61%	23%	95%	3%AA	2%AS	
Olympic Primary (K)	202	No	n/a															
CHARTER SCHOOLS																		
Downtown Value (K-8)	443	No	Year 3	Yes	Yes	769	799	+30	4	9	94%	5%	27%	56%	99%	1%W		
Equitas Academy Charter (K-5)	240	No	--	--	--	--	870	--	--	--	100%	4%	38%	32%	86%	8%AA		
N.E.W. Academy (K-8)	255	No	--	Yes	Yes	760	800	+40	3	6	95%	8%	39%	57%	99%	1%AA		
Para Los Ninos Gratts (K-1)	341	No	n/a															

C. ACADEMIC ACHIEVEMENT DATA: DOWNTOWN LA PUBLIC SCHOOLS

As illustrated in the foregoing chart, school failure continues to be a persistent trend for the public schools in Downtown LA's South Park/Historic Core neighborhood and the adjacent Pico Union neighborhood where many DTLA students currently go to school. Unfortunately, across this area, at the traditional public schools proficiency levels in ELA range from 30% to 55%; with slightly better results for math with 52-64% proficiency:

2012 STAR Test Data

LAUSD Schools	% Proficient or Advanced: English Language Arts	% Proficient or Advanced: Mathematics	% Proficient or Advanced: Science
DTLA			
San Pedro Street	55%	64%	38%
Para Los Ninos	44%	53%	54%
Averages	50%	59%	46%
Additional 90015/90017 Schools			
10 th Street	41%	61%	40%
Esperanza	30%	52%	22%
GLAYS	36%	55%	51%
Averages	36%	56%	41%
Charter Schools			
Downtown Value	55%	51%	55%
Equitas Academy	67%	75%	n/a
N.E.W. Academy	51%	77%	77%
Averages	58%	68%	66%

We believe our smaller class sizes, individualized approach to learning and balanced curriculum will all help ensure that every child at Metro Charter achieves proficiency.

D. OTHER RELEVANT CHARACTERISTICS OF THE TARGET POPULATION

We believe passionately that every child, regardless of his/her family's financial means, is entitled to a high-quality, free public education. We believe that providing high-quality educational options is an imperative for our community, and our nation's future success. As residents of the vibrant and rapidly developing South Park/Historic Core community of Downtown LA, we understand what our community's children need to succeed, and we understand the hard work that must take place to ensure their success. We are inspired by the successes we have seen in other communities – including parent-founded public schools that have gone on to become some of the best in the State – and we are excited about the possibilities for Metro Charter School.

II. MISSION, VISION AND EDUCATIONAL PHILOSOPHY

The mission of the parent-founded Metro Charter School, a K-5 public charter school, is to create a high-performing neighborhood school to serve the vibrant, diverse and rapidly developing South Park/Historic Core community in Downtown Los Angeles. Through a rigorous and balanced curriculum Metro Charter School will strive to ensure that as students master content they will also learn *how* to learn, developing self-confidence, critical thinking skills and a true passion for lifelong learning. As students and their families develop an important sense of “belonging” and civic pride and responsibility in our close-knit urban community school, we will leverage the incredible resources in our neighborhood – museums, theaters, civic functions, businesses and rich historical sites – to provide meaningful learning opportunities and enhance the experiences of our students and community.

A. OUR MISSION IS BASED ON FOUR CORE PRINCIPLES:

1. ACTIVE, ENGAGED LEARNING:

Our instructional program is founded on core beliefs detailed in Dr. Lauren Resnick’s acclaimed Principles of Learning, that achievement is not limited by “aptitude” or background such as socio-economic status, race/ethnicity, English language fluency or other “risk factors.” Rather, we know that through hard work and engagement, all children can achieve rigorous, comprehensive learning objectives. Standards-based instruction at Metro Charter will be child-centered, encompassing best practices such as constructivism and project-based learning to engage students actively in their own learning, with responsibility for working toward, and reflecting on, their own progress and success. Our integrated, project-based curricular approach will not treat content areas as isolated silos, but rather recognize that real life crosses subject boundaries in a continuous flow, and recognize the inherent connections between language arts, science, math and social studies.

Smaller class sizes and a small school will enable teachers to provide individualized attention and differentiate instruction – based on continuous review of formative and summative student achievement data -- to ensure individual student success. In our hands-on, minds-on learning environment, students at Metro Charter will be challenged to drive their own academic inquiry with their teachers’ guidance, analyze and critically engage information, develop their own ideas, theories and solutions and demonstrate their own learning and assess their own progress in meeting our high expectations. In this way, as students master standards-based content, they will learn *how* to learn, and develop an authentic love of learning.

2. BALANCE:

We believe in a balanced education, which, for Metro Charter, means many things. First, while we fully recognize the importance of the four core subjects in student learning, the “five other solids” of arts & music, physical education, human development, civic awareness, and environmental education will receive ample attention at Metro Charter. Second, while our curriculum will emphasize opportunities for student-driven, hands-on learning, we also recognize the importance of balance in instruction, with time devoted to direct instruction, rote memorization, and “traditional” learning as well. Third, we value different structures of learning – an individual working hard to write a story, two peers exchanging and critiquing each other’s writing, a small group working collaboratively to produce a dramatization of a story they wrote, and a whole class engaged in debate and discussion about a piece of literature. And fourth, while technology places an important role in today’s world and will be integrated at Metro, we also

value primary sources, literature, realia, manipulatives and more. In each of these areas, Metro will strive to balance the learning experience for our students.

3. RELEVANCE:

As a school that seeks to enroll a highly disparate population of students in terms of race, culture, socio-economics and more, we aim to celebrate each students' personal experience and ensure our curriculum holds relevance and contextual significance for each child. One way we will accomplish this is through an emphasis on place-based or experiential learning. At Metro, learning will not be limited to the classroom, but rather will take advantage of the multitude of 'real world' resources literally in our backyard -- visiting museums and theaters, taking architectural walking tours, visiting businesses and meeting business and civic leaders. Our "field studies" program will provide for programmatic and critical engagement of the world, connecting children to exceptional opportunities in our community, instilling civic pride in our community, and building an awareness and connection of the impact and responsibility each of us has for the community around us.

4. COLLABORATION:

As people today interact globally in an instant, with access to information and other people like never before in human history, the ability to collaborate – including the ability to communicate effectively, listen attentively, think critically, debate and compromise, especially with people who have very different experiences and perspectives – is perhaps more important than at any other time in human history. At Metro, successful collaboration will be crucial to the very success of our school and achievement of our mission. Students, teachers, staff, parents and community supporters will all collaborate in myriad ways to learn, produce, reflect, and celebrate. Students will learn critical communication and character skills in working with their peers in small groups, including mixed-age groupings. Our collaborative professional community will support teachers with ample planning time, training, resources and autonomy, including hands-on coaching from school leaders so that each member of our faculty continuously works to develop his/her own teaching efficacy. And as a parent-founded school, the school/home partnership and free-flowing communication are seen as integral to the success of the children. All families will be encouraged and supported in participating actively in the school as volunteers, participants in weekly Friday School Meetings and regular classroom celebrations, members of the governing board and School Advisory Council, and organizers and participants in family education workshops, Town Hall Meetings, and school community activities.

B. VISION:

Our vision is to establish a top tier public elementary school through the collaboration of a remarkably vibrant, resource-rich and diverse community in Downtown LA. With the recent population growth and the current demographic composition of our neighborhood – virtually equal representations of Hispanic, Black, White and Asian residents and a wide income span – we believe we have an unique opportunity to demonstrate that all children, regardless of race, income, or other factors can not only succeed academically, but can thrive in a true melting pot that embraces each student and family's heritage and diversity. Our families have chosen to live in this vibrant community in large part because of its diversity, and we envision a public school that embraces the reality of the neighborhood in which we live. Metro will strive to help each one of its students become independent, intellectual and compassionate human beings with a comprehensive and critical understanding of the greater world.

C. METRO CHARTER WILL PREPARE STUDENTS TO BE EDUCATED CITIZENS IN THE 21ST CENTURY

“Work, learning and citizenship in the twenty-first century demand that we all know how to think - to reason, analyze, weight evidence, problem solve - and to communicate effectively.”

-- Tony Wagner, The Global Achievement Gap

Defining an “educated person in the 21st century” is perhaps more important now than at any time in the past several decades. New technologies and the globalization of the world economy are fueling societal change at a pace unprecedented in human history. In just the last decade, we have witnessed remarkable change in commonly used technology devices – the so-called “democratization of technology”:

- Digital photos and videos are available instantly (versus film-based), easily manipulated via software such as Photoshop, and distributed in real time on a global scale via social media such as Facebook (800 million users), YouTube (3 billion videos viewed each day), and Twitter (100 million users); and countless websites and blogs – all changing forever the way humans interact on a global scale.
- Search engines such as Google (1 billion unique visitors each month) and Yahoo (700 million each month) have dramatically changed the way we access information, including educational content. Where school librarians – and school budgets -- once had to work diligently to replace outdated texts as advances in science, social science and more, today students can access the best thinking in medicine, archeology, astronomy, and an ever-changing economy and political world in real time.
- Personal technology devices including iPods/MP3 players, iPhones/smart phones, Kindles/e-readers, iPads/tablet computers and more – all introduced within the last 5-10 years -- have revolutionized the production, distribution and accessibility of news and entertainment content in a dramatic way, shifting the way billion dollar industries operate.

The impact of these changes on children cannot be overstated. Many young children are not only consuming, but creating, new digital content on a daily basis. Children today have access to unimaginable amounts of information at an instant, and have come to expect instantaneous access to highly personalized content. And yet, much has been made of the fact that our educational model is designed for an antiquated age.

Schools have struggled to prepare students to thrive in the 21st century digital age without having a clear understanding of what future jobs will require, and without a sufficiently defined set of skills required for success in the workplace of the future. At the same time, the skills currently targeted in many state mandated tests do not necessarily reflect the complex nature of the skills and abilities that are likely to be most valuable in students’ later lives – critical thinking, inquiry, problem-solving, creativity and collaboration.

While the educated 21st Century person certainly requires strong English and math skills, there is a growing recognition of the fact that problem-solving skills, an ability to think critically and analytically, and a true passion for learning are not ideals, but imperatives. Acclaimed journalist and author Thomas Friedman has noted that for education to be relevant today and best prepare Americans for the global

economy, it must emphasize the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. (Friedman, *The World is Flat*, 2005.)

“The sky is not falling today, but it might be in fifteen or twenty years if we don’t change our ways, and all signs are that we are not changing, especially in our public schools.” -- Thomas L. Friedman, The World is Flat (2005).

With these critical needs in mind, Metro Charter School believes an educated person in the 21st Century is one who:

- Is academically proficient and college-ready, with study habits and habits of mind that will enable him/her to excel in a variety of settings;
- Reads and understands a wide variety of texts and content (digital and paper)
- Communicates in a compelling way through both writing and speech and is an engaged listener
- Works cooperatively and collaboratively in a group setting or with a partner, as well as working efficiently alone
- Thinks logically and sequentially
- Thinks deeply and critically
- Analyzes, synthesizes, and evaluates information
- Shows curiosity and engages in self-driven academic inquiry, continuously questioning, exploring, investigating, testing, revising and persisting
- Traffics effectively in a digital world to access and send information
- Reflects on his/her own learning, successes and failures in order to continue to grow
- Appreciates the perspectives of others and diversity in other people and
- Demonstrates personal character including patience, compassion, humility, integrity and resilience.

D. HOW LEARNING BEST OCCURS

*“People are not born with a given amount of intelligence, which serves as some kind of limit. We each have potentials across the intellectual spectrum.”
-- Howard Gardner, 2009.*

We believe that learning best occurs when students are expected to meet high standards for achievement and are supported in their learning with an individualized approach that rejects the notion that “one size fits all.” In order to help all students meet our high expectations, we will clearly communicate those expectations, and then provide appropriate, individualized support to achieve the stated goals, and meaningful opportunities for students to demonstrate their accomplishments and successes. Our teachers will continuously analyze student achievement data, then scaffold learning and differentiate instruction in order to lead all students to academic growth and achievement.

"If you're not prepared to be wrong, you'll never come up with anything original." -- Sir Ken Robinson, The Element: How Finding Your Passion Changes Everything, 2010.

We believe that students learn best when they can be actively involved in their own learning, rather than passive recipients of knowledge transmitted from a teacher. (Freire, 1972.) We will encourage students to investigate, explore, hypothesize, make mistakes, and try again. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards, and even more importantly, the better equipped they will be to handle the challenges of the future.

"Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally." -- John Dewey, 1902.

We believe that learning best occurs when it is meaningful to the daily experiences and realities of the children in our school. Through project-based learning and explorations in the community surrounding our school, we will engage children's natural curiosities, integrate subjects in practical and meaningful ways, and help students define their own inquiries. (Freire, 1970.)

If what students "know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning." -- Darling-Hammond, 2008.

We believe that teachers are the key to the success of our school, and that ensuring they have appropriate resources and support is critical. Teachers will meet frequently to review individual, sub-group, whole class and whole school student achievement data to inform their teaching and ensure that they are meeting the specific needs of individual students. We will ensure our teachers have ample time and resources to engage in professional development to expand their own teaching and learn "best practices," plan collaboratively with their peers within and across grade levels, and to continuously learn themselves as they seek to ensure that each and every student they serve is excelling.

Schools should "promote the growth of students as healthy, competent, moral people . . . [including] the discourse of responsibility, interdependent sociality, community, and commitment . . . the topics that arise in common human experience."-- Nel Noddings' "The Challenge to Care in Schools," 2005.

We believe that in an urban environment especially, learning best occurs in a school that serves as a true hub of the community, fostering a sense of belonging for our young students as well as their families, our staff and the surrounding community members. Our safe, small school environment will model cooperative and respectful behavior and be free from bullying and other unwanted behaviors. Students will participate in defining the behaviors and values of our community, and character

education programs will give students the opportunity to develop and explore values in a safe and supportive environment.

“If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” -- Howard Gardner, 2006.

We believe that when children are given the opportunity to express their skills, talents and intelligence across a variety of contexts in a balanced approach to learning, they are able to realize more success and develop more confidence, thereby enhancing their ability to succeed across different realms.

E. METRO CHARTER WILL ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT AND LIFELONG LEARNERS

The program at Metro Charter School has been carefully designed to develop students to be self-motivated and competent, who view *themselves* as life-long learners:

- Self-motivated learners: Research has found that three elements are needed for students to be self-motivated: autonomy, mastery, and a sense of purpose. (Pink, 2010.) Through our student-centered differentiated, hands-on instruction, (autonomy) students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement (mastery). As students develop confidence in their own abilities they approach learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic *self-motivation* to learn.
- Competent learners: Through “backwards design” and a relentless focus on student achievement data, teachers will ensure that learning objectives are met by students. Students will continuously be asked to reflect on their own learning, helping them gain understanding of the way they learn best. Students who can effectively express how they learn best can ‘own’ their education and be successful and enthusiastic life-long learners.
- Life-long Learners: Beyond mastering specific skills and facts, students at Metro Charter will learn *how* to learn. Student learning will be structured in the context of real-world scenarios with meaningful context for the individual learners. In this way, students actively participate in their own learning, seeing the relevance and applications of their education and their daily lives. Thus, well beyond the mastery of specific skills and knowledge, students at Metro Charter will develop a *lifelong* ability to continue to learn.

Students at Metro Charter School will develop a solid foundation that will serve them well in secondary school, college and beyond.

III. INSTRUCTIONAL TIME AT METRO CHARTER SCHOOL

A. “TYPICAL DAY” AND SAMPLE DAILY SCHEDULE

Metro Charter School will offer a rigorous standards-based academic program that serves as the foundation for a college preparatory education. Textbooks aligned with the common core/state standards and frameworks will be complemented by constructivist, project-based and place-based/experiential learning to create a balanced instructional approach.

1. A DAY IN THE LIFE OF METRO CHARTER SCHOOL STUDENTS

Starting at 7:45 each morning, the campus is open to greet students and provide them with a critical start to their day: a healthy breakfast, served by parent volunteers. Teachers arrive by 8:00 a.m. to prepare their classrooms for the day. At 8:15 a.m., faculty, staff and school leaders join in the play yard and campus entrance to welcome our students, the majority of whom will walk to school from their nearby homes. As students arrive on campus in the morning, they happily greet their friends and faculty members by name, with many students holding the hands of their younger siblings. Shortly before 8:30 a.m., students line up in their class lines.

From the start to the end of school at 3:30 p.m., visitors will notice the attention paid throughout the school to individual students – photos, self-portraits and essays about each student will be featured on the walls of each classroom and in hallways, encouraging each member of the school community to get to know the students. As the year progresses, student art work, projects and experiments will be prominently displayed as well. Student-designed signs in each room will state the school community values such as respect, listening, compassion and integrity, all defined by the students themselves. Students will see their daily schedule posted prominently in the class, along with details about the day's lessons including the goals and objectives for the day's learning, and for upper grades, daily homework assignments.

Visitors will notice that students of all ages will be engaged in animated debate and discussion about group projects, science experiments, mathematical equations, dramatic productions and books read. Students will be *engaged* in every corner of the school: manipulating, charting, diagraming, designing, building, de-constructing, excavating, dissecting, mixing, growing, sketching, composing, and much more. The materials available to students will be as diverse as the activities themselves. School computers will enable research, interactive learning and assessment, and programming. There also will be quiet times, when only hushed tones are heard as a class full of students and teachers read, write and reflect, individually or in small groups. In addition to small group instruction led by teachers, instructional aides and trained parent and community volunteers provide individual and small group support.

School leaders will be a regular presence in each classroom. Teachers and students will be accustomed to the Principal and other instructional leaders' regular presence in their classrooms as they conduct informal observations, model instructional strategies, and coach teachers to ensure that all of our instructional staff continuously develop their teaching practice and have the support and resources they need to succeed. The Resource Specialist and other intervention teachers will work with small groups of students in the main classroom in addition to "pulling out" students for one-on-one and small group instruction. The school's Office Manager, working closely with the Principal, will serve as a primary point of contact for families, helping to ensure each student's full and timely attendance, overseeing communications between school and home, and work in close collaboration with our back-office services provider, ExEd (a non-profit organization that is one of the most respected and experienced charter school back-office providers in the State), to oversee all operations functions such as accounting, payroll, HR, reporting, facilities, compliance and other issues to ensure that our instructional staff has the time and resources to focus on what they do best: ensure student success.

Most students will begin each day with instruction in English language arts, then math, followed in the afternoons with a block devoted to science/social science and project-based time, along with sessions each week in the computer lab for both online curriculum and assessment, and rotating classes in the

arts.² Physical education and health/nutrition education will be a valued part of the curriculum, including our plan to implement a parent-volunteer led school garden program. At the end of each school day at 3:30, we plan to offer a dynamic after-school program that includes both homework completion/tutoring time as well as an assortment of enrichment activities, along with all-important supervised free play.

Rather than rows of desks and students all working on the same exact worksheet at once, at Metro Charter School, learning will include very active periods with both group work and individual activity that involves questioning, experimentation, collaboration and student-teacher interaction. In a first grade class, for example, an observer might see a small group of English Learners working with an Instructional Aide on grammar mechanics, a group of advanced readers working in pairs to “report” on the books they have just read to their pair partner, the teacher working with another small group having each child take turns reading aloud, and a trained community/parent volunteer working one-on-one with a child who is struggling to read, providing much-needed encouragement, individual attention, and specific skills reinforcement. Throughout the curriculum, teachers emphasize depth of understanding and authentic learning situations for all students by differentiating the curriculum for advanced students and re-teaching and providing alternative assessments to students who are challenged by the material.

At all levels of Metro, students choose “just right” books from their classroom libraries to read at school and at home (20 minutes daily for grades K-1 and at least 30 minutes daily for grades 2-5, all recorded on daily reading logs signed by parents). This strong emphasis on literacy follows students during their years at our school, as students read, write, listen, and speak throughout the day in every content area. Conversations about books pepper students’ interactions throughout the day.

While our standards-based curriculum includes clearly defined lesson plans and curricular resources (see Appendix A: Curriculum), the dynamic and interactive nature of our instructional methodologies inherently means that the curriculum itself becomes a sort of living and breathing entity as students engage in active learning and make the curriculum their own in their journey to mastering the content standards. Students will learn content through a variety of different methodologies to ensure that each student’s individualized array of intelligences, learning style, talents and challenges is addressed to ensure standards mastery. Teachers will continuously tailor instruction to meet the needs of the particular students in each class. Class structure will vary from ‘whole class’ direct instruction to individual pursuits, to small group collaboration and instruction (including combining groups between different classrooms, based on skill level), and any other permutation that fits the intellectual exploration at hand. Metro teachers will be expected to utilize a variety of instructional methods and ongoing formative and summative assessments to continuously determine whether, in fact, the lessons have had the desired outcome: student mastery of state standards.

Students will regularly interact with their peers both in their own classrooms, as well as across grades, participating in performances and demonstrations, reading with upper-grade “book buddies,” and coming together each Friday in their mixed-age Community Groups at Friday Morning Meeting. Halls

² In Year One, this may not be offered if revenues do not allow for this staffing, but will be added by Year Two. If we are unable to hire dedicated Art and Music instructors, we will ensure that our faculty have appropriate training in integrating arts into core classroom instruction, particularly through project-based learning. On the schedule, these time blocks will be allocated to additional instructional time in core areas.

will be filled with examples of student achievements and efforts, including detailed explanations to give context to each project displayed so that their fellow students, teachers, parents and other visitors can learn also from the students' work.

The faculty and staff at Metro – from the Principal to the yard supervisors and custodians -- will consistently create and foster a school culture of joy, excitement and celebration in learning and the work being done within and beyond school walls by our students. All staff will be trained to greet students by name, and everyone – faculty, staff, parents, students – will work together to consistently practice school values that are carefully designed to create a culture of respect and cooperation. Parents will be a common presence in our school, as enthusiastic supporters at end-of-unit classroom celebrations and demonstrations; volunteers in the classrooms, school office, lunch area and library; and serving as true “boosters” of our operation. This collaborative effort will ensure that students feel enthusiastic about their school experience, supportive of their classmates, and supported by their teachers and parents in their learning and development.

Far more details about Metro Charter School’s instructional methodologies and specific curriculum and assessments, tied to grade-level state standards, is included later in this petition and in Appendix A: Curriculum.

Sample Daily Schedules

Classes will begin at 8:30 a.m. and end at 3:30 p.m. for all students, including kindergarten. Teachers are expected to be on campus at 8:00 a.m. each day, and the Principal and teachers will participate in the morning “Meet & Greet” each day starting at 8:15. On Wednesday, classes will begin at 8:30 a.m. and end at 1:00 p.m. in order to allow teachers two and a half hours of professional development. (See Section VII. *Professional Development*, below.)

As reading is the cornerstone of all school-based learning, Language Arts instruction is allocated the most time in all grade levels. Mathematical literacy is also a key focus of the curriculum. In order to effectively prepare students for the challenges of secondary school algebra, we implement a rigorous standards-based math instruction occurs daily in elementary grades. The length of instructional periods will allow teachers the time and flexibility to employ many different strategies and groupings and effectively implement the strategies for differentiated instruction outlined throughout this petition. The grouping of subjects will also allow students to see the connections between subject areas and the practical applications of new knowledge by using, for example, a new math skill to predict an outcome of a scientific experiment or a new reading comprehension skill to understand a primary source in social studies.

An integrated curriculum helps students apply skills, provides students with multiple perspectives with which to build an integrated knowledge base, and encourages depth and breadth in learning. Studies have shown that students in school with integrated curriculum – e.g., writing in science, math concepts tied to social science such as currency, etc. -- experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school. (Aschbacher, 1991; Levitan, 1991, Willett, 1992.) These findings apply equally to schools with high poverty populations. (Mertens and Flowers, 2003.)

The following tables present sample daily schedules. Our final schedules will be determined by the school leaders based on certain contingencies such facilities.

SAMPLE KINDERGARTEN SCHEDULE							
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		Instruc. Minutes
8:15-8:30	Morning Arrival						
8:30–8:50	Morning Meeting				Friday School Meeting (8:30-8:55)		15 min. x 4
8:50-10:00	Writing and Reading				Writing and Reading (9:00- 10:00)		70 min. x 4 + 60 min.
10:00-10:15	Read Aloud						15 min. x 5
10:15-10:35	Morning Nutrition + Recess						
10:35-11:25	Math						50 min. x 5
11:25-12:10	Lunch & Recess						
12:10-1:30	Social Science/Science Project Time	Social Science/Science Project Time	Literacy	Social Science/Science Project Time	12:10-1:10	Art/Music*	80 min. x 3, 55 min. x 1, 60 min. x 1, 15 min. x 1
1:30-2:35	P.E./Health + Afternoon Nutrition	P.E./Health + Afternoon Nutrition	Teacher Professional Development & Planning Time	P.E./Health + Afternoon Nutrition	1:10-2:05	P.E./Health + Nutrition	55 min. x 3*, 45 min. x 1
2:35-3:15	Literacy	Literacy		Literacy	2:05-3:15	Free Choice Centers	50 min. x 3, 70 min. x 1
3:15-3:30	Afternoon Meeting	Afternoon Mtg.		Afternoon Meeting			15 min. x 4
SAMPLE 1 ST – 5 TH GRADE SCHEDULE							
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		Instruc. Minutes
8:15-8:30	Morning Arrival						
8:30–8:45	Morning Meeting				Friday School Meeting (8:30-8:55)		10 min. x 4
8:45-10:15	Writing and Reading				Writing and Reading (9:00- 10:15)		90 min. x 4 + 75 min.
10:15-10:35	Morning Nutrition + Recess						
10:35-11:45	Math						70 min. x 5
11:45-12:20	Lunch & Recess						
12:20-1:45	Social Science/Science Project Time	Social Science/Science Project Time	Social Science/Science Project Time	Social Science/Science Project Time	Social Science/Science Project Time		85 min. x 4, 100 min. x 1
1:45-2:30	Computer Lab	Art*	Teacher Professional Development & Planning Time	Computer Lab	Music*		45 min. x 4
2:30-3:20	P.E.	Health/Character Ed.		P.E.	2:00-3:15	Free Choice Centers	50 min. x 3, 75 min. x 1
3:20-3:30	Afternoon Mtg.	Afternoon Mtg.		Afternoon Meeting			10 min. x 4

*Art/Music: In Year One, this may not be offered if revenues do not allow for this staffing, but will be added by Year Two; these time blocks will be allocated to additional instructional time in core areas.

While full details about our curriculum are provided in Section __, below, the following provides some brief details about some different components of the daily schedule.

Morning Meeting

Grades K-5 will all start their day with a Morning Meeting.

In Kindergarten, this provides an important 20 minute transition for students to start their day – Kindergarteners will also end their day with a 15 minute Afternoon Meeting. During Meeting time, teachers will take attendance, review the upcoming schedule for the day and key learning objectives, and allow students to talk – briefly – about “news” they want to share with their class. This time will employ strategies used successfully with similar schools such as Mutt-i-grees or Tribes, providing crucial learning for our youngest students in classroom behavior, building peer relationships, self-confidence, speaking, and important listening skills.

1st to 5th graders will have a slightly shorter Morning Meeting in which their teacher will take attendance, collect homework, review the day’s schedule and key learning objectives, and answer student questions.

Friday School Meeting

Following a successful inter-age, community building model used at schools like the Larchmont Schools, on Fridays, all students in grades K-5 will attend a school-wide meeting for 25 minutes; parents will also be welcome to attend this community event each week. Students will be grouped into small cross-age groups of 12-15 students with a faculty or staff leader. Community groups will engage in short projects together such as designing posters for school events and school spirit. Students will stay with the same group throughout their years at Metro Charter School, helping to build extended community and foster a sense of belonging and connection between home and school. Community Groups also develop positive relationships across age levels, with older students serving as role models and helpers to the younger students throughout the school day as they interact in the cafeteria, play yard and halls. All staff and teachers will receive comprehensive training and professional development in leading their Community Groups, along with comprehensive support for any issues that may arise in this supportive group.

During School Meeting each week, school leaders will make announcements and celebrate student achievements, publicly recognizing students. Students also will have the opportunity to make presentations and perform in front of their peers, with classes taking turns leading segments of the School Meeting each week to showcase work they have done, helping students build public speaking and presentation skills and developing their self-confidence, while also teaching students how to behave respectfully as audience members and active listeners.

Free Choice Centers

Students in grades K-5 will be given the highly desirable power of choice on Friday afternoons in Free Choice Centers. During this time, teachers will set up several stations throughout the room with various educational games and “fun” learning activities, and allow students to rotate through different activities of their choosing. Teachers can use the promise of this “fun” week-ending activity as an incentive for good classroom behavior to be earned by the class each week, which helps to build a culture of cooperation and teamwork as the students work towards a common goal.

A. ACADEMIC CALENDAR

The Metro Charter school calendar includes 180 instructional days, plus 10 professional development and planning days for faculty.

Month	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	REG	S	PD	Student Days	Staff Days
AUG				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 PD	27 PD	28 PD	29 PD	30 PD			5	0	5
SEP	2 H	3	4 S	5	6	9	10	11 S	12	13	16	17	18 S	19	20	23	24	25 S	26	27	30					16	4	0	20	20
OCT		1	2 S	3	4	7	8	9 S	10	11	14 PD	15	16 S	17	18	21	22	23 S	24	25	28	29	30 S	31		17	5	1	22	23
NOV					1	4	5	6 S	7	8	11 H	12 S	13 S	14 S	15 S	18	19	20 S	21	22	25	26	27 S	28 H	29 H	11	7	0	18	18
DEC	2	3	4 S	5	6	9	10	11 S	12	13	16	17	18 S	19	20	23 H	24 H	25 H	26 H	27 H	30 H	31 H				12	3	0	15	15
JAN			1 H	2 H	3 H	6 PD	7	8 S	9	10	13	14	15 S	16	17	20 H	21	22 S	23	24	27	28	29 S	30	31	14	4	1	18	19
FEB						3	4	5 S	6	7	10	11	12 S	13	14	17 H	18	19 S	20	21	24	25	26 S	27	28	15	4	0	19	19
MAR	3	4	5 S	6	7	10	11	12 S	13	14	17 PD	18	19 S	20	21	24	25 S	26 S	27 S	28 S	31					13	7	1	20	21
APR		1	2 S	3	4	7	8	9 S	10	11	14	15	16 S	17	18	21 H	22 H	23 H	24 H	25 H	28	29	30 S			13	4	0	17	17
MAY				1	2	5	6	7 S	8	9	12	13	14 S	15	16	19	20	21 S	22	23	26 H	27	28 S	29	30	17	4	0	21	21
JUN	2	3	4 S	5	6	9	10	11 S	12	13	16 PD	17 PD	18	19	20	23	24	25	26	27						8	2	2	10	12
TOTALS																										137	44	10	180	190

PD Pupil-Free Staff Development

S Shortened Day

H Holiday

Regular Day

HOLIDAYS

Labor Day Sep. 2
 Veteran's Day Nov 11
 Thanksgiving Nov 28-29
 Winter Break Dec 23-Jan 3
 Martin Luther King Jan. 20
 Presidents' Day Feb. 17
 Spring Break April 21-25
 Memorial Day May 26

PARENT EVENTS

Back to School Night Sept. 25
 Fall Conference Days Nov 12-15
 Spring Conference March 25-28

B. METRO CHARTER SCHOOL WILL GREATLY EXCEED THE MINIMUM INSTRUCTIONAL MINUTES

The annual calendar at Metro Charter School will include a minimum of 180 days of regular instruction. Given that a significant number of the students enrolled are likely to be English learners, have limited school readiness, and/or come from homes of poverty where books and other resources are scarce, the slightly extended regular school day will provide a tremendous benefit to Metro Charter School students. As a result of having an extended instructional day, students in all grades will receive instructional minutes that substantially exceed the minimum number required for traditional and charter public schools according to California Education Code § 47612.5:

- Students attending kindergarten will receive 325 and 345 daily instructional minutes on regular days each week and 230 instructional minutes on shortened days, for a total of approximately 56,400 annual instructional minutes; and
- Students in grades 1-5 will receive between 330 and 360 daily instructional minutes on regular days each week and 240 instructional minutes on shortened days, for a total of approximately 58,560 annual instructional minutes.

The difference between the minimum number of instructional minutes required by the state and the instructional minutes provided within the Metro Charter School program is represented in the following chart:

Grade	CA Required Minutes	Metro Charter School Program Minutes	Difference
Kindergarten	36,000 annually	56,400 annually	+20,400
Grades 1-3	50,400 annually	58,560 annually	+8,160 x 3 = 24,480
Grades 4-5	54,000 annually	58,560 annually	+4,560 x 2 = 9,120
Total Difference K-5 (over 6 year period)	295,200	349,200	54,000

In other words, students who attend Metro Charter School from kindergarten through grade 5 will add approximately **54,000 instructional minutes** above and beyond the minutes required by the state -- **more than a full year of instruction** to their elementary school years beyond the state's requirements.

Metro Charter School will set a school wide average daily attendance target of 95% or higher. Teachers will remind students and their parents about the importance of consistent school attendance during classroom discussions, at Back to School night, and during parent conferences. When a concern regarding attendance or tardiness arises, teachers will initially address the concern directly with the home. If a student displays a pattern of absences or tardiness that is not resolved by means of a teacher conference, teachers will bring the student to the attention of the school administration. School administration will determine whether follow up contact with the parent(s) or a Student Success Team meeting is the most appropriate next step to resolve the issue (see Section __, below). Written communication from the school in the form of letters and progress reports will also inform parents of positive as well as negative attendance patterns. Every effort will be made on behalf of the school to ensure that children are at school every day for the duration of the school day when they are not ill or otherwise excused according to school policy.

IV. METRO CHARTER SCHOOL'S FRAMEWORK FOR INSTRUCTIONAL DESIGN IS ALIGNED WITH OUR TARGET POPULATION

A. FRAMEWORK FOR INSTRUCTIONAL DESIGN

We believe that all children can meet and exceed state standards when they are given high expectations and an individualized, supportive environment in which to excel. Throughout LAUSD, charter schools such as Camino Nuevo, Celerity Schools, KIPP, and many others have shown that typically under-performing students can reach rigorous academic benchmarks when high expectations are set and quality teachers present an engaging curriculum.

1. TEACHING METHODOLOGIES

Metro Charter School will implement curriculum based on proven models of education at some of the LAUSD's leading schools. For example:

- Camino Nuevo's K-8 campuses (Harvard and Burlington) achieved an impressive 2011 API of 838, with a student population that is 99% Latino, 56% English Learner (EL) plus an additional 37% recently reclassified RFEP (formerly classified as EL), and 98% of the students qualifying for Free or Reduced Price Lunch (FRPL).
- Synergy Charter Academy had a 2011 API of 887, with a student population that is 93% Latino, 88% FRPL and 43% EL.
- Celerity's first four schools (another four have since opened) achieved impressive results: Celerity Dyad had a 2011 API of 884 (100% FRPL, 92% Latino, 54% EL), Celerity Troika 970 (74% FRPL, 69% Latino, 6% EL), Celerity Octavia 933 (97% FRPL, 89% Latino and 46% EL) and Celerity Nascent 866 (96% FRPL, 58% African American, 42% Latino and 10% EL).
- Gabriella Charter School (K-8) had an 875 API (71% FRPL, 86% Latino, 39% EL). And KIPP LA College Prep had a 917 API (97% FRPL, 94% Latino, 30% EL).
- And KIPP Raices had an impressive API score of 963 in their first year of testing.

Furthermore, other parent-founded charter schools that have embraced a mixed-socioeconomic, mixed-race model as part of their mission and have thus enrolled a diverse representation of race/ethnicity and income level have achieved similar success, utilizing many of the same teaching methodologies we propose here:

- Larchmont Charter (931 API, 35% FRPL, 46% non-white, 10% EL)
- Larchmont Charter West Hollywood (940 API, 24% FRPL, 45% non-white)
- Valley Charter Elementary (922 API, 23% FRPL, 35% non-white)

Thus, the teaching practices included within the instructional framework here have demonstrated success in schools serving students with similar backgrounds and academic needs in LAUSD. It is important to note that explicit instruction of basic skills, the presentation of factual information, and intensive intervention for struggling learners will also occupy important roles in our balanced instructional approach. We believe that a deep foundation of standards-based factual knowledge is necessary to develop accurate understanding of complex concepts. Consequently, the explicit teaching of facts, information, and skills will play an important role in developing student comprehension and content mastery across each academic discipline.

Of course, curriculum selection is meaningless without effective teachers to implement our program. With the goal of a balanced approach to teaching and learning in mind, our program is grounded in the following key principles of learning that have emerged from extensive research on effective teaching:

- Effective teachers create ambitious and meaningful tasks that reflect how knowledge is used in the field.
- Effective teachers engage students in active learning, so that they apply and test what they know.
- Effective teachers draw connections to students' prior knowledge and experiences.
- Effective teachers diagnose student understanding in order to scaffold the learning process step by step.
- Effective teachers assess student learning continuously and adapt teaching to student needs.
- Effective teachers provide clear standards and constant feedback.
- Effective teachers encourage strategic and meta-cognitive thinking so that students learn to evaluate and guide their own learning. (Darling-Hammond, 2008.)

The following provides more description of Metro Charter School's educational philosophies and instructional methodologies. To be clear, instruction at Metro Charter School starts first with the state standards, including the new common core standards and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. Metro Charter School's balanced approach will provide a standards-based curriculum that is both skills-based and hands-on.

The following describes in more detail the methodologies we will employ to ensure our students will master the content standards:

- (a) Resnick's Principles of Learning
- (b) Constructivism
- (c) Project-Based Learning/Place-Based Learning and "Field Work"
- (d) Balanced Instruction
- (e) Family Involvement

(a) Dr. Lauren Resnick's Principles of Learning

Dr. Lauren Resnick's Nine Principles of Learning, based on decades of learning research and widely implemented in highly effective schools, are designed to foster learning-oriented goals in ways that promote effort. As with successful schools like Celerity, Metro Charter School will take these nine principles to heart:

Organizing for Effort

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that **sustained and directed effort can yield high achievement for all students**. Everything is organized to evoke and support this effort, to send the message that effort is expected and that tough problems yield to sustained work. . . . All students are taught a rigorous curriculum, matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations.

Clear Expectations

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated clearly in ways that get them "into the heads" of school professionals, parents, and the community and, above all, students themselves. . . .

Fair and Credible Evaluations

If we expect students to put forth sustained effort over time, we need to use assessments that students find fair; and that parents, community, and employers find credible . . . and provide credible evaluations of what individual students know and can do.

Recognition of Accomplishment

If we expect students to put forth and sustain high levels of effort, we need to motivate them by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is a hallmark of an effort-based school. . . . Recognition of accomplishment can be tied to opportunity to participate in events that matter to students and their families. . . .

Academic Rigor in a Thinking Curriculum

Thinking and problem solving will be the "new basics" of the 21st century. But the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined. This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

Accountable Talk®

Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. . . . Accountable Talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable Talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, documentary sources in history) and follows established norms of good reasoning...

Socializing Intelligence

Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. . . . Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking—and by holding them responsible for doing so—educators can "teach" intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.

Self-management of Learning

If students are going to be responsible for the quality of their thinking and learning, they need to develop—and regularly use—an array of self-monitoring and self-management strategies. These metacognitive skills include noticing when one doesn't understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels

of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly; and judging their progress toward a learning goal. These are strategies that good learners use spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.

Learning as Apprenticeship

For many centuries most people learned by working alongside an expert who modeled skilled practice and guided novices. . . . This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed, and by providing mentoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom.

*(Source: University of Pittsburg, Institute for Learning:
ifl.lrdc.pitt.edu/ifl/index.php/resources/principles_of_learning)*

While some of these principles seem straightforward and common-sensical, our school leaders will ensure that our faculty, students, and all members of our school continuously adhere to these core principles of expectation, hard work, and accountability to help students develop habits of mind and self-discipline to be effective, engaged learners.

(b) Constructivism

Constructivism provides the guiding principles for lessons whether they are in the format of direct instruction or problem-based learning. Constructivism calls for the learning experience to be differentiated, beginning with each learner's level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. (Tomlinson, 1999.) This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery. To be clear: constructivism at Metro Charter will not mean an abandonment of "traditional" teaching and direct instruction, but rather, differentiating learning to meet student needs means that students will have plentiful opportunities to engage in active, personalized learning in order to achieve skills mastery, rather than offering a "one size fits all" approach.

Numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, demonstrating increased test scores, and perhaps more importantly, improved self-confidence and whole development. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.) Research also shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts (Marlowe and Page, 1998).

Students in a constructivist model are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to "construct" their own

meaning. Through group learning, students have the opportunity to interact with and learn from other students on more complex tasks than they could engage in alone, provides immediate feedback, encourages them to explore their own and other students' ideas, and helps develop communication and interpersonal skills. Teachers also scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of the desired state standards. In these ways, each student's existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences. Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards.

Carol Tomlinson notes that culture plays an important role in how students learn. Identical learning environments and procedures do not work for all students. Tomlinson further asserts that student motivation increases when they can build on topics of interest, as "modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence." (Tomlinson, 2003.) At Metro, this cultural context will be integrated throughout learning as students, teachers and community members with varying backgrounds and experiences come together to learn from one another as well as with one another. At Metro, we embrace the notion that what works for one student and what holds meaning and resonance for one will not work for all, thus teachers will be supported in continuously adapting learning to serve student needs, rather than expecting students to adapt to the curriculum.

One form of constructivist learning, Place-Based Education, will also be a powerful tool for exploration at Metro Charter School as students get out of the classroom and explore their community and the myriad resources it has to offer through regular "Field Studies." Through partnerships with local civic organizations, business and community leaders, arts organizations and more, we plan to ensure that our students walk through and explore their neighborhood on a regular basis, learning about its history, its people, its culture and its resources. As a school located in the heart of a downtown, urban environment that is unique even in the densely populated span of Los Angeles, we want to break down the walls of school and engage our students in learning beyond the confines of books and desks, and to truly get out into the "real world." Through these experiences, students will understand connections between their learning in social science, science, math and English language arts, as well as the arts and physical activities all connecting to their neighborhood. We aim to instill in our students a sense of civic pride and responsibility, and understanding of the ways in which people and resources in our urban community interact and impact one another.

The following principles highlight the components and values of place-based learning, each directly embraced by Metro Charter School for the success of our students:

- Learning takes place onsite in the schoolyard, the local community, and environment.

- Learning focuses on local themes, systems, and content.

- Learning is personally relevant to the learner.

- Learning experiences contribute to the community's vitality and environmental quality and support its role in fostering global environmental quality.

- Learning is supported by strong and varied partnerships with local organizations, agencies,

businesses, and government.
Learning is interdisciplinary.
Learning experiences are tailored to the local audience.
Learning is grounded in and supports the development of a love for one's place.
Local learning serves as the foundation for understanding and participating appropriately in regional and global issues.
Place-based education programs are integral to achieving other institutional goals.

(Source: www.promiseofplace.org.)

The level of activity and excitement simple walking explorations have on children's enthusiasm for learning is profound. As students develop awareness of their own neighborhood and the people and places within it, they will learn to care for their community and become engaged in the neighborhood's success.

(c) Project-Based Learning

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put the best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation -- Csíkszentmihályi, 1990.

Through project-based learning, our students will engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. This does not mean that Metro Charter students will miss out on direct instruction that targets specific skills or concepts. On the contrary, explicit instruction – particularly in reading, writing and mathematics – will play an important role within the overall delivery of instruction. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

Through projects however, our faculty is able to accomplish a number of objectives in an engaging, relevant way for students of all ages, and enable students to:

- *Acquire, communicate, and investigate worthwhile knowledge in depth.* Instead of dividing instruction into disconnected learning blocks, students will be able to view school subjects as connected and interrelated, much like real life. As students explore topics in a variety of ways and through various sources, they will learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement. (Willis, 1995; Csíkszentmihályi, 2009.) Activities will be assigned

for home exploration that will help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.

- *Integrate reading, writing, listening, speaking, and thinking across the curriculum.* As noted by the California Science Standards Framework: “Effective science programs use standards-based connections with other core subjects to reinforce science teaching and learning. Reading, writing, mathematics, and speaking skills are all needed to learn and do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics.” (CA Science Framework, p. 13.) Narrative and expository literature and high interest trade books will serve as key resources for thematic instruction. Extensive research documents the power of reading and writing across the curriculum to create “active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas.” (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994.)
- *Make choices, interact, collaborate, and cooperate.* Students will explore topics individually, in small groups, and together as a whole class. Reading and writing tasks will be authentic, motivating, relevant, and contextualized. Students will make appropriate choices based on their interests, abilities, and needs.
- *Participate and learn, regardless of ability, level of language development, or background.* One of the most important advantages of cross-curricular thematic instruction is that it is flexible and adaptable. Thematic learning allows teachers to implement a variety of instructional approaches that best meet the students’ needs. For example, while some students may need extra practice with a strategy or skill, others may need additional time for writing or independent reading. This flexibility is central to thematic teaching.

“Perhaps most important, [projects] offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum.” (Gardner, 2006.)

Project-based learning has significant benefits for English learners as well. Karen Carrier, in “Key Issues for Teaching English Language Learners in Academic Classrooms,” (Middle School Journal, November 2005) identifies three key challenges English Learners face in the academic classroom:

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

At Metro Charter School, specific time is devoted to projects in our bell schedule, during the Science/Social Science extended block (three times weekly for Kindergarteners and five days a week for all other students). While the projects will stem from themes in science and social science, literacy skills, writing, math and the arts will all be integrated. Teachers in the project-based learning block will be able to frontload key vocabulary and concepts, and engage in multiple modes of instruction within one class period, therefore meeting the needs of diverse learners. Project-based learning also naturally

allows for multiple modes of input and output, providing students with real-world applications and built-in visuals and realia to contextualize new learning.

There are a wealth of resources available to our faculty online to help them develop ideas and lesson plans for project-based work, including the acclaimed Buck Institute for Education (bie.org), Edutopia, pbl-online.org and dozens of others. In addition, we hope to partner with established schools in Los Angeles that already have been implementing successful projects to learn from their experience. Schools such as Open Charter Magnet School, with a highly acclaimed and recognized model of project-based instruction, offer popular teacher training institute that our faculty will attend.

(d) Balanced Instruction

At Metro Charter School, success will not be defined simply based on academic prowess in the four core subject areas, but rather far more broadly in ensuring each and every student demonstrates a wide array of skills and talents that go well beyond literacy, math, science and social science – a “whole child” approach. Drawing from acclaimed theories of human development such as Howard Gardner’s Multiple Intelligence Theory, Metro Charter School will ensure that students have ample opportunity to develop all areas of their talents and interests, beyond the four core academic subjects. As Gardner has explained, rather than measuring intelligence as one finite figure or concept, “human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, . . . *intelligences*. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination. . . . [I]ntelligences always work in concert, and any sophisticated adult role will involve a melding of several of them.” (Gardner, *Multiple Intelligences: New Horizons*, 2006.) Specifically, Gardner has identified eight broad areas of intelligence, some of which align clearly with the four core academic subject areas, while others cross subjects and realms:

Linguistic intelligence involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express oneself persuasively or poetically.

Logical-mathematical intelligence is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations and cosmic questions.

Musical intelligence involves the capacity to distinguish the whole realm of sound, and in particular, to discern, appreciate and apply the various aspects of music (pitch, rhythm, timbre, mood) both separately and holistically.

Bodily-kinesthetic intelligence involves the ability to use one's body in highly differentiated and skilled ways, for both goal-oriented and expressive purposes; the capacity to exercise fine and gross motor control of one's body.

Spatial intelligence involves the ability to accurately perceive the visual world and to re-create, manipulate and modify aspects of one's perceptions, even in the absence of the relevant visual stimuli.

Interpersonal intelligence relates to the ability to work cooperatively and communicate, verbally and non-verbally, with other people; the insight to understand others' intentions, motivations and desires; and the judgment to recognize the biases underlying sources of information.

Intrapersonal intelligence involves the ability to understand oneself; the motivation and focus to study independently; and the wisdom to reflect. “The first, and most important, ability you can develop in a flat world is the ability to ‘learn how to learn’ – to constantly absorb, and teach yourself. . . .” (Friedman)

Naturalist intelligence (added to Gardner’s theory in 1997) involves the ability to recognize, collect, analyze and classify plants, minerals, animals, flora, fauna and even cultural objects such as cars and sneakers. Those who excel in naturalist intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

“[Multiple Intelligence] theory is an agent of cognitive equity: it enables a greater diversity of individuals to use their minds well. In turn, the theory is a democratizing tool: it facilitates the development and expression of ideas by those who might otherwise remain largely unheard in their communities or in the wider society.” -- Kornhaber, 2009.

In keeping with this balanced approach to learning, Metro Charter plans to incorporate learning – both via direct instruction as well as integration throughout the core curriculum – in the arts, technology and physical education/health. Please note: Metro Charter is applying for the \$575,000 Public Charter Schools Grant Program start-up grant, administered by the California Department of Education, as well as a \$250,000 start-up grant from the Walton Family Foundation. Pursuant to LAUSD policy, these competitive grants are not included in our initial charter petition budget, but if we are able to secure these or other funds (the PCSGP notification is anticipated in late November 2012), we plan to allocate significant resources in our start-up to implementing these programs. In the event that funding is not secured prior to the school’s opening, these areas will be more fully developed throughout the initial charter term as funding allows.

Arts

Initially, we will likely contract with outside providers for arts instruction and we expect that these individuals/companies will provide necessary equipment and materials as well (e.g., musical instruments). We are very eager to partner with acclaimed organizations like Inner City Arts, located in our target community (inner-cityarts.org). Inner-City Arts partners with LAUSD, charter and parochial schools to provide standards-based, experiential arts instruction twice a week for seven-week sessions at their state of the art facility. Students and teachers work with Inner-City Arts teaching artists, focusing on a specific art form—visual arts, ceramics, music, dance, drama, digital photography or animation. Culminating events, including performances and exhibitions, mark the end of each session and provide an opportunity for students to share their accomplishments with parents and families. Inner-City Arts collaborates with schools to ensure they support the schools’ learning goals, including offering teacher training and workshops for parents.

In addition to Inner-City Arts, there are numerous small and large performing arts organizations from the LA Phil and MOCA to small local theaters and dance programs based in the Arts District and downtown LA. At a minimum, will facilitate visual arts instruction through available materials and supplies (paper, paints, pencils, scissors, etc.), along with training to our classroom faculty during professional development time on strategies to integrate meaningful arts instruction into the curriculum, particularly through project-based work.

Technology

As noted by the California Department of Education's Technology Frameworks, computers and other types of technology can amplify the resources teachers have available to offer students, through up-to-date information and online access to content experts. Additionally, online curriculum and reference materials offer extensive information and resources. Wherever possible, different forms of technology will be integrated into core content areas to reach all types of learners, including online curriculum and assessments, online research, and multimedia creation. Pending funding, we will develop a technology-rich curriculum and resources for all students, ensuring each class has access to online curriculum, assessment, research, composing stories, digital media such as photographs and videos and more. In addition to learning skills relating to keyboarding, word processing, digital editing, presentations, databases and more, students also will learn about responsible and ethical use of digital information and electronic communication.

Based on our belief in authentically preparing our students for the 21 century global economy, we plan will integrate technology throughout our program to accomplish three key objectives:

- Provide individualized programs for skills development and mastery in literacy, math fluency and more. Students will be able to use the ever-growing body of rich on-line curriculum to practice skills and engage in fun, game-like learning that adapts continuously to their individual needs. Instruction in phonetics, reading, math, science, history and much more can be find on high-quality free websites such as khanSchool.org, www.nasa.gov, pbskids.org, coolmath-games.com, and many more. In addition, our math curriculum will be based on the highly successful MIND Institute program, including their acclaimed ST Math software, which has been consistently shown to realize dramatic increases in proficiency levels at schools that previously were among the lowest performers in their states. http://mindresearch.net/cont/research/re_ResultsAtScale.php (See *B.2. Scope and Sequence, Math*, below for more information about the math program.) We also will utilize a standards-based program like Study Island to enhance classroom learning.

Through this interactive software, learning is easily differentiated as students can choose from different activities based on their preferences, and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again) as they master the content. In many programs, the technology adjusts to meet student needs so that students who are ready to proceed rapidly through content get increasingly levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly.

- Teach skills that students in today's global economy simply need to know in order to excel – keyboarding, PowerPoint, graphic design, filmmaking and editing, game creation, online research, and more, especially for older students in our school. Programs such as freetypinggame.net, lessonplanet.com, and research sites such as yahooligans.com, bensguide.gpo.gov, lawforkids.org and dozens more will be used to enrich student learning.
- Assess student content mastery via frequent and ongoing on-line assessments. Programs such as ST Math and Study Island will be utilized at all grade levels to provide teachers and school leaders – and parents -- with frequent measures of student performance. As students use these programs, data is automatically generated for teachers to see which skills students

have mastered, which require more instruction, and so on. These reports are tied directly to state content standards so that summative data shows student mastery of specific standards as well as diagnostic data about areas in need of further development. Teachers and school leaders can easily generate individual, sub-group, grade level and school wide achievement data in an efficient way, so that lessons, professional development of faculty and more can all be tailored directly to student needs.

Metro Charter hopes, pending funding, to ultimately have a 2:1 computer ratio for all students in the school by the end of this charter term. Initially, we plan to establish a computer lab and/or mobile computer carts to ensure each student has frequent exposure to computer learning. We will provide students with safe and secure internet access for learning. Our faculty will have extensive training in implementing and using on-line curriculum and assessment tools (see Section VII. *Professional Development*, below). Parents also will be offered training to ensure equitable access to these tools – through various grant programs we hope to provide computers for families to use at home, but we also will ensure parent access to computers on our campus.

Physical & Health Education

As childhood incidence rates of diabetes, obesity, asthma and other chronic and serious health conditions have increased dramatically, schools have unfortunately cut once-commonplace curriculum in health, nutrition and physical education.

Researchers noted that odds of being overweight or obese increased relative to lower household income levels, less neighborhood access to parks and sidewalks, lower levels of physical activity, and more time spent watching TV or on the computer. Black and Latino children had higher rates of obesity and greater chances of being overweight than their non-Latino white counterparts, after researchers adjusted for socioeconomic and behavioral factors, and state of residence. -- "A New Map of Childhood Obesity in the U.S.," L.A. Times, May 3, 2010.

Extensive research has documented the importance of quality play time for young children, and the impact that healthy, organized play can in decreasing bullying, and help children return to the classroom ready to learn. (See, e.g., playworks.org/why-play-matters/studies.) Our standards-based physical education and health curriculum will cover the following strands: movement skills and knowledge, self-image and personal development, and social development. The physical education program will emphasize individual motor skills, fitness and good sportsmanship. Human development is also a central part of the health curriculum. We already have begun discussions with PlayWorks, the acclaimed national program that provides supervised play and physical activity for students throughout the school day. Playworks coaches supervise organized activities during recess, "class games," and after-school, teaching children basic sports skills and physical fitness, but also crucial skills of fair play and positive conflict resolution. A study conducted by Mathematica Policy Research and Stanford University found that Playworks schools "have less bullying and exclusionary behavior; transitions from recess to learning activities are easier; students have better behavior and attention in class after participation in sports, games and play and teachers at Playworks schools perceive students to be safer during recess and engage in more inclusive play. In a nationwide survey of more than 3,850 principals and teachers in schools that partnered with Playworks in the 2011-12 school year, respondents reported they reclaimed

an average of 20 hours of teaching time because there are fewer behavioral problems on the playground and in the classroom.” (<http://www.playworks.org/about>) Playworks coaches are offered free of charge to schools with more than 50 percent FRPL enrollment.

All students will receive 200 minutes of physical education instruction every 10 days, meeting or exceeding the minimum requirement stated in § 51210(g) of the Education Code. Our program will not only focus on children developing healthy exercise habits and discovering a physical activity that interests them, but also help them develop critical skills and habits in teamwork, cooperation, and sportsmanship. We also will ensure that our yard supervisors and other staff who supervise children at recess and play time have appropriate training to ensure that students engage in organized, cooperative activities that help develop social skills and team work.

Students in grades 1-5 also will have one class each week in Health/Character Education. Topics such as nutrition, diet, healthy choices, interpersonal relationships and conflict resolution are introduced and built upon at each grade level, all following state content standards.

Over the term of this charter, we plan to raise funds and implement an edible garden program for students that will encourage healthy eating choices as part of our nutrition and health education workshops.³ According to the California School Garden Network (CSGN), school gardens “create opportunities for children to discover fresh food, make healthier food choices, and become better nourished.” The Network also asserts that “gardens offer dynamic, beautiful settings in which to integrate every discipline, including science, math, reading, environmental studies, nutrition, and health.”

A growing body of research-based literature supports the use of youth gardens as a beneficial teaching tool. Research has found that participation in youth gardening programs can improve social skills and behavior through cooperative group work, improve interpersonal relationships, increase interest in eating fruits and vegetables and making healthy eating choices, significantly increase science achievement scores, and develop a sense of ownership and responsibility as children care for the garden. The community garden at Metro Charter School will not only be an important teaching tool, it will no doubt be a source of pride within the school community.

Health and nutrition education will follow content standards and present another opportunity for learning across the curriculum. For example, students might research the nutritional values in different foods (fats, proteins, carbohydrates), research the impact of dietary choices, and keep a journal of their own eating choices and the impact those choices have on their energy levels throughout the week.

Nutrition education, tied to the garden program, will include food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions.

³ Numerous small grants are available to public schools like Metro to create and maintain school gardens. Our parents have indicated a great deal of excitement about starting such a program at Metro, and the Board will ask the parents to lead the effort to seek funds, and then help install and maintain a school garden. Through the numerous resources of groups like the California School Garden Network, we are confident we can find a capable master gardener to contribute time to helping us plan and implement this wonderful activity for our school community.

Upper elementary grade levels also will participate in a drug and alcohol awareness education program to reinforce good decision-making and positive self-esteem. Students will look at issues of physical safety—making the choices that protect their bodies and that avoid unnecessary danger, e.g. risky hiking, swimming, bicycling, walking alone or at night. Content will also include the biology of common illnesses and prevention strategies and the ways students can fortify their immune system –nutrition, aerobic exercise, sufficient relaxation and sleep. The character education program at Metro Charter School will encompass the eleven principles identified by the Character Education Partnership (CEP) as necessary components of an effective character education program. According to the CEP, effectual programs:

1. Promote “ethical values” as well as “performance values” as the foundation of good character.
2. Define “character” comprehensively to include thinking, feeling and behavior.
3. Use a comprehensive (i.e. all aspects of schooling), intentional, and proactive approach to character development.
4. Create a caring school community.
5. Provide students with opportunities for moral action (i.e. grappling with real-life challenges and then reflecting on the experiences).
6. Include a meaningful and challenging curriculum that respects all learners, develops their character, and helps them to succeed.
7. Strive to foster students’ self-motivation (i.e. recognition of pro-social behaviors without excessive emphasis on extrinsic incentives).
8. Engage the school staff as learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.
9. Foster shared moral leadership and long-range support of the character education curriculum.
10. Engage families and community members as partners in the character-building effort.
11. Assess the character of the school (via student and parent surveys), the school staff’s functioning as character educators (via staff surveys), and the extent to which students manifest good character (by analyzing data on student behaviors). (www.character.org.)

Metro Charter School’s character education curriculum will be modeled after award-winning practices that have been highlighted by the Character Education Partnership in its *National Schools of Character* program and will include programs such as UCLA’s acclaimed Cool Tools Tool Box (see Appendix A) and materials from Love and Logic (www.loveandlogic.com).

(e) Family Engagement

As a parent-founded school, we firmly believe that family education and participation are essential components of student success. A multitude of research demonstrates that active family involvement in a child’s education not only impacts a child’s academic success and attitudes towards education, but even community support for schools. Each school year, Metro’s students and their parents/guardians will be asked to sign a home/school agreement that will include specific responsibilities defined by parents, teachers and students working in collaboration. These agreements will include things like:

- I will come to school every day on time, ready to learn and prepared.
- I will complete homework and projects to the best of my ability and submit them on time.
- I will seek out assistance if I am confused about new concepts or expectations.
- I will participate in setting goals for my own learning.
- I will obey the school's rules.
- I will treat other students and adults with respect and consideration.
- I will avoid conflict with other students and ask for help if necessary to resolve differences.
- I will read outside of the classroom every day, a minimum of 15 minutes (K-1st) and 30 minutes (2nd-5th).

As an integral hub of the neighborhood we serve, Metro Charter will work to establish meaningful connections between the resources available in Downtown LA and members of the school community in order to assist families facing challenging circumstances.

Parent Communication will be frequent, comprehensive and multi-pronged based on the “best practices” of similar schools in similar communities, to ensure the strongest possible connections between home and school. Given the prevalence of Spanish-speaking families within the community, communication efforts will occur in both Spanish and English, and, as needed, Korean, Japanese, Chinese and other languages. The following are just some of the activities that will occur:

- **Monthly Metro Charter School newsletters**, will convey important details about upcoming school events and news, celebrate student successes, and provide worthwhile tips and strategies for parents in a simple, accessible format.
- **Classroom newsletters** sent by teachers will provide a brief overview of unit plans and lessons that will be covered so that parents will know what their children are learning and feel more connected to their students' activities, along with any special information about celebrations or activities in which parents are invited to participate.
- A minimum of two formal **parent/teacher conferences** – attended by students as well in upper grades -- will be scheduled during the year to discuss academic progress, motivation, social behaviors, strengths and concerns, home support, and goals for learning. Informal conferences will be conducted as requested by parents/guardians or teachers.
- **Orientation meetings** will be held before the start of the school year, or mid-year as needed, for newly enrolled families.
- **Monthly “Coffee with the Principal”** meetings will provide regular opportunities for parents to dialogue with the Principal about important issues on an ongoing basis.
- Monthly meetings will be held for parents, where the Principal will make presentations on the school's progress as well as current initiatives, issues, and school priorities. Workshops will also be offered on topics of interests to parents, including:
 - Basic math and literacy skills, including reading at home
 - Understanding state mandated testing and interpreting standardized test results

- English as a Second Language (ESL)
- Presentations by local service providers regarding legal, employment, health and human services available in the community
- Health and nutrition
- Emergency preparedness and emergency aid
- Drug & alcohol awareness
- Parenting strategies through programs like the acclaimed Love and Logic (www.loveandlogic.com)

Family Events, Activities and Support at Metro Charter will similarly be comprehensive and multi-pronged, designed to benefit both our school and the families we serve.

- **Before and after-school programs** will be offered to support the needs of working parents. Parents will be able to drop off their children at school starting at 7:45 a.m. for breakfast and supervised play, and once we have secured available government funding, we will offer a comprehensive before and after-school program from 7:30 a.m. in the morning, and until 6:06 p.m. each day, supervised by instructional aides and other part-time staff. This program will take place in classrooms as well as on the play yard. As funding and capacity allows, we intend to offer a variety of enrichment activities and clubs after school, including structured homework support, tutoring and activities in the arts, technology, sports and more.
- Our **parent volunteer program** will include a variety of opportunities for families to volunteer in support of our school, including helping with outreach, planning family events, volunteering in the classrooms reading with children or helping teachers prepare (making copies, etc.), helping in the school office, and more. Parents will be encouraged to fulfill 40 hours of volunteer service each school year.
- School-sponsored **Family Events**, such as an Annual Picnic to build community and get to know one another and the school's faculty and staff, and Classroom Learning Celebrations at the end of significant projects and units, where students will have the opportunity to demonstrate their work and learning in celebrations with their family members at school.

In addition to the timely ways parents and guardians will receive pertinent information and the many activities planned to involve them in their child's program at Metro Charter School, parents will have opportunities to participate in school advisory and governance structures (see *Element 4: Governance Structure*). Parents also will be asked to support our extensive outreach efforts in the community to recruit new families to the school. (See *Element 7: Achieving Racial and Ethnic Balance*.)

B. SCOPE AND SEQUENCE OF SKILLS TO BE TAUGHT

Metro Charter School teachers will implement an academically challenging integrated K-5 curriculum, incorporating standards-based materials while focusing on the innovative instructional approaches and direct instruction as detailed above. At all times, Metro Charter School will ensure that lesson planning, instruction and assessments reflect the full scope of the California Content Standards and Common Core Standards by grade level. Appendix A contains a thorough, detailed presentation of our curriculum for each grade, by primary subject area (Language Arts, Math, Science, History/Social Science, and

the arts), including specific references to national and state standards, curricular materials, and assessment metrics. (See also *Element 2: Measureable Student Outcomes*.)

Purchased curricular materials aligned to the Common Core Standards will be used as a basis upon which teachers will build. Constructivist and project-based learning will include thematic units that integrate language arts, science, math and social studies for each grade. Interdisciplinary project work will be supplemented with subject-specific lessons, as detailed herein. (See Section B. *Scope and Sequence*, below and *Appendix A* for further details.)

Our instructional methodologies are research-based, proven models of high-quality education for diverse populations. Schools such as Celerity, Larchmont, Camino and others (see Teaching Methodologies, above) are just a few examples of high-performing public elementary schools employing these methodologies, which have long been in favor in acclaimed private schools across the country.

Most importantly, the key to our instructional methodologies is a focus on individualized instruction, tailored to meet the needs of students. We believe that all children at Metro Charter can and will achieve state standards mastery, regardless of their background or circumstances. The challenge as educators is to discover the means with which to help each individual child achieve his or her full potential. By using these active learning strategies, a strong focus on data and ongoing multi-faceted assessments to inform instruction, we are confident that all sub-groups and individual students will succeed.

Teachers will collaboratively plan units of study using the ‘backward design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 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:* Beginning with the CA State Standards, teachers will determine a three-tiered hierarchical set of learning expectations:
 - Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful “big picture” understanding of the material?
 - Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information?
 - Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic or process:

- represents a ‘big idea’ having enduring value beyond the classroom;
- resides at the heart of the discipline, and is tied directly to state standards and standardized testing;
- requires “uncoverage” to the extent that parts of these concepts are difficult for students to understand; and
- offers potential for engaging students?

2. *Aligning Assessments to the Desired Results:* Recognizing that teachers will be shaping their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers will assess throughout the unit of study using a variety of assessment methods including both formative and summative assessments. Methods will include online and written quizzes or tests aligned with the style students will encounter on standardized-assessments as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks and projects. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.
3. *Differentiating Instruction to Meet the Needs of All Learners:* Now that the learning expectations (knowledge and skills) have been identified, teachers will work together in grade level teams during common planning time each Tuesday afternoon as well as two hours after school weekly to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English language learners and students with special needs). Teachers will write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

As teachers implement their lesson plans, they will continuously be assessing their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Our instructional program will be driven by student data gathered by the teachers themselves in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers and school leaders will continuously look at student work and questions in order to inform, structure and refine the instructional practice. Metro Charter School will ensure that all members of our faculty receive appropriate training, support, time and resources to develop their skills and engage fully in our processes.

Appendix A contains detailed curriculum samples for our standards-based programs for each grade, by primary subject area: Language Arts, Math, Science, History/Social Science. The following provides an overview of our program in each subject, by grade level. (See also *Element 2: Assessment*).

1. ENGLISH LANGUAGE ARTS

The English Language Arts (ELA) standards for public schools in California -- including the new Common Core Standards -- establish high expectations for all students, with the goal that all students “become effective language users so that they can succeed academically, pursue higher education, find challenging and rewarding work, participate in our democracy as informed citizens, appreciate and contribute to our culture, and pursue their own goals and interests throughout their lives.”⁴ The integrated curriculum at Metro Charter School will provide daily occasion for teachers to “take every

⁴ Taken from the introductory message by Jack O’Connell, former State Superintendent of Public Instruction, regarding the ELA standards.

opportunity to link reading and writing to other core curricula, including history, social science, mathematics, science, and the visual and performing arts, to help students achieve success in all areas.” To support teaching the standards, teachers will use the *Reading / Language Arts Framework* for planning and guidance. The framework will also be used as a reference guide during the selection of instructional materials and for professional development activities.

Based on the acclaimed Readers’ and Writers’ Workshop Programs from Teachers College in New York, Metro’s English Language Arts program is designed to ensure that on a daily basis, all students engage in reading, writing, speaking and listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively.

Reading: Reading instruction incorporates four main components:

- Shared Reading
- Guided Reading
- Letter and Word Study and
- Independent Reading

Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the diverse needs of students. Students will receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi-level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice. Students in grades K-3rd will use the CDE-approved Houghton-Mifflin Reading series as the foundation of a standards-based literacy program that focuses on both fluency and comprehension, as well as Guided Reading and in 3rd-5th grades, Lucy Calkins Units of Study (Lucy Calkins is the founder and leader of the Teachers College Reading and Writing Project). In 4th and 5th grades, students will read heavily for content, and teachers will integrate reading instruction with social studies themes presented in the Houghton Mifflin Social Studies series. Both of these textbook series are supplemented with leveled readers and books from the CDE-recommended reading lists.

As students progress, reading instruction will focus on “reading to learn” rather than “learning to read,” though Metro Charter School recognizes that many students will struggle with the demands of grade level text. Differentiated instruction will be provided through rotating small group instruction in which students will apply learned skills to text at their independent reading level and will receive systematic decoding and fluency instruction if appropriate. Teachers, intervention specialists, Instructional Aides and trained parent and community volunteers all work to move struggling students towards grade-level reading proficiency.

Shared Reading: Focusing on comprehension, teachers will choose text for a particular purpose, then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts. During shared reading, teachers will model the appropriate use of strategies by employing “think alouds” to allow students the chance to explicitly learn what is generally a more implicit process. Students will be given the appropriate vocabulary to identify the strategies they are learning and using, and teachers will reinforce and encourage students to share their thinking processes and articulate what

strategies they are using. Teachers might also teach particular comprehension skills during shared reading by demonstrating the use of a specific graphic organizer such as a Story Map to teach sequencing or a Venn Diagram to compare and contrast.

Guided Reading: Teachers will target instruction based on the individual needs of students through guided reading. As a whole class, reading instruction might be focused on the reading strategy of asking questions. During guided reading time, the teacher will choose texts that provide opportunities to guide students in the use of this strategy based on the appropriate instructional levels of individual students. Students will all be working on the same objective, but using different texts. At other times, reading groups might be working on different strategies, again based on need. Because students are more likely to reveal questions, tentative hypotheses, inferences and connections to past learning in small groups rather than in front of the whole class (Rhodes and Shanklin, 1993), teachers will regularly observe and assess the reading habits and progress of students. In the upper grades, in addition to guided reading, teachers will employ literature circles and discussion groups. Both of these activities encourage student exploration of complex themes in text, enhance oral language and higher-level cognition, provide a chance for students to freely explore ideas, deepen students' understanding of what they read, while creating more enthusiastic and engaged readers. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

Letter and Word Study: Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered "at risk" for academic failure (Report of the National Reading Panel, 2000). Therefore, Letter and Word Study in the primary grades (K-2) – including on-line learning -- will focus primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Further, spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Dictation activities connect the process of encoding to decoding, as students learn that their sound /spelling knowledge allows them to read as well as communicate through writing. Primary grades also include high frequency word instruction to help students become fluent readers. By the end of 2nd grade students will be expected to have mastered 400 high frequency words taken from the Dolch Basic Sight Vocabulary and Fry's Instant Words. Students will chant, spell-out, visualize, hunt for and highlight these words in texts in addition to practicing them at home. Classroom word walls will contribute to a print-rich environment, and word wall games and activities will reinforce learning.

In all grades, letter and word study will include spelling instruction and targeted vocabulary development. Spelling instruction will be based on a student's developmental stage, as determined by administration of Words Their Way Qualitative Spelling Inventory. Spelling requires a higher level of precision than reading, so when teachers consider the developmental reading and spelling stages of a child, instructional strategies can be implemented which foster overall literacy development. Spelling lists will be grouped by pattern (sound, visual, or meaning) and presented in a systematic sequence. Teachers will then engage students in activities such as making words, word sorting (closed, blind, and speed), and word hunts which allow them to actively analyze and categorize words, thereby discovering spelling rules and generalizations. Again, this approach allows for multi-level instruction as students learn and participate in similar activities, but at their own level. Targeted vocabulary development at all levels will be aimed at making sure students acquire new

word knowledge and increase their depth of knowledge over time. Instruction in specific words and concepts will occur through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is important to student understanding of the content or due to its usefulness or general utility.

Teachers use a variety of techniques to help students make connections between unfamiliar words with their own background knowledge. Explicit instruction in word-learning strategies allows students to determine meanings of unfamiliar words encountered while reading. These strategies include teaching students to use dictionaries, online sources and other resource aids to deepen understanding of words, instruction in word structure as it relates to meaning (morphemes, affixes, roots) and directly teaching students to identify and use external clues to determine word meaning from context. Starting in the primary grades, teachers will model these learning strategies as they read aloud, using picture and text clues to help students learn simple ways of applying context clues. As students get older, they will learn and apply more sophisticated strategies such as identifying examples, restatements, and comparisons in order to clarify word meanings. Upper grade students will apply knowledge of word origins and Greek and Latin roots, especially in content-area texts.

Independent Reading: During the Language Arts block, as well as during other times throughout the day, students will have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Classroom libraries will be stocked with high-interest books of various genres at a variety of levels. Teachers will explicitly teach students how to select books appropriate to their level and interests. Often teachers will create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons will have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students will be given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3rd grade students complete reflection forms to evaluate books read.

In addition, students at all grade levels will be required to read nightly and keep a reading log that is signed by their parents. This outside reading will be rewarded with various incentives such as reading parties where students celebrate their reading success and enjoyment.

Writing: Hand in hand with the school's reading program is a structured daily writing program. The chief component of the writing program will be the acclaimed Writer's Workshop, based on the Lucy Calkins'/Teachers College Writer's Workshop model. Writer's Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

The Writer's Workshop design consists of three components that occur daily: the Mini-lesson or direct instruction, independent writing time and share time. Mini-lessons can relate to craft (applications, content, or strategies), skills (conventions and editing) or procedures relating to workshop. These short, focused lessons are based on standards or elements of a particular genre and on the observed needs of the students. Mini-lessons follow the same basic structure school-wide: teachers provide a connection to previous learning; explicitly teach a strategy using modeling techniques, published literature and teacher and student writing; provide active engagement (often in the form of partner talk); and provide

a link which sets the intention for students to apply the new strategy in their own work. During independent writing time, students choose writing topics, a strategy that helps develop personal investment in the writing process. They apply learning from mini-lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. Students understand the rituals and procedures of the workshop including how to access materials and information from around the room (charts, posters, model authors) and to organize their writers' notebooks and folders. The teacher uses this time to take quick inventories of the class, confer formally and informally with students and track student progress on conference logs. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author's Chair, pair-share, or popcorn around the room. During this time the teacher can also address listening and speaking standards, as students are expected to engage in "accountable talk" (see Resnick's Principles of Learning, above). Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author's text to support comments and to provide specific feedback to help peers move forward.

The writing conference is an integral part of workshop. These frequent, on-going conferences allow teachers the opportunity to further provide personal, targeted instruction that equips all students with the necessary tools to develop their authorship. The teacher's role is to understand where an individual writer is at a particular moment in time, to determine the goals/needs of that student along with an appropriate course of action and then to guide the student toward those goals. The teacher reinforces the child's strengths and motivates the child to push himself/herself by applying new learning. Teachers keep detailed conference notes in order to evaluate students' progress and determine next steps for instruction. Additional support for students demonstrating difficulties might include scaffolding in the form of graphic organizers or sentence frames, more frequent meetings with the teacher or instructional aide and peer support in the form of a specific writing partner. Teachers might also allow students struggling to articulate their thoughts on paper to dictate their ideas to them in order to facilitate the writing process until students become more confident in their abilities.

The Personal Narrative genre is the starting point for all grade levels. Teachers use children's literature and students' own life experiences to provide models and prompts for storytelling. Other genres taught include Writing for a Purpose, Response to Literature, Expository Writing and Persuasive Writing. Students are given ample opportunities to generate ideas, pre-write, draft, revise and edit multiple pieces of writing and are expected to publish at least three pieces per genre. In addition to the work produced during workshop, writing prompts are used to prepare students to construct a coherent essay within a designated time period. Starting in grade 2, students complete writing prompts quarterly. Additionally, whenever possible, teachers provide chances for students to incorporate authentic writing within the content areas. In response to a weekly math problem, first graders write a step-by-step summary of how they came to a solution. Third graders might write pen-pal letters to peers in other states. Fourth grade students write summaries of current events they read about in the news in order to share interesting stories with their peers. Students learn that writing takes many forms and serves a variety of purposes.

The framework for teaching English Language conventions focuses on thinking processes rather than rote learning tasks. Mini-lessons target these standards within the context of Writer's Workshop in order to present the often-abstract concepts in a more meaningful context. For example, a teacher might present a mini-lesson on parts of speech, focusing on adjectives after studying the works of Kevin Henkes, an author celebrated for his use of descriptive language. Students might reread passages from his texts in order to identify adjectives used, perform an adjective "scavenger hunt" around the room,

add to a running list of “juicy” words posted in the classroom, while focusing on revising their personal narratives to include more descriptive words. Houghton-Mifflin Reading provides additional resources for teachers in the area of grammar and conventions.

Speaking: Speaking is very important to vocabulary and language development and contributes to social development. In all classrooms, teachers will provide students with multiple opportunities to explore oral communication in the classroom. For example, students will develop active and responsive listening skills through class and small group discussions. Classes will take turns presenting and performing at weekly Friday School Meetings. Each teacher will use scaffolding strategies to help English Learners build confidence in communicating information and ideas. One way this is done is by giving students “scripts” using sentence frames that provide students with appropriate language structures. Additional structured speaking activities in class include Author’s Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics will provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

Listening: Based on the ELA and ELD standards for listening, students will be taught that active, effective listening is a habit to develop and the foundation of effective communication. Students will be taught how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer’s Workshop, writing dictated sentences and repeating rhythms through movement and clapping. In second grade, to address the standard that requires students to give and follow multi-step directions, teachers will create projects that require partners to listen to each other’s directions in order to correctly complete a task. Partner A learns how to complete part of the task and gives directions to Partner B, then they switch roles. Success depends on careful listening on the part of both students.

2. MATHEMATICS

The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills and to develop a strong math vocabulary. In order for students to acquire the ability to reason and to apply problem-solving skills, they need both declarative and procedural knowledge of mathematics. Therefore, the math program is designed to allow students to discover why formulas and proofs work rather than just how to memorize and follow them, shifting their thought process from gaining absolute knowledge to increasing mathematical reasoning skills.

Our balanced mathematics program will enable students to become proficient basic computational and procedural skills, conceptual understanding, and problem solving. As detailed in the California Mathematics Framework, students will have:

- Fluency in basic computational skills
- Ability to recognize and solve routine problems readily and to find ways to reach a solution or goal where no routine path is apparent

- Ability to communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms
- Ability to reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses
- Ability to make connections among mathematical ideas and between mathematics and other disciplines.

Pearson's enVisionMATH California textbook series will form the core instructional resource for teaching a comprehensive, standards-based mathematic curriculum. Pearson is currently rolling out new transitions to the Common Core for California, which Metro will adopt. The enVisionMATH program utilizes interactive and visual learning strategies so that all students are able to access the curriculum and are appropriately challenged. In addition, faculty will utilize a variety of additional instructional resources and hands-on activities, including manipulatives, math games, measuring, patterning, cooking and art projects that give students opportunities to learn by doing and relate math concepts and skills to their lives. In addition, small group and one on one intervention for struggling students, consistent practice towards mastery and speed in basic computations (math "facts"), increased time spent on problem solving activities, and other strategies. Online curriculum such as ST Math and Khan Academies, as well as basic fact tests, transparencies, and children's literature will all supplement math instruction.

3. SCIENCE

Our inquiry-based science curriculum will emphasize learning through exploration and experience, relying on the acclaimed Full Option Science System (FOSS) kits, which provide hands-on investigations, laboratory experiences, and projects. The program is fully aligned to California standards (and also is being updated to reflect Common Core) and research has demonstrated its efficacy in engaging and educating diverse students.

The following chart indicates the sequence of the standards-based FOSS units that will be used to facilitate student engagement and understanding of the standards for physical, life and earth sciences in grades K-5:

Grade	Physical Science	Life Science	Earth Science
K	<i>Wood and Paper</i>	<i>Animals Two by Two; Trees</i>	<i>Wood and Paper; Trees</i>
1	<i>Solids and Liquids; Air and Weather</i>	<i>Plants and Animals</i>	<i>Air and Weather</i>
2	<i>Balance and Motion</i>	<i>Insects and Plants</i>	<i>Pebbles, Sand, and Silt</i>
3	<i>Matter and Energy</i>	<i>Structures of Life</i>	<i>Sun, Moon, and Stars</i>
4	<i>Magnetism and Electricity</i>	<i>Environments</i>	<i>Solid Earth</i>
5	<i>Mixtures and Solutions</i>	<i>Living Systems</i>	<i>Water Planet</i>

Literature is also infused into the science curriculum to reinforce content literacy skills and boost comprehension on all grade levels. Students engage and read about science through both fiction and

non-fiction texts. Content-rich and high interest trade books will be used to support the development of science concepts and associated academic language across all grade levels. Metro Charter recognizes that children tend to have greater interest in the content and photographs that are available in trade books, and they find them less confusing than traditional science textbooks. (Ross, 1994.) The story lines in children's trade books help them understand and remember concepts better than textbooks that tend to present science as lists of facts to be memorized. (Butzow and Butzow, 2000.) The colorful pictures and graphics are also superior to many texts for explaining abstract ideas (Kralina, 1993) and provide contexts for understanding difficult science concepts. (Dole and Johnson, 1981.) Trade books, such as those recognized by the National Science Teachers Association's annual list of Outstanding Science Trade Books (nsta.org) have been widely accepted as a vital component of effective science instruction and will be carefully selected by the school leaders and lead teacher(s) and incorporated into the science program at Metro Charter School.

An integral part of the inquiry-based units are activities conducted around predicting and making hypotheses, recording observations, and using data to reach conclusions. Technology also is incorporated into science activities where appropriate. Microsoft Office (Word, Excel, PowerPoint) can facilitate data analysis, construction of graphs and tables, and interpretation of results. This software, along with online resources, is used to scaffold content for English Learners and create challenging assignments for advanced students.

See Appendix A for detailed science curriculum modules from FOSS, aligned to state standards and including references to assessments that will be used.

4. Social Studies

Metro Charter School will adopt the Houghton-Mifflin textbook series that provides standards-based (and updated Common Core) content around themes of social studies with multiple instructional strategies. The lessons in this textbook will be supplemented with historical fiction and primary sources such as diaries, letters, actual photographs, and music and video recordings. Student assessments include homework, quizzes, tests, preparing and delivering speeches, writing informational reports and creating three-dimensional representations and artwork.

The following strands represent the major themes addressed in each grade level:

- K – Living and Working Now and Long Ago
- 1 – A Child's Place in Time and Space
- 2 – People Who Make a Difference
- 3 – Continuity and Change
- 4 – California: A Changing State
- 5 – United States History and Geography: Making a New Nation

The standards are reinforced through interdisciplinary activities that build upon students' knowledge of their own community.

See Appendix A for detailed social science curriculum modules, aligned to state standards, including assessment tools.

C. ALIGNMENT WITH STATE CONTENT STANDARDS

The Content Standards for California Public Schools and the new Common Core standards form the foundation of the curriculum at metro charter school. Although all of the content areas described in the California Education Code for the elementary level will be taught to all students, special emphasis will be given to the four core curricular areas of language arts, mathematics, science, and social studies. Together the standards represent the essential skills and knowledge that students will need to be highly literate and productive citizens in the twenty-first century. By adopting these standards, Metro Charter School affirms its commitment to provide a world-class education for all Metro Charter students.

The remaining components of the Metro Charter model work together collectively to ensure that all students attending Metro Charter acquire the skills and concepts addressed within the standards and that the overall mission of the school is accomplished. The Metro Charter School program will take advantage of the combined objectives and outcomes of state and national standards in order to provide a challenging program that is structured for high academic achievement and long-term success. The scope and sequence of academic standards at Metro Charter School may be modified as necessary and/or appropriate to reflect changes to state and national standards.

V. TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES

As detailed herein, a subject-specific, commercially-produced curricular program that is standards-aligned will provide the foundation of Metro Charter School's educational program. We respect teachers and wish to empower them to be the most effective educators possible. Therefore, purchased curricular materials will be used as the basis upon which teachers will build, utilizing the "Backward Design" methodology for lesson planning. As also detailed throughout this petition, we believe that lesson plans need to be revised constantly to accommodate new assessment information (Data Driven Instruction), and lessons need to be customized to suit the learning needs of individual students (Differentiated Instruction). In order to implement both Data Driven and Differentiated Instruction, teachers will receive professional development and administrative guidance in designing artful assessment, making objective observations and adjusting instruction and curriculum to best serve student needs. (See also, *Element 2: Assessment*.)

Curricular materials will be reviewed and updated annually by the Principal, in collaboration with faculty, and subject to approval by the Board of Directors. These decisions will be based on results of grade level benchmark assessments, the STAR tests, alignment with state standards, and disaggregated data from ongoing assessment tools.

Currently, we plan to use the following instructional materials:

- Language Arts – Houghton-Mifflin Harcourt's Common Core-aligned Reading text and Guided/Leveled Reading; Lucy Calkin's Readers and Writers Workshop Units of Study; supplemented by books from CDE recommended reading lists
- Math – Pearson Envision Math
- English Language Development – Hampton Brown Avenues
- History/ Social Science – Houghton-Mifflin History-Social Science texts supplemented NatGeo Expeditions (non-fiction reading) and thematic units
- Science – FOSS Learning modules created for California (K-5)

- Character Education: Character education materials will include programs such as UCLA's Cool Tools Tool Box and training materials for faculty and parents from both UCLA and Love and Logic (www.loveandlogic.com).

In future years, grade level teachers will meet and advise the Principal as to areas of need and recommended books and materials for the following year. The curricular purchases will be implemented by the administration and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with our targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions. Curricular materials will also be analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs. Decisions will be made in light of the following questions:

1. Are the curricular materials aligned to the California standards?
2. Is interactive learning promoted and is the child's construction of knowledge encouraged?
3. Does it help achieve social, emotional, physical, and cognitive goals?
4. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
5. Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?
6. Are the expectations realistic and attainable at this time or could the children more easily and efficiently acquire the knowledge or skills later on?
7. Is it of interest to children and to the teacher?
8. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
9. Does it build on and elaborate children's current knowledge and abilities?
10. Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?
11. Does it facilitate integration of content across traditional subject matter areas?
12. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?
13. Is this content worth knowing? Can it be learned by these children efficiently and effectively now?
14. Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?
15. Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision making?

All instructional activities will be developed in alignment with the stated goals and measurable student outcomes of Metro Charter School, as detailed further in *Element 2: Assessment*.

VI. TEACHER RECRUITMENT

Staff members will be recruited through various communication channels, including local newspapers, education networking websites (CCSA, CSDC, Teach for America, EdJoin, idealist.org, coalition of essential schools, PEN network), the school website, career fairs, local universities and word of mouth referrals. Metro Charter School will engage in a thorough review of the qualifications of candidates that apply for employment at the school. The Principal and other lead staff will review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates will be interviewed for positions. For our first year, the Principal will bear primary responsibility for all teacher hiring. In future years, they will be joined in their efforts by a hiring committee that includes teachers. Candidates for teaching positions will be interviewed, and in some cases will be asked to teach a lesson to a classroom of students where feasible and/or return for a second round of interviews. In some cases, the Principal may observe candidates teaching a lesson in their current positions. Following interviews, Metro Charter will contact references, review letters of recommendation and notify each person of their status once a decision is made. Candidates that are offered employment will receive a written offer of employment. In addition, Metro will verify the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and NCLB requirements to teach the subject that he/she is being hired to teach.

Metro Charter School will make every effort to recruit teachers who are committed to the vision and mission of the school. Job postings for teachers will clearly state the education philosophy and teaching pedagogy that are supported by the school so that teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the school. To attract and retain outstanding teachers, Metro Charter School will provide: competitive salaries; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; and, the opportunity to participate in innovation, creativity and research within a model school program. See *Element 5: Employee Qualifications* for detailed information about the recruitment and hiring of teachers at Metro Charter School.

Teachers at Metro Charter School will have a daily on-site commitment from 8:00 a.m. to 3:45 p.m. As salaried professionals, it will be understood that teachers have job-related responsibilities, such as instructional planning, communication with students and families, and special school events that continue beyond their on-site workday and occasionally take place on weekends.

Due to the profound impact that teachers have on students, only the most effective teachers will be retained at the school. Performance measures will be used to evaluate teacher effectiveness, to recognize superior performance, to provide targeted assistance in instances when performance is less than satisfactory, to determine the appropriateness of pay incentives, and to make informed decisions regarding continued employment at the school. For a detailed description of the teacher evaluation process, see *Element 5: Employee Qualifications*.

VII. PROFESSIONAL DEVELOPMENT

“The heartbreaking difficulty in pedagogy, as indeed in medicine and other branches of knowledge that partake at the same time of art and science, is, in fact, that the best methods are also the most difficult ones: it would be impossible to employ a Socratic method without having first acquired some of Socrates’ qualities.” -- Piaget, 1969.

Metro Charter School will offer engaging, interactive and ongoing professional development, incorporating principles outlined by Linda Darling-Hammond and other leading experts, including activities that are experiential, collaborative, sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice. (Darling-Hammond, 1995.) The Principal will serve as the instructional leader and lead supervisor of instructors, conducting formal and informal classroom observations, setting goals for performance, and providing regular feedback to teachers. General observations that have school wide implications will inform plans for professional development. The Principal, and as the school grows, additional instructional leaders, will visit classrooms daily to observe teachers. In addition, the Resource Specialist will work closely with teachers in providing professional development and individualized expertise in strategies and targeted interventions for students in need. Each grade will have a grade level Lead Teacher, who will coordinate and lead grade-level planning and collaboration. Teachers also will be given ample opportunity to observe one another, with those who excel in a particular area taking the lead in helping to train their peers. Data collected through classroom observations will help determine professional development topics. Teachers will be surveyed annually to determine whether or not the practices of high quality professional development are in place at the school.

Perhaps most importantly, teachers will be provided significant time and opportunity – including 10 full pupil-free days plus at least three hours each week – a total of almost 200 hours annually -- to engage in collaborative planning time and professional development to continuously improve their teaching practice, including:

- Grade level Lead Teachers will work with the Principal for one month in the summer prior to the school opening, to plan curriculum and assessments, professional development and more for the upcoming year.
- A one-week, mandatory Summer Institute for all Metro Charter School teachers prior to the start of each school year to review the school’s philosophy, goals, and teaching methodology; to discuss professional readings and research; to analyze and discuss instructional practices and student outcomes; and to engage in collaborative planning for the year ahead.
- Once-weekly grade level planning meetings; monthly planning time across grade levels.
- Wednesday “Early Out” sessions will provide a dedicated two hour block of time each week for faculty to engage in professional development with a rotating schedule of full-faculty meetings, professional development workshops, and every other week, collaborative planning time for curriculum and assessment development.

- Pupil-free days every-other-month throughout the year to intensely analyze student achievement data and engage in collaborative planning.
- Clearly articulated expectations with respect to professional development outcomes.
- On site visits and observations that follow the Learning Walk model (Resnick).
- Visits to other innovative and high performing schools.
- Access to a professional development library and other professional resources
- Opportunities to attend professional development workshops or conferences on topics that have been agreed upon in advance by the Principal.

Professional Development Topics

The Principal, and later Assistant Principal and lead teachers, will all collaborate to determine specific topics and sequencing for professional development. We anticipate that the following, at a minimum, will be topics covered in the first years of operation:

- Mission and vision of Metro Charter School and review of the charter petition
- Review of student achievement data for returning students
- School Operations
- Health & Safety Policies and Procedures
- Resnick's Principles of Learning
- Differentiating instruction for all learners
- Teaching in a constructivist classroom
- Project-based learning
- Backwards Design, including using data to differentiate instruction
- Integrating technology in the classroom
- Universal Design for Learning
- Literacy instruction: balanced literacy, reading and writing across the curriculum, ABCs of phonics instruction,
- Classroom Management Success
- School behavioral expectations, character education
- Meeting the needs of English learners including Sheltered English instruction/SDAIE and Guided Language Acquisition Design (GLAD) strategies
- Special Education: legal timelines, district policies, Student Success Team process, assessments, and strategies for working with students with special needs
- Teacher evaluation: the evaluation rubric, teacher expectations, the Learning Walk process
- Assessment: standardized tests (STAR, CELDT, etc.), Diagnostic Reading Assessment, Study Island, ST Math and other online assessments,
- Review of student achievement data (bi-monthly) and using data to differentiate instruction

VIII. METRO CHARTER SCHOOL WILL BE A SITE-BASED LEARNING ENVIRONMENT

Metro Charter will be a site-based matriculation school.

IX. SPECIAL NEEDS: METRO CHARTER SCHOOL WILL ADDRESS THE NEEDS OF ALL SUB-GROUPS, INCLUDING AT-RISK STUDENTS

Through differentiated and personalized learning, our special needs populations (EL, Gifted, At-Risk of Low Achieving, Low Socioeconomic and Special Education) will automatically receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. In addition, the following assist in meeting students' individual needs:

- 1) Smaller class sizes which allow the teachers to truly know their students
- 2) Ample instructional planning time so that teachers can modify and create lessons and curriculum to meet the needs of individual students
- 3) A culture among teachers of openness and collaboration, including team planning sessions and weekly professional development activities, allowing teachers to 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 and objectives that are clearly articulated
- 7) High expectations for all students

Metro Charter School will carefully establish both procedures and sufficient staffing resources to ensure the needs of all students are met, including those who need additional support beyond the classroom to meet grade level standards.

Initial Assessment

An entrance assessment, including a school-designed test derived from state standards and an English language assessment (where applicable) will be administered to all new students, and a baseline assessment will be administered to returning students. (See *Element 2: Measuring Pupil Outcomes* and *Element 3: Methods for Measuring Pupil Outcomes* for further details about assessments.) Throughout the year, teachers also will assess students through informal measures such as checklists, class work and observations, and through more formal means, such as STAR testing and benchmark assessments both in writing and via online assessment (see also *Elements B and C*, below). Every other month, benchmark assessments will be reviewed in detail during pupil-free days. Grade level teams will ensure that modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students. Throughout each school day, our model of instruction allows for time for small group and individual instruction by teachers (and in the lower grades, instructional aides). In addition, students who are struggling will be referred to our after-school tutoring program for additional instructional assistance. These interventions will be recorded in a log (or online database), which will document the length of time and effectiveness of the modification.

Home/School Communication

Teachers will communicate throughout the school year with parents and guardians during formal and informal conferences regarding the social and academic progress of students. The Assistant Principal will assist both parents and teachers in fostering open communication. If a teacher has an urgent or persistent concern, the parent or guardian will be contacted and invited to the school to discuss the issue. Teachers will receive training and be expected to maintain an open line of communication between the school and the home and will make every effort to ensure that parents and guardians feel welcome at the school and comfortable enough to express their own questions and concerns. In

addition, pending sufficient funding, we plan to offer a sophisticated online student information system such as Illuminate that allows parents/guardians to access their child's online profile, including data such as attendance and meal participation, as well as real-time reporting about online assessments the child has completed, homework assignments and other important information. Parents will be offered training on using computers and this system, and computers will be available at the school for parent use. Ultimately, we hope to secure grants to fund computers for family use at home. In these ways, we will further strengthen the partnership between school and home.

Student Success Team (SST)

Despite the many strengths of the school's programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, a referral to the Student Success Team (SST) will open a new pathway of support to students. Upon enrollment at the school, parents will receive information about what to do when they know or suspect their child may need additional supports or when parents are puzzled about their child's development.

The purpose of the SST is to ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school's resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process will be coordinated by the Principal (and later, by the Assistant Principal), who will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development, above.)

On a weekly basis, the Principal/Assistant Principal will meet with teachers whose students are being discussed, along with any additional staff or consultants whose expertise may be needed (e.g., special education consultants) to review all referrals by parents, teachers and other staff for potential evaluation and appropriate responses for individual students, including, as needed, referral for evaluation and assessment of a suspected disability. These weekly meetings will also include regularly reviewing sub-group assessment data to identify areas of need in our curriculum and ensure that all students and sub-groups are meeting or exceeding state content standard and school goals.

When a student has been referred to the SST, the Team will initiate a meeting that includes the student's parents/guardians, the Assistant Principal, the student's teacher, and if appropriate, any consultants(s) to discuss the concerns in an organized, systematic, problem-solving manner and develop specific action steps to address them.⁵

The SST process begins by reviewing the student's work portfolio and clarifying the student's strengths and other known background information, and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after an action plan has been prepared and agreed upon which includes modifications and supports to be provided by the

⁵ In the event this process would constitute an inappropriate delay in ensuring a child receives special education services pursuant to a formal evaluation and assessment of a suspected disability, the SST meeting will not be required to take place prior to referral for evaluation/assessment.

teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successful intervention.

Following is an outline of the SST process:

Prior to the SST Meeting

- Teacher, parent or other staff member completes a referral form
- The Principal/Assistant Principal receives the referral, and determines at the weekly meeting which individuals need to be present at the SST Meeting regarding the student (including the child's teacher, parents/guardians, and possible outside consultants, etc.) and completes a preparation checklist for the SST meeting
- The Principal/Assistant Principal schedules the SST Meeting with all identified parties

During the SST Meeting

- All necessary team members are present, including parents or guardians
- A translator is provided if needed or requested by the parent
- The SST facilitator introduces all members of the team
- The purpose of the meeting is clearly stated
- A timekeeper is appointed
- Team members, including the parents or guardians, share their knowledge of the student, beginning with the student's strengths and other known background information and referring to the student's ILP and additional information
- Members have access to student achievement data and work samples at the meeting
- Concerns are presented and synthesized to focus on the primary concerns
- The team brainstorms a broad range of strategies for intervention or modifications to address the identified concerns
- The team selects the best strategies and an action plan for next steps is developed collaboratively
- Responsibilities and timelines are assigned
- A follow up meeting is scheduled to discuss progress and outcomes

Post SST Meeting

- Meeting notes are copied and distributed to team members
- Action items are monitored for follow through
- SST members and parents or guardians are reminded of scheduled follow up meeting(s)

Following the implementation of an SST plan and follow up, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed.

Outreach to Students with Special Needs

No child will be excluded from the admissions process or excluded from attending Metro Charter School due to his/her English language fluency, academic achievement, IEP or suspected disability, or any other factor. Metro Charter School is committed to serving all students who wish to attend our school, and will not discourage parents of students with special needs from applying for admission or enrolling their child.

A. ENGLISH LANGUAGE LEARNERS

We expect that Metro Charter School will serve a significant number of English Learners. To address the significant academic needs of EL students, all of the major components of Metro Charter School's instructional program have been carefully designed to promote the academic and social success of EL students. Several key features of effective programs for English learners were identified during a study of 75 exemplary schools that successfully provide academic programs to English learners in California. (www.sharingsuccess.org.) Many of those features have been incorporated within the program at Metro Charter, such as:

- **Inclusion** - The program for English learners will be an integral part of the school, neither conceptually nor physically separated from the rest of the school.
- **Enrichment** – English learners will be provided with a rich intellectual diet, not a remedial curriculum. The instructional approach for all students will emphasize critical thinking, hands-on learning, relevance, and connection across the disciplines.
- **Coordination** - A premium will be placed on coordination and collaboration both horizontally and vertically across grade levels. Weekly schedules have been designed to provide common planning time for teachers.
- **Internal Impetus** – Metro Charter School teachers and school leaders will be the driving force and key players in designing and implementing innovative curricular and instructional approaches.

English Learner Instruction LAUSD-REQUIRED LANGUAGE

Metro Charter School is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Metro Charter School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD's English Learner Master Plan or implement the Charter School's own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- *How ELs' needs will be identified;*
- *What services will be offered;*
- *How, where and by whom the services will be provided;*
- *How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)*

Metro Charter School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Metro Charter School shall administer the CELDT annually. Metro Charter School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

Identification of English Learners

Metro Charter School will adhere to all applicable state and federal laws and regulations with respect to serving students who are English learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at the school. Cal. Education Code § 52164.1. Students whose primary language is not English will be assessed using the California English Language Development Test (CELDT) if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT test results. CELDT testing will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

The English language proficiency of all currently enrolled English learners will be assessed in accordance with the test contractor's directions and California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the CELDT test, according to the guidelines set forth in the student's IEP. Metro Charter School staff will notify parents of the school's responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results from the test contractor. Students will be monitored in conjunction with the California English Language Development Standards levels described below:

1. **ELD 1: Beginning:** The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
2. **ELD 2: Early Intermediate:** The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
3. **ELD 3: Intermediate:** The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
4. **ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.
5. **ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

Metro Charter School will maintain a record of all students who participate in each administration of the CELDT test as specified in Education Code § 11512. CELDT testing will be used to fulfill the requirements for annual English proficiency testing and will comply with the accountability requirements under Title III of the No Child Left Behind Act. Metro Charter School will adhere to all legal requirements regarding oversight and administration of the CELDT test.

Reclassification of English Learners

Before the issuance of each progress report card, teachers will summarize students' mastery of standards for their current ELD level by looking at assessment material collected throughout the quarter. EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and

speaking. At the end of the semester teachers will also go through the list of standards for a student's current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Assistant Principal, who will work with teachers to make the final decision regarding progression to the next ELD level.

Reclassification criteria and procedures are outlined below.

Reclassification Criteria

- **CELDT:** Overall performance level of 4 or 5 and skill area scores of 3 or higher in listening-speaking, reading, and writing
- **Standards Based Report Card:** Meets or exceeds expectations in **all** ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of 3 or 4 in a 1-4 grading system or a grade of C or above in a letter grade system
- **Teacher/EL Coordinator judgment:** Classroom teacher and EL Coordinator/Assistant Principal judge that the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past standards based report cards
- **CST or CMA:** Basic, Proficient, or Advanced performance on the ELA section of the test
- **Parent Opinion and Consultation:** Notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child's progress toward English language proficiency.
- **Comparison of Basic Skills:** Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English— language arts Standards Test (CST for ELA) and the California Modified Assessment for ELA (CMA for ELA). Range of performance in basic skills means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level. Students of the same age refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

Reclassification Procedures

The following reclassification procedures will be used:

- Each semester, the Principal/Assistant Principal creates a list of all students who meet the CELDT and CST criteria for reclassification, as well as an updated potential reclassification list to teachers. This document lists by class all students who meet the CELDT and CST criteria for reclassification.
- Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- In some cases, the Principal/Assistant Principal works with the teacher to determine the ability of individual students to master grade level standards without language support.
- Based on the information provided by teachers, the Principal/Assistant Principal identifies students ready to be reclassified and submits these names to the Office Manager. The Office Manager sends a reclassification letter to these students' parents and submits their names and report cards to the school district.

- Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of state ELA standards.

Professional development will be focused on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all students can meet standards. Teachers authorized to teach English Learners will continue to receive training and support in the effective implementation of techniques such as Specially Designed Academic Instruction in English and Scaffolding. Teachers will also observe model lessons and receive feedback on their implementation of new techniques. English learners will continue to be re-evaluated annually using the CELDT test until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). Metro will set a demanding reclassification target annually (see Element 2: *Measurable Student Outcomes*). The reclassification process will utilize multiple criteria based on the guidelines approved by the State Board of Education and will include the following:

- Assessment of language proficiency
- Teacher evaluation
- Parent opinion (in consultation with the school)

Metro Charter School has set a demanding reclassification target for annual student progress (see *Element 2: Measurable Student Outcomes*). Students at METRO will be expected to progress 1-2 English language levels each year through targeted instruction and assessment. It is anticipated that students who are enrolled at Metro Charter School beginning in kindergarten will be re-designated as fluent-English proficient (RFEP) prior to middle school. Students who enroll at the school in subsequent years whose language development is still in the beginning or early intermediate stage will receive added intervention from the teacher through small group instruction targeted to meet their individual needs with a goal that they will stay on target to advance 1-2 levels or more per year such that they can be reclassified during their K- 6 career.

The Principal/Assistant Principal to serve as the testing coordinator and will meet periodically with teachers throughout the school year during grade level planning to discuss the progress of English learners toward mastery of the ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT testing will not be required during the monitoring period.

Support for English Learners Learning to Read

The instructional program for English learners at Metro Charter School will be planned according to students' assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students will begin English language arts instruction with literacy instruction augmented by concurrent daily, formal linguistic instruction in English Language Development (ELD).

As mentioned, students who are English learners also will be served within the classroom through daily English language development (ELD) lessons on an individual and small group basis. During these focused sessions – both within the classroom, for example during reading instruction time, and in “pull out” sessions as needed (where students work with a teacher/specialist while the rest of the class is with another instructor, or during assigned after-school tutoring) , students will be grouped

homogeneously according to their ELD level. Teachers will use the Hampton Brown *Avenues* curriculum as the foundation of the ELD program.

Key academic vocabulary and concepts will be introduced utilizing the strategies described above and a Specially Designed Academic Instruction in English (SDAIE) approach. To ensure that the teaching faculty is able to work successfully with EL students, classroom teachers at Metro Charter School will be required to possess a Cross-cultural Language and Academic Development (CLAD) certificate or equivalent as a condition of employment.

Support for English Learners who are learning to read in kindergarten and first grade is particularly important. Early intervention is the key to proficiency later on. To address this critical issue, kindergarten teachers will utilize the following strategies in their classrooms:

- Students will have sufficient opportunities through prior activities in phonemic awareness to hear, distinguish, and produce sounds being introduced. Phonological differences between English and the students' primary language will be identified, and students will be provided additional exposure to and practice with the difficult sounds.
- Students will be provided with additional systematic guidance and practice if they are unable to match all consonant and short-vowel sounds to appropriate letters.
- Teachers will provide brief practice sessions for English learners who are having difficulty in learning letter-sound correspondences. Students will participate in additional review and practice of particularly difficult letter sounds.
- Teachers will ensure that students have had previous instruction or experiences (or both) with the words included in the instruction and that they understand their meaning.
- Teachers will encourage English learners to take home age-appropriate materials (e.g., flash cards, decodable text, handouts) related to the teaching objective.

Instructional Strategies to Support English Learners

In addition to the major program design features at Metro Charter School that support students who are English learners, teachers at Metro Charter School will employ the following specific strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners)

Six Key Strategies for Teachers of English-Language Learners⁶

1) Vocabulary and Language Development

- i) Teachers will introduce new concepts by discussing vocabulary words key to that concept.
- ii) Teachers will build on student's background knowledge.
- iii) Classrooms will reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

⁶ Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).

- 2) **Guided Interaction** (collaborative learning)
 - i) Teachers will structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
 - ii) Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
 - iii) Teachers will group students flexibly, at times working in heterogeneous groups and at times not.
- 3) **Metacognition and Authentic Assessment**
 - i) Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
 - ii) Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
 - iii) Teachers will “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.
- 4) **Explicit Instruction**
 - i) Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.
- 5) **Meaning-Based Context and Universal Themes**
 - i) Teachers will incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
 - ii) Teachers will create classroom environments that provide authentic opportunities for use of academic language.
 - iii) Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.
- 6) **Modeling, Graphic Organizers, and Visuals**
 - i) Teachers will regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

Sheltered Instruction / Specially Designed Academic Instruction in English (SDAIE)

Similar to differentiated instruction and universal design, sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English language learners. The teachers at Metro Charter School will engage in the following practices to support universal access of subject matter content for all students:⁷

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.

⁷ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

- Teachers will link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.

As such, teachers will implement Strategically Designed Academic Instruction in English strategies in classrooms throughout the school. Metro Charter School teachers will have or receive professional development during the Summer Teachers' Institute as well as follow-up sessions at least once every other month, with additional opportunities for those who are interested/identified by school leaders as needing additional training, regarding the following strategies for working effectively with students who are English learners:

Modified speech

- slower speech rate
- clear enunciation
- controlled vocabulary
- use of cognates
- limited use of idiomatic speech
- words with double meaning defined

Contextual clues

- gestures and facial expressions
- meaning acted out
- color-coded materials/ graphic organizers

Multisensory experiences

- realia, props and manipulatives
- audio-visual materials
- hands on activities and demonstrations
- overhead transparencies and similar projection technologies

Comprehensible input

- graphic organizers (maps, charts, graphs)
- word banks with picture clue
- bulletin boards
- explanation of word origins (etymology)
- use of examples and analogies

Frequent comprehension checks

- questions asked about details
- eliciting responses through various modalities (write on white boards, thumbs up/down, etc.)

Formative assessment

- confirmation checks
- clarification requests
- repetitions
- expansions
- variety of question types

Summative assessment

- mastery assessed using a variety of modalities
- review of main topics and key vocabulary
- resulting product shows mastery of key concepts and synthesis of information

Appropriate lesson design

- student fluency level is reflected
- evidence of scaffolding
- listening and speaking activities precede reading and writing activities
- reading assignments include pre-reading, during reading, post-reading activities
- writing activities preceded by pre-writing
- use of cooperative learning groups
- accessing prior knowledge
- appropriate pacing
- modeling of activities
- specific learning strategies or study skills are taught and modeled
- text adaptation
- emphasis on higher order critical thinking skills
- provision of native language support when possible
- extension/debriefing activities included

Content-driven

- rigorous core curriculum (not watered down)
- key topics organized around main themes
- topics appropriate to grade level

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction for a sixth grade social science unit on Ancient Greece might proceed as follows:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

Anticipatory Guide: Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied

Flowcharts – Students sequence important events in the development of the Greek culture.

Cause and Effect Chart – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share

their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit (e.g. The Odyssey) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the Element 15f Greek culture they feel the quote illustrates.

B. SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

Our teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs. Our SST will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

Metro Charter School will offer a whole day program from kindergarten on, and parents will be able to drop-off their children starting at 7:45 a.m. and through an after-school program until 6:06 p.m.,⁸ both to best serve our students’ needs and accommodate working families. As demonstrated by the success of countless schools in California and beyond serving students who are socio-economically disadvantaged, income is not a determinate factor in a students’ ability to succeed academically. We have not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Learners, Metro Charter School will utilize strategies described in other sections of this petition.

C. GIFTED AND HIGH-ACHIEVING STUDENTS

Gifted students will be served within the regular classroom program. Teachers at Metro Charter School will use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the school’s curriculum. Our integrated approach to planning and delivering instruction will be an effective approach for all learners, including gifted students. In the case of gifted students, teachers will provide a variety of options for students to demonstrate their understanding of what they have learned.

Identification of Gifted Students

Teachers will use a variety of assessment measures, including standardized assessment data and other classroom performance data, to identify students who are gifted. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Parents and guardians will be informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child.

⁸ As noted above, we plan to secure appropriate ASES and other funding to offer a comprehensive after-school program including both academic support and enrichments until 6:00 p.m. each day by Year Two.

Strategies to Support Gifted Students

Students who are high achievers and/or identified as gifted benefit from differentiation and instruction that is flexible enough to meet their specific needs. According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, “a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given.” (Tomlinson, 1995.) Metro Charter School has adopted many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught
- Allowing gifted and high achieving students to work at an accelerated pace
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will met within the regular classroom program.

D. AT-RISK OF LOW ACHIEVEMENT

Metro Charter School is committed to ensuring that all students achieve at their maximum learning potential, including students achieving below grade level expectations. The program at Metro Charter School has been expertly designed to meet the needs of all types of students by differentiating instruction, increasing student engagement and motivation, and providing a stimulating and challenging curriculum with multiple entry points for diverse learners and abilities.

Teachers will receive training on effective intervention strategies targeted towards the areas of greatest need. In order to reach the greatest number of our students falling within this category, teachers will be trained to 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. The expected diversity of our student body will influence curricular choices and efforts will always be made to ensure we utilize culturally relevant literature, reality-based economic scenarios, and multiple perspectives.

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.

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 tests, 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. (See *Element 2: Assessment*, for explicit details about our assessment methodologies.)

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 elements of Direct Instruction include:

- 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 (including through online exercise) and 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, 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.

Identification of Students who are At-Risk and/or Achieving Below Grade Level

It is anticipated that the academic needs of most students will be met through the core elements of the Metro Charter School program. Nevertheless, in some instances students who are achieving below grade level may require additional assistance to catch up to their peers. Students will be identified as under achieving or at-risk of low achievement if:

- Their classroom performance is considered to be one or more years below grade level based on class assignments and/or assessments
- They receive a Below Basic or Far Below Basic score in language arts or mathematics on the California Standards Test (CST)
- They fail to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year
- They have an existing IEP.

Strategies to Support Academically Low Achieving Students

Metro Charter School program features have been proven through research and practice in similar school populations to be especially effective with Title I students and students performing below grade level or at significant risk of low achievement. The following Metro Charter program elements, described throughout this petition, are designed to support all students. These elements have demonstrated particularly successful results with low achieving students and others who are at risk of school failure and for whom traditional strategies are less likely to be effective:

- An integrated curriculum with project-based learning
- Experiential learning
- A balanced approach to teaching and learning, emphasizing inquiry as well as skill development
- Instructional strategies that support diverse learning styles and abilities, such as differentiated instruction and Universal Design for Learning
- A program built on rigorous content standards
- Opportunity-to-learn standards that ensure quality and access for all
- Highly qualified teachers
- Smaller class sizes
- Culture of excellence and high expectations
- Longer school days than traditional schools
- A supportive school community
- A strong home-to-school connection

In the event that students are identified as under achieving, they will receive targeted support and assistance above and beyond the regular school program. Targeted support for under achieving and/or students at risk may include:

- Early intervention in reading during reading/writing and literacy blocks in the daily schedule (see above)
- After school tutoring with classroom teachers
- Focused attention – prepared in consultation with the student and the parent/guardian, if needed in the context of the Student Success Team process, regarding specific strategies and supports
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve
- Other program modifications and supports as determined by the classroom teacher

Classroom Modifications For Low Achieving Students

In addition to the instructional methods and strategies detailed above, when appropriate, classroom modifications will be made to support low achieving students. The following modifications or accommodations may be used by the classroom teachers in coordination with the Student Success Team, for students who are low achievers, 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

Methods:

- Provide visual clues and/or demonstration (model) when instructing
- Read written material to student
- Provide organizational aids such as outlines, etc.
- Utilize peer tutors, etc.
- Utilize shared and guided note-taking
- Use clear and concise directions
- 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 giving to whole class
- Reduce language/reading level of assignment

Assignments:

- 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 appropriate
- Read test to student
- Preview language of test questions
- Use visuals or pictures
- Give similar questions in regular classroom setting before test

- Use objective 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

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 at a low level, when students are doing generative work, such as writing, reading silently, etc.

Tracking the Academic Progress of At-Risk Students

Metro Charter School will acquire and maintain Illuminate or a similar student achievement data management system that allows the school to effectively track academic progress over time. Using the data tracking system, the following groups of students will be monitored by teachers and school administration in order to ensure satisfactory academic progress and to provide timely and targeted intervention when necessary:

- Students identified as achieving below grade level
- Students identified as being at risk for school failure due to environmental factors
- Socioeconomically disadvantaged students (Title I)

In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student to the Student Success Team (see above).

Student Retention

If a student is not making adequate progress and becomes a candidate for retention, the school will notify the parent in writing and will also contact the child's parent by phone. Before March 1 of the current year, the child's teacher will consult with the Principal and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made. As needed, the Student Success Team will convene a meeting to determine whether assessment for special education services is needed.

In the event the student is retained, the retention folder will be added to and remain in the child's cumulative folder. If the retention is no longer a consideration, the retention folder will be stored in the school office throughout the following academic year, then discarded. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.

E. STUDENTS WITH DISABILITIES

Teachers at Metro Charter School will implement a wide range of accommodations for students with disabilities. All teachers will receive ongoing professional development regarding special education policies, strategies for working with learning-disabled students, and classroom practices that support students with diverse learning styles and abilities. Among the topics that will be discussed during professional development sessions will be:

- Early identification and symptoms of learning disabilities
- Classroom accommodations for specific, observed behaviors
- What to do when a teacher or parent suspects a child may be learning disabled

Special Education Program LAUSD-REQUIRED 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, Metro Charter School will either execute a Memorandum of Understanding ("MOU") by and between LAUSD and Metro Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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 has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding ("MOU"), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. 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 may 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.

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

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 nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the 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 MCD requires charter schools to implement the District's Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

F. OTHER SPECIAL POPULATIONS

As noted throughout this charter petition and in particular this section, Metro Charter School will utilize a child-centered approach in all aspects of instruction, thus we are confident we will meet the needs of every student and help them to succeed. All members of our faculty and our instructional leaders will assist each family to ensure the educational success of their child, including making appropriate referrals to community organizations.

X. TIMELINE FOR IMPLEMENTATION

Metro Charter School will be ready to be fully operational when it opens its doors to on September 3, 2013. Following is a list of the principle task categories and key tasks within each that will be accomplished in the months ahead to prepare for the first day of school:

Category	Fall 2012	Winter 2012-13	Spring 2013	Summer 2013
Charter Petition Process & Authorizer Relations	Work with LAUSD Charter Division staff to complete petition approval process.	Attend public hearings, negotiate MOUs re: SpEd, facilities, services; coordinate with authorizer; receive anticipated charter approval	Continue ongoing communication with District	Continue ongoing communication with District
Community Outreach & Family Recruitment	Continue to host informational meetings and engage parents in establishing the school; meet with community groups and local leaders to establish partnerships and collaboration	Continue to host informational meetings and engage parents in establishing the school; meet with community groups and local leaders to establish partnerships and collaboration	Anticipated open enrollment period; conduct parent outreach and information sessions; collect applications; hold (if necessary) public lottery	Collect enrollment paperwork; host family orientation sessions and community building events; Family Handbook finalized; continued outreach to community service organizations to form partnerships and offer services to families
Financial Planning & Fundraising	Submit PCSGP grant application to CDE; fundraise from private donors	Submit grant applications and continue to fundraise from private donors	Continue foundation and private fundraising; prepare 2013-14 budgets based on state budgets ("May revise") in coordination with back-office services provider, ExEd	Continue foundation and private fundraising; submit PCSGP start-up grant (August); finalize 2013-14 budget with ExEd; begin creating office procedures and policies in coordination with ExEd and train staff
Staffing		Recruit Principal, finalize employment post-charter approval	Recruit and hire Business Manager, teachers and staff for 2012-13 and begin hiring; begin detailed professional development planning for faculty and staff, in collaboration with consultants as needed; Employee Handbook and policies finalized	Hire any open positions for office staff, aides and other support staff; Principal develop faculty and staff evaluation process and forms; Principal and Lead Teachers develop PD sessions and planning for the year; all faculty and staff attend week-long Summer Institute prior to opening

Category	Fall 2012	Winter 2012-13	Spring 2013	Summer 2013
Facilities	Search for private facility and meet with architect/contractors and financing sources as needed; apply for Prop 39	Continue private facilities development and/or determine resources and identify needs at the school site in collaboration with the District	Negotiate services and/or hire staff for 2013-14 (janitorial, maintenance, food service, etc.) in accordance with MOUs with District; finalize Health & Safety Handbook and policies	Order necessary equipment and supplies; prepare any site modifications needed; train staff re: facilities and safety issues
Curriculum & Assessment		Principal will finalize curriculum resources and assessment materials	Order curriculum and assessment materials, software, books and other instructional materials and supplies; develop/customize student information system and online curriculum/assessment tools	Principal and Lead Teachers develop curriculum pacing guides for each grade level and assessment timelines
Governance	Continue organizational development and planning, ensure charter approval and oversee fundraising.	Training for all Board members re: Brown Act, conflicts of interest, fiduciary duties, charter school finance, and more; Board representatives attend CA Charter Schools Association annual conference (Feb-March 2013); Board interview candidates and hire Principal	Board to approve key performance metrics for lead staff and school wide performance; review budget projections with Principal and ExEd; approve contracts for services and major purchases	Board approve final 2013-14 budget and ensure appropriate cash flows; ongoing training for Board re: school performance metrics

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

A DESCRIPTION OF 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. CA ED. CODE § 47605(B)(5)(B).

As a California charter school, Metro Charter School will assume an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school. Metro Charter School will hold itself to high standards for student and staff performance, fiscal responsibility, integrity among school leadership and the Board of Directors, and the achievement of school goals. Metro Charter will utilize a wide variety of measures to assess the school's accomplishments and to gauge the overall effectiveness of its educational program (see *Element 3: Methods for Measuring Student Outcomes*).

The Principal and faculty will be accountable for the academic achievement and psychological well-being of students. The Principal is ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors. The Principal also will be accountable for meeting Adequate Yearly Progress as required by NCLB.

A. PUPIL OUTCOMES

Metro Charter School has adopted a comprehensive set of benchmarks for student and school outcomes that support the achievement of the school's vision and mission, based on the state and common core standards and our definition of an educated person in the 21st Century. Full implementation of the educational program and frequent monitoring of student and school outcomes will ensure that the school is an academic success and is achieving all of its overarching goals. To make certain that the school's primary goal of increased academic achievement for all students is met, student achievement data obtained from standardized assessments will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Additional internal assessments, such as teacher-created, publisher and online assessment tools, will be analyzed individually by teachers and in collaborative groups during weekly grade level planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction. On a bi-monthly basis, student achievement data will be analyzed among the school faculty during pupil-free professional development days.

Our faculty will use a variety of assessments to measure individual students' attainment of state content standards and the objectives of our curriculum. Students will participate in several formal assessments each year, including the DRA2 and Key Math 3 diagnostic assessments. Official checklists and rubrics from the published curriculum programs and online resources such as ST Math and Study Island will play a major role in teachers' determination of student achievement of standards mastery. Yet more informal assessment techniques will also play a major role. In kindergarten, for example, in order to find out how children are progressing, the teachers will observe the children engaged in a variety of events: children working on math manipulatives; using a pointer, children are reading from poetry charts; the teacher sitting at a table with a small group of children presenting a mini-lesson or conferencing; and so on. Teachers will observe children as they are engaged in classroom activities and

record their behaviors in an anecdotal record. These observations, along with student work samples over a period of time gathered in a portfolio, guide the instruction.

As students become increasingly able to produce independent work samples such as math worksheets, journal entries, short reports, written stories, and responses to literature, these products will also be evaluated by teachers. Beginning in second grade, students will participate in self-reflection and self-selection of work to be included in their work portfolios. By second grade, formative assessments will occur on a daily basis and include collected homework assignments, in-class student work, online assessments, and investigations observed by teachers.

By the end of the third grade we expect that most students will perform at the proficient level or above in reading, writing and speaking according to the school's identified assessment measures. Ongoing assessment of daily work and formal evaluation using online assessments, scoring guides, tests and checklists will provide the teacher, parent and student with feedback on student achievement and progress.

By fourth grade and continuing through fifth, student evaluation will become more formal, including student-produced book projects, final draft writing, science experiments and presentations of research. Portfolios will be used to assess student growth and to assist both the student and the teacher in identifying the next steps for growth. Homework assignments will gain increasing importance as formative assessments and windows into a student's conceptual understanding of the topics at hand. Students will be assessed in a summative manner on a weekly basis in the form of a quiz, test (both written and online), essay, research paper, presentation or project.

Metro Charter School will pursue for all students the academic and social outcomes summarized in the following table, including focus content areas, methods and frequency for measuring academic progress, and specific benchmarks for student performance. (Note that detailed descriptions of the content standards have not been included here. For a list of the content standards that will be addressed at each grade level, see *Element 1, Curriculum Scope and Sequence* and Appendix A.)

KINDERGARTEN & 1ST GRADE

KINDERGARTEN SKILLS, KNOWLEDGE, ATTITUDES	1 ST GRADE SKILLS, KNOWLEDGE, ATTITUDES	IN HOUSE ASSESSMENT TOOLS & FREQUENCY	BENCHMARKS
<p>Reading:</p> <ol style="list-style-type: none"> 1. Uses appropriate reading behaviors when looking at books. Recognizes that print and/or pictures convey messages by retelling or rereading. Demonstrates one-to-one correspondence when working with text. 2. Self-motivated: Views self as a reader and chooses to read independently. 3. Develops phonemic awareness (sound structure) as demonstrated by stating sounds heard at beginning or end of limited number of words. 4. Recognizes and identifies letters of the alphabet. 5. Applies concepts of story to his or her own experiences. Demonstrates understanding of story elements <p>Writing:</p> <ol style="list-style-type: none"> 1. Recognizes that writing is used for various purposes and audiences. 2. Recognizes that text contains a message and distinguish it as separate from the illustration. Will be aware of the connection between picture and print in his/her own writing. 3. Writes (squiggles, letters and/or words) to represent meaning. 4. Approximates appropriate letter formation of upper and lower case letters. 5. Writes name with appropriate upper and lower case letter formation. 6. Moving toward 1st grade standards by asking questions to facilitate learning. 	<p>Reading:</p> <ol style="list-style-type: none"> 1. Uses a variety of reading strategies to make meaning of what they encounter in print: cueing systems, semantic, syntactic, graphophonic. 2. Makes personal connections to literature. Self-motivated: Views self as a reader and choose many types of books. 3. Increases phonemic awareness by identifying sounds heard in beginning, middle and end of short words. 4. Identifies logos and signs from print environment. Recognizes and identify a minimum of 50 high frequency words (sight words, anchor words). 5. Recognizes vocabulary words in context. 6. Recognizes the basic elements of a story. <p>Writing:</p> <ol style="list-style-type: none"> 1. Writes for a variety of purposes, audiences and formats. Selects pieces for portfolio. 2. Forms upper and lower case letters. 3. Writes first and last name and a few other names or words either accurately or with approximate invented spelling. 4. Writes to express an idea using close approximations to conventions of language (spelling, usage, mechanics). 5. Experiences different stages of the writing process to create original stories or reports either in whole or small group activities, as collaborator AND as leader. 6. Writes a timed first draft in response to a prompt. 	<ul style="list-style-type: none"> • Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation) • Book choices at school recorded in student's portfolio on a daily basis; daily homework reading log recorded and signed by parents • Abecedarian (Balanced Literacy) Reading Assessment given formally at the beginning and ending of each year • Performance on monthly teacher-generated quizzes/tests that prompts students to write specified words and/or ideas • Portfolios of student work including a variety of samples are analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state standards and additional learning goals to determine student mastery of learning objectives • Quarterly report cards including standards-based learning objectives and other school goals (character education, attitudes) with detailed teacher comments are provided to parents • As needed (e.g., as part of SST process), students are observed by additional faculty, 	<p>Prior to their participation in standardized testing, student progress will be monitored to ensure that by the end of 1st grade, at least 50% of students are proficient or advanced in achievement of state ELA standards; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time.</p>

KINDERGARTEN & 1ST GRADE

KINDERGARTEN SKILLS, KNOWLEDGE, ATTITUDES	1 ST GRADE SKILLS, KNOWLEDGE, ATTITUDES	IN HOUSE ASSESSMENT TOOLS & FREQUENCY	BENCHMARKS
<p>7. Experiences different stages of the writing process throughout the year to create original stories or reports either in whole or small group activities, as collaborator AND as leader.</p> <p>8. Writes/illustrates a timed first draft connected to a piece of literature and/or a prior experience in response to a prompt.</p>	<p>7. Analyzes writing samples with the teacher and re-writes in response to constructive criticism.</p>	<p>Principal/Assistant Principal, outside consultants to determine need for specialized interventions and provide coaching to teacher in instructional methodologies for specific students.</p>	
<p>Speaking & Listening:</p> <ol style="list-style-type: none"> Asks questions to facilitate learning, asking both faculty and classmates. Expresses ideas with supporting reasons regularly in small group, partner and classroom discussions. Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends. Demonstrate polite and respectful quiet while classmates ask questions and share thoughts. Demonstrate consistently honest and respectful communication among peers in all settings during the school day. Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise. Demonstrates changes in opinion or ideas when faced with reasonable alternative opinions and ideas. When working in a group or during a group lesson, students attempt to help other students learn by answering questions and sharing their own understanding of concepts 		<ul style="list-style-type: none"> Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation) Classroom observations applied to teacher-generated checklists and rubrics to document student behavior and interactions (quantitative documentation) Quarterly report cards including standards-based learning objectives and other school goals (character education, attitudes) with detailed teacher comments are provided to parents As needed (e.g., as part of SST process), students are observed by additional faculty, Principal/Assistant Principal, outside consultants 	<p>75% of students will demonstrate achievement of stated objectives in teacher-designed rubrics.</p>
<p>Mathematics:</p> <ol style="list-style-type: none"> Counts with understanding (up to 30), recognizes "how many" in sets of objects and whether sets are equal, greater, less than other sets. Emerging understanding of U.S. money values Manipulates concrete objects (plastic pie 	<p>Mathematics:</p> <ol style="list-style-type: none"> Counts with understanding (up to 100), uses multiple models to demonstrate understandings of place value and the base-ten number system, represents numbers by composing/decomposing Understanding of U.S. coin values as added up to a dollar. 	<ul style="list-style-type: none"> Monthly standards-based Quizzes/Tests (formative and summative) derived from curriculum Classroom observations applied to teacher-generated checklists and rubrics (quantitative documentation) Portfolios of student work including a 	<p>Prior to their participation in standardized testing, student progress will be monitored to ensure that by</p>

KINDERGARTEN & 1ST GRADE

KINDERGARTEN SKILLS, KNOWLEDGE, ATTITUDES	1 ST GRADE SKILLS, KNOWLEDGE, ATTITUDES	IN HOUSE ASSESSMENT TOOLS & FREQUENCY	BENCHMARKS
<p>chart pieces, different length blocks, etc.) to represent different fractions.</p> <p>4. Uses concrete objects and estimate to solve basic addition and subtraction.</p> <p>5. Sorts, classifies, and orders objects by size, number, and other properties. Compares length, weight, and capacity of objects.</p> <p>6. Understand concepts of time.</p> <p>7. Understands relative distance.</p>	<p>3. Recognizes, compares and shows flexibility of applications for common fractions</p> <p>4. Uses a variety of methods to add and subtract one and two- digit numbers</p> <p>5. Identifies, describes, compares, and classifies geometric shapes, plane and solid objects. Recognize, describe, extend, and utilize patterns such as sequences of sounds, shapes and numeric patterns</p> <p>6. Tells time to nearest half an hour. Describes location and directions.</p>	<p>variety of samples of math communication analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state standards and additional learning goals to determine student mastery of learning objectives</p> <ul style="list-style-type: none"> Quarterly report cards including standards-based learning objectives with detailed teacher comments As needed (e.g., as part of SST process), students are observed by additional faculty, Principal/Assistant Principal, outside consultants 	<p>the end of 1st grade, at least 50% of students are proficient or advanced in achievement of state math standards; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time.</p>
<p>Science:</p> <p>1. Explores basic concepts of physical, life and earth sciences.</p> <p>2. In physical science, learns about change and properties of solids, liquids and gases.</p> <p>3. In life science, focuses on plant and animal behaviors and structures.</p> <p>4. In earth science, identifies characteristics of landforms and identifies resources from Earth that are used in everyday life.</p> <p>5. In earth science, understands that many of the Earth's resources can be conserved.</p> <p>6. Performs investigations and experiments.</p> <p>7. Develops science skills such as predicting, observing, recording observations and synthesizing data.</p> <p>8. Pursues answers to project-related questions and demonstrates perseverance in the face of</p>	<p>Science:</p> <p>1. Explores basic concepts of physical, life and earth sciences.</p> <p>2. In physical science, learns about change and properties of solids, liquids and gases.</p> <p>3. In life science, learns concepts such as habitat, life cycles, adaptation, classification and change.</p> <p>4. In earth science, focuses on weather, including the water cycle, temperature change, and seasons.</p> <p>5. In environmental science, learns about conservation, responsible trail use, and environmental ethics.</p> <p>6. Performs investigations and experiments.</p> <p>9. Develops science skills such as predicting, observing, recording observations and synthesizing data.</p>	<ul style="list-style-type: none"> Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation) Classroom observations applied to teacher-generated checklists and rubrics on a semi-monthly basis to document student understanding of science and history/social science content and concepts (quantitative documentation) Completed projects every 5-8 weeks communicate understanding of science and history/social science content and concepts measured against teacher-generated rubrics and checklists; communication may take the form of written, oral, artistic, physical or 	<p>By the end of 1st grade, at least 50% of students are proficient or advanced in achievement of state science and history/social science standards; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time.</p>

KINDERGARTEN & 1ST GRADE

KINDERGARTEN SKILLS, KNOWLEDGE, ATTITUDES	1 ST GRADE SKILLS, KNOWLEDGE, ATTITUDES	IN HOUSE ASSESSMENT TOOLS & FREQUENCY	BENCHMARKS
<p>difficult challenges and setbacks.</p> <p>History/Social Science:</p> <ol style="list-style-type: none"> 1. Understands that being a good citizen involves acting in certain ways. 2. Recognizes national and state symbols and icons. 3. Matches simple descriptions of work that people do and the names of related jobs at the school and in the community. 4. Compares and contrasts the locations of people, places and environments. 5. Puts events in order using a calendar placing days, weeks and months in proper order. 6. Understands that history relates to events, people and places of other times. 7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks. 	<p>7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</p> <p>History/ Social Science:</p> <ol style="list-style-type: none"> 1. Begins to understand the concepts of rights and responsibilities in the contemporary world. 2. Uses the classroom as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. 3. Explores the varied backgrounds of citizens in America and other places in the world. 4. Learns about the significant traditions, historical figures, and icons of different cultures. 5. Pursues answers to project- related questions and demonstrates perseverance in the face of difficult challenges and setbacks. 	<p>technological expressions</p> <ul style="list-style-type: none"> • Quarterly report cards including standards-based learning objectives and goals with detailed teacher comments are provided to parents 	

2nd and 3rd GRADE

2ND SKILLS, KNOWLEDGE, ATTITUDES	3RD GRADE SKILLS, KNOWLEDGE, ATTITUDES	IN HOUSE ASSESSMENT TOOLS & FREQUENCY	BENCHMARKS
<p>Reading:</p> <ol style="list-style-type: none"> 1. Uses appropriate reading behaviors when looking at books. Recognizes that print and/or pictures convey messages by retelling or rereading. Demonstrates one-to-one correspondence when working with text. 2. Self-motivated: Views self as a reader and chooses to read independently. 3. Develops phonemic awareness (sound structure) as demonstrated by stating sounds heard at beginning or end of limited number of words. 4. Recognizes and identifies letters of the alphabet. 5. Applies concepts of story to his or her own experiences. Demonstrates understanding of story elements <p>Writing:</p> <ol style="list-style-type: none"> 1. Recognizes that writing is used for various purposes and audiences. 2. Recognizes that text contains a message and distinguish it as separate from the illustration. Will be aware of the connection between picture and print in his/her own writing. 3. Writes (squiggles, letters and/or words) to represent meaning. 4. Approximates appropriate letter formation of upper and lower case letters. 5. Writes name with appropriate upper and lower case letter formation. 6. Moving toward 1st grade standards by asking questions to facilitate learning. 	<p>Reading:</p> <ol style="list-style-type: none"> 1. Uses a variety of reading strategies to make meaning of what they encounter in print: cueing systems, semantic, syntactic, graphophonic. 2. Makes personal connections to literature. Self-motivated: Views self as a reader and choose many types of books. 3. Increases phonemic awareness by identifying sounds heard in beginning, middle and end of short words. 4. Identifies logos and signs from print environment. Recognizes and identify a minimum of 50 high frequency words (sight words, anchor words). 5. Recognizes vocabulary words in context. 6. Recognizes the basic elements of a story. <p>Writing:</p> <ol style="list-style-type: none"> 1. Writes for a variety of purposes, audiences and formats. Selects pieces for portfolio. 2. Forms upper and lower case letters. 3. Writes first and last name and a few other names or words either accurately or with approximate invented spelling. 4. Writes to express an idea using close approximations to conventions of language (spelling, usage, mechanics). 5. Experiences different stages of the writing process to create original stories or reports either in whole or small group activities, as collaborator AND as leader. 6. Writes a timed first draft in response to a prompt. 	<ul style="list-style-type: none"> • Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation) • Book choices at school recorded in student's portfolio on a daily basis; daily homework reading log recorded and signed by parents • Abecedarian (Balanced Literacy) Reading Assessment given formally at the beginning and ending of each year • Performance on monthly teacher-generated quizzes/tests that prompts students to write specified words and/or ideas • Portfolios of student work including a variety of samples are analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state standards and additional learning goals to determine student mastery of learning objectives • Quarterly report cards including standards-based learning objectives and other school goals (character education, attitudes) with detailed teacher comments are provided to parents • As needed (e.g., as part of SST process), students are observed by additional faculty, 	<p>For students who have completed at least 3 years at Metro Charter School, we expect 75% proficient or advanced in achievement of state ELA standards; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time.</p>

2nd and 3rd GRADE

2ND SKILLS, KNOWLEDGE, ATTITUDES	3RD GRADE SKILLS, KNOWLEDGE, ATTITUDES	IN HOUSE ASSESSMENT TOOLS & FREQUENCY	BENCHMARKS
<p>7. Experiences different stages of the writing process throughout the year to create original stories or reports either in whole or small group activities, as collaborator AND as leader.</p> <p>8. Writes/illustrates a timed first draft connected to a piece of literature and/or a prior experience in response to a prompt.</p>	<p>7. Analyzes writing samples with the teacher and re-writes in response to constructive criticism.</p>	<p>Principal/Assistant Principal, outside consultants to determine need for specialized interventions and provide coaching to teacher in instructional methodologies for specific students.</p>	
<p>Speaking & Listening:</p> <ol style="list-style-type: none"> Asks questions to facilitate learning, asking both faculty and classmates. Expresses ideas with supporting reasons regularly in small group, partner and classroom discussions. Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends. Demonstrate polite and respectful quiet while classmates ask questions and share thoughts. Demonstrate consistently honest and respectful communication among peers in all settings during the school day. Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise. Demonstrates changes in opinion or ideas when faced with reasonable alternative opinions and ideas. When working in a group or during a group lesson, students attempt to help other students learn by answering questions and sharing their own understanding of concepts 		<ul style="list-style-type: none"> Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation) Classroom observations applied to teacher-generated checklists and rubrics to document student behavior and interactions (quantitative documentation) Quarterly report cards including standards-based learning objectives and other school goals (character education, attitudes) with detailed teacher comments are provided to parents As needed (e.g., as part of SST process), students are observed by additional faculty, Principal/Assistant Principal, outside consultants 	<p>75% of students will demonstrate achievement of stated objectives in teacher-designed rubrics.</p>
<p>Mathematics:</p> <ol style="list-style-type: none"> Understands the relationship between numbers, quantities, and place value in whole numbers up to 1,000. Estimates, calculates, and solves problems involving addition and subtraction of two- and three-digit numbers and solves simple 	<p>Mathematics:</p> <ol style="list-style-type: none"> Understands the relationship between numbers, quantities, and place value in whole numbers up to 10,000. Understands the relationship between whole numbers, simple fractions, and decimals. 	<ul style="list-style-type: none"> Monthly standards-based Quizzes/Tests (formative and summative) derived from curriculum Classroom observations applied to teacher-generated checklists and rubrics (quantitative documentation) Portfolios of student work including a 	<p>For students who have completed at least 3 years at Metro Charter School, we expect 75% proficient or</p>

2nd and 3rd GRADE

2ND SKILLS, KNOWLEDGE, ATTITUDES	3RD GRADE SKILLS, KNOWLEDGE, ATTITUDES	IN HOUSE ASSESSMENT TOOLS & FREQUENCY	BENCHMARKS
<p>problems involving multiplication and division.</p> <p>3. Solves problems involving operations with money.</p> <p>4. Tells time to the nearest quarter hour and knows relationships of time.</p> <p>5. Identifies and describes the attributes of common figures in the plane and of common objects in space</p> <p>6. Formulates questions that can be addressed with data, and collects, organizes, and displays relevant data to answer them.</p> <p>7. Understands measurable attributes of objects and the units, systems, and processes of measurement.</p> <p>8. Understand how patterns grow and describes them in general ways.</p> <p>9. Communicates mathematical thinking coherently and clearly.</p>	<p>3. Calculates and solves problems involving addition, subtraction, multiplication, and division.</p> <p>4. Represents and analyzes mathematical situations and structures using algebraic symbols.</p> <p>5. Understands measurable attributes of objects and the units, systems, and processes of measurement.</p> <p>6. Describes and compares the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.</p> <p>7. Understands and applies basic concepts of probability.</p> <p>8. Applies and adapts a variety of appropriate strategies to solve problems.</p>	<p>variety of samples of math communication analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state standards and additional learning goals to determine student mastery of learning objectives</p> <ul style="list-style-type: none"> Quarterly report cards including standards-based learning objectives with detailed teacher comments As needed (e.g., as part of SST process), students are observed by additional faculty, Principal/Assistant Principal, outside consultants 	<p>advanced in achievement of state math standards; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time.</p>
<p>Science:</p> <p>1. Explores basic concepts of physical, life and earth sciences.</p> <p>2. In physical science, learns about change and properties of solids, liquids and gases.</p> <p>3. In life science, focuses on plant and animal behaviors and structures.</p> <p>4. In earth science, identifies characteristics of landforms and identifies resources from Earth that are used in everyday life.</p> <p>5. In earth science, understands that many of the Earth's resources can be conserved.</p> <p>6. Performs investigations and experiments.</p> <p>7. Develops science skills such as predicting,</p>	<p>Science:</p> <p>1. Explores basic concepts of physical, life and earth sciences.</p> <p>2. In physical science, learns about change and properties of solids, liquids and gases.</p> <p>3. In life science, learns concepts such as habitat, life cycles, adaptation, classification and change.</p> <p>4. In earth science, focuses on weather, including the water cycle, temperature change, and seasons.</p> <p>5. In environmental science, learns about conservation, responsible trail use, and environmental ethics.</p>	<ul style="list-style-type: none"> Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation) Classroom observations applied to teacher-generated checklists and rubrics on a semi-monthly basis to document student understanding of science and history/social science content and concepts (quantitative documentation) Completed projects every 5-8 weeks communicate understanding of science and history/social science content and 	<p>For students who have completed at least 3 years at Metro Charter School, we expect 75% proficient or advanced in achievement of state science and history/social science standards based on internal standards-based measures; internal growth measures</p>

2nd and 3rd GRADE

2ND SKILLS, KNOWLEDGE, ATTITUDES	3RD GRADE SKILLS, KNOWLEDGE, ATTITUDES	IN HOUSE ASSESSMENT TOOLS & FREQUENCY	BENCHMARKS
<p>observing, recording observations and synthesizing data.</p> <p>8. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</p> <p>History/Social Science:</p> <ol style="list-style-type: none"> 1. Understands that being a good citizen involves acting in certain ways. 2. Recognizes national and state symbols and icons. 3. Matches simple descriptions of work that people do and the names of related jobs at the school and in the community. 4. Compares and contrasts the locations of people, places and environments. 5. Puts events in order using a calendar placing days, weeks and months in proper order. 6. Understands that history relates to events, people and places of other times. 7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks. 	<ol style="list-style-type: none"> 6. Performs investigations and experiments. 7. Develops science skills such as predicting, observing, recording observations and synthesizing data. 8. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks. <p>History/ Social Science:</p> <ol style="list-style-type: none"> 1. Begins to understand the concepts of rights and responsibilities in the contemporary world. 2. Uses the classroom as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. 3. Explores the varied backgrounds of citizens in America and other places in the world. 4. Learns about the significant traditions, historical figures, and icons of different cultures. 5. Pursues answers to project- related questions and demonstrates perseverance in the face of difficult challenges and setbacks. 	<p>concepts measured against teacher-generated rubrics and checklists; communication may take the form of written, oral, artistic, physical or technological expressions</p> <ul style="list-style-type: none"> • Quarterly report cards including standards-based learning objectives and goals with detailed teacher comments are provided to parents 	<p>will be used to ensure that all students continue to grow in standards mastery over time.</p>

4th and 5th GRADE

4TH GRADE SKILLS, KNOWLEDGE, ATTITUDES	5 TH GRADE SKILLS, KNOWLEDGE, ATTITUDES	IN HOUSE ASSESSMENT TOOLS & FREQUENCY	BENCHMARKS
<p>Language Arts:</p> <ol style="list-style-type: none"> 1. Will make personal connections to literature. 2. Will read often and from a variety of genre. 3. Recognizes literary elements that support the meaning of selections. 4. Monitors and adjusts reading in content areas. 5. Uses a variety of reading strategies to demonstrate comprehension. 6. Learns and applies study skills when reading grade level texts. 7. Utilizes all stages of the writing process. 8. Writes a research report that demonstrates good organization and supporting details. 	<p>Language Arts:</p> <ol style="list-style-type: none"> 1. Makes personal connections to literature. Thinks critically about the story when reading core literature and other selections. 2. Reads often from a variety of materials and genres. 3. Recognizes the literary elements used by an author and understands how they contribute to the development of the literature. 4. Adjusts reading rates to meet specific purposes. 5. Demonstrates comprehension and make meaning from core literature and grade level content materials. 6. Produces a final draft addressing audience, purpose and task as given in a prompt. 7. Reflects on his/her writing by recognizing strengths and weaknesses. 8. Begins to develop voice and style. 9. Organizes information and ideas in a formal presentation. 	<ul style="list-style-type: none"> • Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation) • Book choices at school recorded in student's portfolio on a daily basis; daily homework reading log recorded and signed by parents • Performance on monthly teacher-generated quizzes/tests that prompts students to write specified words and/or ideas • Portfolios of student work including a variety of samples are analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state standards and additional learning goals to determine student mastery of learning objectives • Quarterly report cards including standards-based learning objectives and other school goals (character education, attitudes) with detailed teacher comments are provided to parents • As needed (e.g., as part of SST process), students are observed by additional faculty, Principal/Assistant Principal, outside consultants to determine need for specialized interventions and provide coaching to teacher in 	<p>For students who have completed at least 3 years at Metro Charter School, we expect 75% proficient or advanced in achievement of state ELA standards; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time with at least 2% overall annual growth in proficiency levels annually.</p>

4th and 5th GRADE

4TH GRADE SKILLS, KNOWLEDGE, ATTITUDES	5 TH GRADE SKILLS, KNOWLEDGE, ATTITUDES	IN HOUSE ASSESSMENT TOOLS & FREQUENCY	BENCHMARKS
		instructional methodologies for specific students.	
Speaking & Listening: <ol style="list-style-type: none"> 1. Seeks answers to questions in order to facilitate learning, utilizing faculty, classmates, written resources, a variety of media. 2. Regularly expresses ideas with supporting reasons and welcomes conflicting information which requires an adjustment to one's ideas. 3. Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends. 4. Demonstrates polite and respectful quiet while classmates ask questions and share thoughts. 5. Demonstrates consistently honest and respectful communication among peers in all settings during the school day. 6. Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise. 7. Demonstrates different forms of communication depending on the reason for the communication. Clearly differentiates expressing ideas as intellectual discourse from expressing ideas in order to help others learn. Adjusts communication depending on one's role as a leader or a collaborator. 8. When working in a group, self-selects the role of leader and collaborator, depending on one's own strengths and the strengths of others in the group. 		<ul style="list-style-type: none"> • Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation) • Classroom observations applied to teacher-generated checklists and rubrics to document student behavior and interactions (quantitative documentation) • Quarterly report cards including standards-based learning objectives and other school goals (character education, attitudes) with detailed teacher comments are provided to parents • As needed (e.g., as part of SST process), students are observed by additional faculty, Principal/Assistant Principal, outside consultants 	75% of students will demonstrate achievement of stated objectives in teacher-designed rubrics.
Mathematics: <ol style="list-style-type: none"> 1. Understand the place value of whole numbers to the millions and decimals to two decimal places and how whole numbers and decimals relate to simple fractions; use the concepts of negative numbers 2. Estimate and compute the sum or difference of whole numbers and positive decimals to two places. Solve problems involving addition, subtraction, multiplication, and division of whole numbers 	Mathematics: <ol style="list-style-type: none"> 1. Compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents; understand the relative magnitudes of numbers 2. Calculate and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals 	<ul style="list-style-type: none"> • Monthly standards-based Quizzes/Tests (formative and summative) derived from curriculum • Classroom observations applied to teacher-generated checklists and rubrics (quantitative documentation) • Portfolios of student work including a variety of samples of math communication analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state 	For students who have completed at least 3 years at Metro Charter School, we expect 75% proficient or advanced in achievement of state math standards; internal growth

4th and 5th GRADE

4TH GRADE SKILLS, KNOWLEDGE, ATTITUDES	5TH GRADE SKILLS, KNOWLEDGE, ATTITUDES	IN HOUSE ASSESSMENT TOOLS & FREQUENCY	BENCHMARKS
<p>3. Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences</p> <p>4. Understand perimeter and area</p> <p>5. Analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships</p> <p>6. Organize, represent, and interpret numerical and categorical data and clearly communicate their findings</p> <p>7. Monitor and reflect on the process of mathematical problem solving</p>	<p>3. Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results</p> <p>4. Understand and compute the volumes and areas of simple objects</p> <p>5. Analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships</p> <p>6. Display, analyze, compare, and interpret different data sets, including data sets of different sizes</p> <p>7. Monitor and reflect on the process of mathematical problem solving</p>	<p>standards and additional learning goals to determine student mastery of learning objectives</p> <ul style="list-style-type: none"> Quarterly report cards including standards-based learning objectives with detailed teacher comments As needed (e.g., as part of SST process), students are observed by additional faculty, Principal/Assistant Principal, outside consultants 	<p>measures will be used to ensure that all students continue to grow in standards mastery over time with at least 2% overall growth in proficiency levels annually.</p>
<p>Science:</p> <p>1. In Physical Science, understands electricity and magnetism and their many useful applications in everyday life.</p> <p>2. In Life Science, knows all organisms need energy and matter to live and grow.</p> <p>3. For Earth Science, knows the ecology of the regions of California is made up of its habitats, life cycles and ecosystems.</p> <p>4. Understands the scientific process asking meaningful questions and conducting careful investigations.</p>	<p>Science:</p> <p>1. In Physical Science, explores the basics of chemistry. Recognizing atoms, molecules. Through the study of Astronomy, Hydrology and Botany, understands nature of atomic structure, chemical reactions, states of matter, elements common to our Earth and properties of some common compounds.</p> <p>2. In Earth Science, identifies features of the celestial sphere, properties of the bodies of the solar system, and composition of the universe. Recognizes that water circulates through the Earth. Discovers the basic properties of water and relate this to the water cycle and water conservation.</p> <p>3. In Life Science, identifies structures of plants, and relates these to parallel structures in birds. Classifies native species of wildflowers, shrubs and trees.</p>	<ul style="list-style-type: none"> Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation) Classroom observations applied to teacher-generated checklists and rubrics on a semi-monthly basis to document student understanding of science and history/social science content and concepts (quantitative documentation) Completed projects every 5-8 weeks communicate understanding of science and history/social science content and concepts measured against teacher-generated rubrics and checklists; communication may take the form of written, oral, artistic, physical or 	<p>For students who have completed at least 3 years at Metro Charter School, we expect 75% proficient or advanced for 5th graders participating in the science CST and 75% overall achievement of state science and history/social science standards via internal standards-based measures; internal growth measures</p>

4th and 5th GRADE

4TH GRADE SKILLS, KNOWLEDGE, ATTITUDES	5 TH GRADE SKILLS, KNOWLEDGE, ATTITUDES	IN HOUSE ASSESSMENT TOOLS & FREQUENCY	BENCHMARKS
<p>History/Social Science:</p> <ol style="list-style-type: none"> 1. Demonstrates an understanding of physical and human geographic features that define places and regions in California. 2. Describes the social, political, cultural and economic life among people of California from the pre-Columbian societies to the Spanish mission and Mexico rancho periods. 3. Explains economic, social, and political life of California throughout its history. 4. Explains how California became an agricultural and industrial power. 	<p>4. In Environmental Science, understands components of ecosystems and how species are able to find new niches with changing conditions or go extinct. Discusses issues of conservation and use relating to native flora and forests.</p> <p>History/ Social Science:</p> <ol style="list-style-type: none"> 1. American and North American geography. Recognizes the major cultural regions of Native North America and Pre-Columbian backgrounds. Becomes aware of cultural backgrounds of Europeans who came to colonize America. Identifies motives and impacts of European and American West exploration. Explains the causes of the American Revolution and outcome. 2. In Ancient Studies, understands the literal and mythical geography of Classical Greece. Understands the Prehistoric and Heroic background of Greek Culture. Examines all aspects of Classical Greece. 3. In Ancient Studies, understands the literal and mythical geography of Classical India. Recognizes the pre-classical background of Indian History. Explains all aspects of Classical India. 	<p>technological expressions</p> <ul style="list-style-type: none"> • Quarterly report cards including standards-based learning objectives and goals with detailed teacher comments are provided to parents 	<p>will be used to ensure that all students continue to grow in standards mastery over time.</p>

K- 5 TH GRADES			
Physical/Health Education	Students understand the importance of maintaining healthy lifestyles and how decisions can impact the future	<ul style="list-style-type: none"> -Teacher assessments -Skills inventory -Performance tasks -CA State 5th Grade Physical Fitness Exam 	75% of students will be at proficient or above after 3 years of continuous enrollment at the school.
English Language Acquisition	Students demonstrate understanding and appropriate use of the English language using grade-level appropriate reading, writing, speaking and listening skills in academic and social settings	<ul style="list-style-type: none"> -Teacher observation -Oral reading record -Checklists (repetitions, expansions) -CELDT 	CELDT scores of 75% of ELs will increase by 1 ELD level per academic year. Among the EL students attending METRO from kindergarten through fifth grade, 75% will be re-designated by the end of fifth grade.

Metro Charter School will utilize a comprehensive and sophisticated student information system such as DataDirector or Illuminate to ensure that all faculty and their supervisors have access to real-time data on individual students' performance and achievement of goals and objectives. Teachers will be held accountable for ensuring that *all* of their students are meeting appropriate objectives.

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

B. SCHOOL API, AYP AND CST GOALS

Metro Charter will meet or exceed both state benchmarks for achievement and our own high organizational standards. As detailed in Element 1, the traditional public schools in Downtown LA are under-performing, some by a large margin. Based on the successful test results of students learning in similar environments, we expect Metro Charter School's student test results will greatly exceed API test scores and proficiency levels in math and language arts compared to what Metro Charter Elementary School has scored to date, and more closely replicate the scores of our model schools (see Element 1.) We also expect that all of our sub-groups will exceed the performance of previous years at Metro Charter Elementary School. Metro Charter School will meet the following API growth indicators:

- Annual API will meet or exceed the established growth target, with a goal of reaching 800 within the five-year term of this charter
- All subgroups will make at least 80% of the school's overall growth target
- The CST participation rate will be at least 95%

Metro Charter School 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 on the CELDT each year.
- **Special Education Students:** Special education students will demonstrate appropriate progress toward stated goals in their IEPs each year.
- **Student Attendance:** Metro Charter School will maintain at least 95% Average Daily Attendance.
- **Teacher Retention and Satisfaction:** Metro Charter will realize a higher teacher retention rate and higher teacher attendance rate than the district average, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year surveys.
- **Parent Satisfaction:** Metro Charter will demonstrate a high level of parent satisfaction -- 85% or higher -- based on surveys.

These goals and Metro Charter's progress toward goals will be communicated regularly with our entire school community.

C. ADDITIONAL OUTCOMES

Our Board, Principal and other school leaders will work diligently to assess overall school operations and progress towards achieving our mission and vision. In addition to the specific academic achievement goals detailed above, additional goals include:

1. Students will become self-motivated learners who recognize the necessity of life-long learning as observed by teachers in the classroom and student self-evaluation.
2. At least 85% of parents and guardians will report an above average or strong sense of satisfaction with the school's academic program as reflected in feedback from parents during conferences, school forums, and on annual parent surveys that will be developed during the first year of operation.
3. At least 85% of parents and guardians will report an above average or strong sense of support and partnership with the school as reflected in feedback from parents during conferences, school forums, and on annual parent surveys that will be developed during the first year of operation.
4. Metro Charter School will maintain a consistently high student attendance rate, averaging at least 95% each year, with a school year of at least 180 days.
5. The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.
6. Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school's vision and mission as demonstrated by balanced budgets that address the school's priorities and successful external audits.

D. GRADING AND REPORTING STUDENT PROGRESS

Teachers will formally report student progress to parents three times each year using progress reports. Teachers will conduct parent conferences twice annually (fall and spring) at the time progress reports are issued so that parents have regular opportunities to discuss their child's progress personally with his or her teacher. During the summer prior and into the first month of the school's operation, the Principal and Lead Teachers will collaboratively design the instrument, policies and procedures that will be used to report student progress. All instructional staff will receive detailed training about the preparation of these reports during the Summer Teachers Institute and ongoing professional development sessions during the year.

Student achievement will be evaluated against state standards and the school's stated outcomes and will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. In addition to a scale score on a continuum toward mastery, teachers will include narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.

ELEMENT 3: METHODS FOR MEASURING STUDENT OUTCOMES

A DESCRIPTION OF THE METHOD BY WHICH PUPIL PROGRESS IN MEETING PUPIL OUTCOMES IS TO BE MEASURED. CA ED. CODE § 47605(B)(5)(C)

Testing LAUSD-REQUIRED LANGUAGE

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

A. VARIED AND AUTHENTIC ASSESSMENT

As described in *Element 1*, Metro Charter School's rigorous and highly engaging educational program is balanced between student-centered, constructivist approaches to learning and organized, explicit presentation of content material. All students at the school will be meaningfully supported and appropriately challenged in order to ensure short and long term academic success. High quality teaching will sustain high expectations; content standards for California public schools are at the center of the program's design.

The educational program in *Element 1* describes in detail how the content standards will be taught (i.e. the methodology, organizational structures, and resources). Assessing whether or not the school has achieved its goals is critical to determining the overall effectiveness of the program's design. Frequent and varied assessments, including pre- and post-assessments of student achievement, will provide valuable information to teachers when planning instruction and will serve as relevant data for use by school leadership when making decisions leading to program evaluation and improvement. Regular assessment and reporting of student outcomes will also allow interested parties outside of the school to evaluate the academic success of Metro Charter School.

Metro Charter School will administer a variety of meaningful assessments to document and analyze student academic progress over time. Student achievement data gathered through internal and external assessments will provide teachers the opportunity to modify classroom instruction in response to student outcomes and allow the school to modify its program to best address student needs. The school Principal and Assistant Principal will discuss the progress of individual and groups of students in every classroom several times each year with teachers (and at least quarterly in a structured, school-wide professional development/planning day) in order to ensure that all students are making satisfactory progress toward mastery of grade level standards. In depth discussions around student progress will occur during professional development meetings on "Early Out" Wednesdays and during collaborative weekly grade level planning time. Metro Charter School will regularly measure student progress against the clearly established learning outcomes articulated within the Metro Charter curriculum (see *Element 1, Section V: Curriculum Scope and Sequence*) in order to make data-driven decisions regarding how to design and implement an instructional program that appropriately challenges and supports all groups of students and individuals across the learning continuum.

FORMAL ASSESSMENTS

In addition to the state-mandated tests, Metro Charter School will administer a variety of published/online pre- and post-assessments. Assessment data will be used to plan instruction,

organize instructional groups within the classroom, design program elements, and to identify students for intervention support or advanced challenge.

Developmental Reading Assessment[®], Second Edition (DRA2)

The Developmental Reading Assessment, Second Edition (DRA2) is a research-based reading assessment that has been widely field tested with demonstrated reliability and validity. The DRA2 will be administered twice annually to all Metro Charter students. The first administration will take place within four weeks of enrolling at the school and each year thereafter to all students during the first four weeks of instruction. The second test administration will take place within the last six weeks of instruction. The initial administration of the DRA2 will be given to students at all grade levels in order to effectively evaluate their reading ability at or near the start of the school year. A second administration near the end of the school year will document growth in reading over time.

Results from the DRA2 assessment will document the reading levels of students and provide valid assessment data that will be used by teachers to inform instruction within the classroom. Teachers will use DRA2 assessment data to determine the independent and instructional reading levels of students by evaluating three components of reading instruction: reading engagement, oral reading fluency, and comprehension. Teachers will utilize assessment outcomes to tailor instructional plans that document what students need to learn, differentiate instruction, and create instructional groups. As deemed appropriate, teachers may also decide to use the *DRA Word Analysis* component that is included with DRA2 K-3 materials in order to obtain more in-depth information about how struggling and emerging readers attend to and work with various components of spoken and written words.

DRA2 assessment data will be available to teachers and school leadership on paper and electronically via DRA2 Online, enabling them to monitor student growth over time and will be able to share assessment results with parents and others. DRA2 assessment data will also allow the Assistant Principal, Principal and Board of Directors to review student performance data in reading by classroom, and enable value-added assessment information about reading to be included in the design of professional development, support and assistance, and within the teacher evaluation.

KeyMath 3 Diagnostic Assessment

Metro Charter School will administer the *KeyMath 3 Diagnostic Assessment* (KeyMath 3 DA) published by Pearson to measure essential mathematical concepts and skills. The KeyMath 3 DA will be administered to all students in grades K-6 approximately every three months. KeyMath 3 is a comprehensive, norm-referenced assessment that is formative, thereby providing a means for the school to monitor individual student progress over time. The KeyMath–3 DA ASSIST software application will be used to generate student progress reports that show growth across test administrations, indicate whether or not individual students have made measurable progress, and compare the growth rate of students with the average growth rate of their peers.⁹ In addition to the KeyMath 3 DA, the published and online assessments that are included within the student assessment component of *enVisionMath* (the standards-based mathematics program adopted by the school) will be used to regularly assess student progress according to the timeline for assessments established within the units of study.

⁹ For more information on KeyMath 3 DA, see: http://psychcorp.pearsonassessments.com/haiweb/cultures/en-us/productdetail.htm?pid=PAaKeymath3&Community=CA_Ed_AI_Achievement

Full Option Science System (FOSS) Assessments

The integrated assessment component that is contained within the Full Option Science System (FOSS) will be used to monitor and assess student progress in science. These assessments will measure content knowledge, scientific investigations, and the ability to generate scientific explanations. FOSS assessments vary across grade levels and include informal teacher observation and questioning, formative assessments and response sheets, and performance assessment tasks. End-of-module assessments and portfolios of accumulated work serve as summative assessments.

Study Island and ST Math: Pending funds availability to support such programs, Metro Charter School intends to implement programs such as Study Island and the MIND Research Institute's ST Math as effective on-line assessment tools for all grades. These programs both have detailed, California standards-based assessments that enable teachers and school leaders to collect a myriad of achievement data on each student in real-time, realizing valuable efficiencies, particularly in the ability to generate longitudinal tracking of an individual student's progress over time, plus aggregation and disaggregation of data by sub-group, grade level, class/teacher, and more.

OTHER INTERNAL ASSESSMENTS

In addition to standardized and publisher/online assessments, teachers at Metro Charter School will implement a variety of formative and summative assessments to measure student academic progress. Teacher-designed assessments will include the following:

- Writing Assessments (at least two formal assessments each year in grades 2-6)
- Project-Based Performance Rubrics and Task Criteria Checklists (ongoing)
- Teacher Observation and Daily Anecdotal Notes
- Teacher Created Assessments (ongoing, aligned with units of study)
- Student Self-Assessment Checklists (aligned to projects)
- Student Portfolios of Student Work (ongoing over the course of the year)

B. ONGOING ASSESSMENT

Metro Charter' child-centered approach necessitates ongoing formal and informal assessment of each student, and utilization of those assessment results to drive instruction. We will utilize a variety of different assessment methodologies on a daily and weekly basis with all students to ensure that each child is making specific progress in goal attainment across each subject area.

We also believe it is imperative that the students understand clearly what is expected of them. Metro Charter will have high academic expectations for all students. Performance-based assessments will be explicitly described and available prior to the completion of projects and assignments, and students will participate actively in assessing their own progress and thinking reflectively about their accomplishments, and areas in which improvement is desired.

Assessment data will be aggregated by grade, classroom, sub-groups, etc. to enable school leaders to identify trends and address specific needs for instruction as well as teacher professional development and coaching. Thus in addition to utilizing student achievement data during whole-school pupil-free professional development days every other month to look at individual student performance, school leaders also will analyze teacher performance and efficacy and implement appropriate supports and training for teachers as needed.

C. STANDARDIZED TESTING AND USE OF RESULTS

The Principal will serve as the testing coordinator to coordinate all aspects of STAR and CELDT testing. He/she will be trained in policies pertaining to test scheduling and administration as well as test security, and will in turn provide in-service training to test examiners regarding test administration policies during a professional development meeting each spring. The Assistant Principal will oversee the distribution and collection of standardized tests and will ensure that the testing process proceeds according to testing guidelines. He/she will also document and monitor administration of the various standardized tests to make certain that all of the required student assessments are conducted within the appropriate timelines. Metro Charter School intends to demonstrate progress on the aggregate results of a standards-based 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.

California Standards Test

Students in grades 2 and above will participate in the California Standards Test as required under the California Standardized Testing and Reporting (STAR) program. (Per the California Department of Education, the CAT/6 survey is no longer being administered due to budget cuts.) In accordance with Ed Code § 60602.5, “test results will be reported in terms describing a pupil’s academic performance in relation to the statewide academically rigorous content and performance standards adopted by the State Board of Education.” The California Standards Test (CST) in English Language Arts and Mathematics will be administered to students in grades two and above in the spring of each year to demonstrate students’ mastery of grade-level content standards in each of the tested areas and to measure progress in meeting Annual Yearly Progress (AYP) goals. Students in grade five will also participate in the science component of the CST.

California Modified Assessment (CMA)

Metro Charter School will administer the California Modified Assessment (CMA) to assess students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations, thereby providing greater access so students can better demonstrate their knowledge of the California content standards. The CMA complies with the flexibility offered through the provisions of the No Child Left Behind Act (NCLB).

California Alternate Performance Assessment (CAPA)

Metro Charter School will implement an alternate assessment for children with severe cognitive disabilities in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA). The school’s Individualized Education Program (IEP) team will utilize the CAPA participation criteria to determine how students should participate in the Standardized Testing & Reporting (STAR) Program. The testing coordinator at Metro Charter School will be responsible for reviewing students’ Individualized Education Plans (IEPs) to determine whether or not students will take the California Standards Test (CST) with no accommodations or modifications, take the CST with accommodations and/or modifications, take the California Modified Assessment (CMA), or take the CAPA. The CAPA is designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA even with accommodations and/or modifications. The CAPA is aligned to the California academic content standards at each grade level and accurately reflects the portions of the content standards from kindergarten through high school that are accessible to students with significant cognitive disabilities. CAPA is given in grade spans (Levels I – V).

Since examiners are able to adapt the CAPA based on students' instruction mode, accommodations and modifications do not apply. The school's IEP teams will determine how students with disabilities will participate in the STAR Program. If the IEP team decides that a student should be assessed with the CAPA, the IEP team will be responsible for determining whether the student should take the grade-assigned CAPA level or CAPA Level I.

California English Language Development Test (CELDT)

Metro Charter School will administer the California English Language Development Test (CELDT) in accordance with state and federal laws requiring California public schools to give a state test each year to every student who has been identified as an English learner. In order to identify students who are English learners, all parents will be required to complete a *Home Language Survey* upon enrollment at the school. Students whose primary language is a language other than English will be assessed using the California English Language Development Test (CELDT) if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT test results. CELDT testing will take place within 60 days prior to the start of the school year or within 30 calendar days after the date of first enrollment at the school. (See *Element 1: Meeting the Needs of All Students* for additional details regarding CELDT testing.)

Based on their performance on the CELDT test, students may receive special assistance with English language development in order to become more proficient in English and to succeed in the school's academic program. Students identified as English Learners (EL) will receive daily instruction in English Language Development (ELD), as detailed in *Element 1*. Students who are redesignated as fluent English proficient (RFEP) will be monitored for a period of two years to ensure that they are able to compete with their grade level peers and that they continue to make satisfactory academic progress.

The results from this test will be examined alongside other assessments by Metro Charter School 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.

Physical Fitness Testing (PFT)

Fifth grade students at Metro Charter School will be assessed annually using Fitnessgram®, the physical fitness test designated for use in California public schools. Fitnessgram® is a comprehensive, health-related physical fitness battery and is intended to assist students in establishing lifetime habits of regular physical activity. Students who are physically unable to take the entire test battery will be given as much of the test as conditions permit. CA Ed Code § 60800 and CA Code of Regulations, Title 5, §1041.

As indicated on the CDE website, "the PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels."

Metro Charter will meet all statewide standards and conduct pupil assessments required pursuant to Education Code Section 60602.5 and any other statewide standards authorized in statute.

D. DATA MANAGEMENT SYSTEM

Metro Charter School will incorporate the use of a sophisticated online data management/student information system (SIS) such as DataDirector or Illuminate to make possible longitudinal tracking and reporting of student assessment data. Once the database system has been obtained, state and local assessment data will be entered by school staff and stored within the system so that teachers and school leaders are able to make data-driven decisions when planning professional development, designing instruction, and identifying student needs. The system will allow teachers and instructional leaders to ascertain trends within achievement outcomes for individuals and groups of students in order to provide timely and appropriate interventions, academic challenge, and to make other suitable program adjustments. Identifying trends in student outcomes will also allow the school to target focus areas for additional professional growth.

The range and flexibility of data that will be available using DataDirector, Illuminate or a similar student achievement database will give teachers the essential information to effectively meet the needs of all students. The student achievement database will also make it possible for the school to track student demographic information and grades. Teacher data will be included in the system and will provide a means by which the school is able to examine the impact of teaching on student outcomes by considering the unique value-added information that will be available via longitudinal assessment data.

E. USE OF DATA TO INFORM INSTRUCTION

As detailed extensively throughout this charter petition, both internal assessments and standardized test results will be utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students' results, faculty and staff will utilize test results along with other assessments to determine student's academic needs and plans to address these needs. Conversely, individual performance data from each classroom will be aggregated to enable school leaders to identify trends and address specific needs.

School leaders will analyze assessment data at least bi-monthly to determine professional development and coaching needs for faculty. Metro staff will participate in professional-development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. Faculty will be trained during the Summer Teachers Institute and through the bi-monthly pupil-free days that will be used to review student achievement data on how to interpret standardized test data and will be engaged in critical analysis of all assessment data in real-time – including that created and derived from their classroom activities -- in order to determine how best to address any performance deficiencies or negative data trends, both for entire groups of students as well as individuals. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

F. LONGITUDINAL ANALYSIS OF PROGRESS

As detailed in Element 2, results from these myriad assessment activities will be collected and analyzed continuously in order to drive program improvement across all facets of the school. We will regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

- Summary data showing student progress toward the school's goals and outcomes from assessment instruments and techniques as described in this section, including dissemination of the School Accountability Report Card (SARC).
- A summary of major decisions and policies established or changed by the Board during the year.
- Summary data from an annual parent satisfaction survey.
- A summary of major accomplishments by the school community, including community partnerships, student accomplishments, fundraising and more.
- Other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally.

The School and District will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter. However, it is recognized and agreed by Metro Charter that the District may make unplanned and unscheduled inspections of the School at any time.

ELEMENT 4: GOVERNANCE STRUCTURE

“THE GOVERNANCE STRUCTURE OF THE SCHOOL, INCLUDING, BUT NOT LIMITED TO, THE PROCESS TO BE FOLLOWED BY THE SCHOOL TO ENSURE PARENTAL INVOLVEMENT.” CA ED. CODE § 47605(B)(5)(D)

LAUSD-REQUIRED LANGUAGE

Metro Charter School 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.

Metro Charter School will comply with the Brown Act.

Members of Metro Charter School’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.

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

A. NON-PROFIT PUBLIC BENEFIT CORPORATION

Upon approval of this charter, Metro Charter School will be a direct-funded independent charter school, operated by Metro Charter Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law.¹⁰ Members of Metro Charter Schools’ Board of Directors, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and District policies and regulations regarding ethics and conflicts of interest.

Metro Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Metro Charter School, or for claims arising from the performance of acts, errors, or omissions by the Metro Charter School as long as the District has complied with all oversight responsibilities required by law. Metro Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the School.

Metro Charter School will comply with the Brown Act.

Attached, as Appendix B, please find the Metro Charter Schools, Inc. Articles of Incorporation, Corporate Bylaws, and [Draft] Conflicts of Interest Code (which will be adopted pursuant to public notice requirements upon approval of the charter).

¹⁰ Metro Charter Schools will apply for 501(c)(3) status from the IRS immediately after charter approval. In the interim, our non-profit back-office services provider, ExEd, is acting as a pass-through recipient at no additional charge to our organization.

B. BOARD OF DIRECTORS

Metro Charter School will be governed by the corporate Board of Directors for Metro Charter Schools, who will maintain active and effective governance in accordance with its adopted corporate bylaws that shall be consistent with the terms of this charter.

The Board shall have a minimum of three (3) and no more than fifteen (15) directors. The existing Board of Directors shall designate all directors. Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether or not they fit the stated needs of the Board recruitment strategy. Although the Board strives for unanimous support for new Board Members, per the by-laws a simple majority is all that is needed.

The Board of Directors shall, in its discretion, form Committees in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals, including, but not limited to, a Finance Committee, Nominating Committee, Outreach and Diversity Committee and an Audit Committee.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for one (1) year and until a successor director has been appointed or elected as required by the position as described below. Board terms are renewable upon mutual consent between the Board and the director.

The terms of the initial Board of Directors shall be staggered, with four (4) members serving for two (2) years and three (3) members serving for one (1) year. The staggering of the initial directors' terms of service will be determined by a lot drawing. The initial Board of Directors is as follows:

David Chun, *Board Chair*, Senior Director of Product Management, Pricegrabber.com
Mike McGalliard, *Board President*, Founder/Principal, Rework
Joaquin Cornejo, *Board Treasurer*, Consultant, Lions Gate Entertainment
Simon Ha, Owner/Principal, SHa Architects
Jo Ann Isken, Assistant Superintendent of Instructional Services, Lennox School District
Chinmaya Misra, Senior Designer, Gensler, Inc.
Apurva Pande, Co-Founder and Principal, CHA:COL Design Studio

Full resumes and Board Questionnaires for each Board member are included in Appendix I.

Each member of the founding Board was carefully chosen for his or her passion and commitment to our mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of Metro Charter School. Founding/Initial Board members will transition to the permanent Board of Directors. Although not required, the Board will strive to create an odd number of Directors for voting purposes.

At all times, the Board will strive to seat members that have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, or public relations. Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. The Principal shall not serve on the Board and shall not vote in Board elections.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, Metro Charter School may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors. Subject to additional limitations that may be imposed, no more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board will adopt a conflicts of interest code upon charter approval pursuant to required public notice requirements.

C. BOARD MEETINGS AND DUTIES

The Board of Directors governing Metro Charter School will meet at least monthly during the school year in accordance with the Brown Act. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the school, at the entrance of the school's main office, and on the school's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting.

The Board of Directors is fully responsible for the operation and fiscal affairs of Metro Charter School including but not limited to the following:

- Promote, guard and guide the vision and mission of Metro Charter School;
- Ensure the school meets its mission and goals;
- Hire, supervise, and evaluate the Principal;
- Approve all contractual agreements;
- Approve and monitor Metro Charter School's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Metro Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Metro Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support Metro Charter School;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Monitor student achievement to ensure progress toward fulfillment of the school's mission;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Metro Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Metro Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

D. SCHOOL ADVISORY COUNCIL

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

The School Advisory Council will help ensure that parents are involved in shared leadership at the school. The School Advisory Council will be comprised of parent and teacher elected representatives, via procedures and policies set by the Principal. The School Advisory Council will meet monthly for a minimum of eight (8) times each year (when school is in session). The Council make recommendations and participate in a shared decision making process regarding special school wide events and activities and fundraising at the local school level. Other members of the school community will be invited to attend School Advisory Council meetings in a non-voting capacity. Although the School Advisory Council will strive to create a collaborative and transparent decision making process that includes representatives and participation from all stakeholder groups, if agreement cannot be reached on any issue, the Principal, and ultimately the Board of Directors, will have final authority on all school related matters.

E. PARENT INVOLVEMENT AS VOLUNTEERS

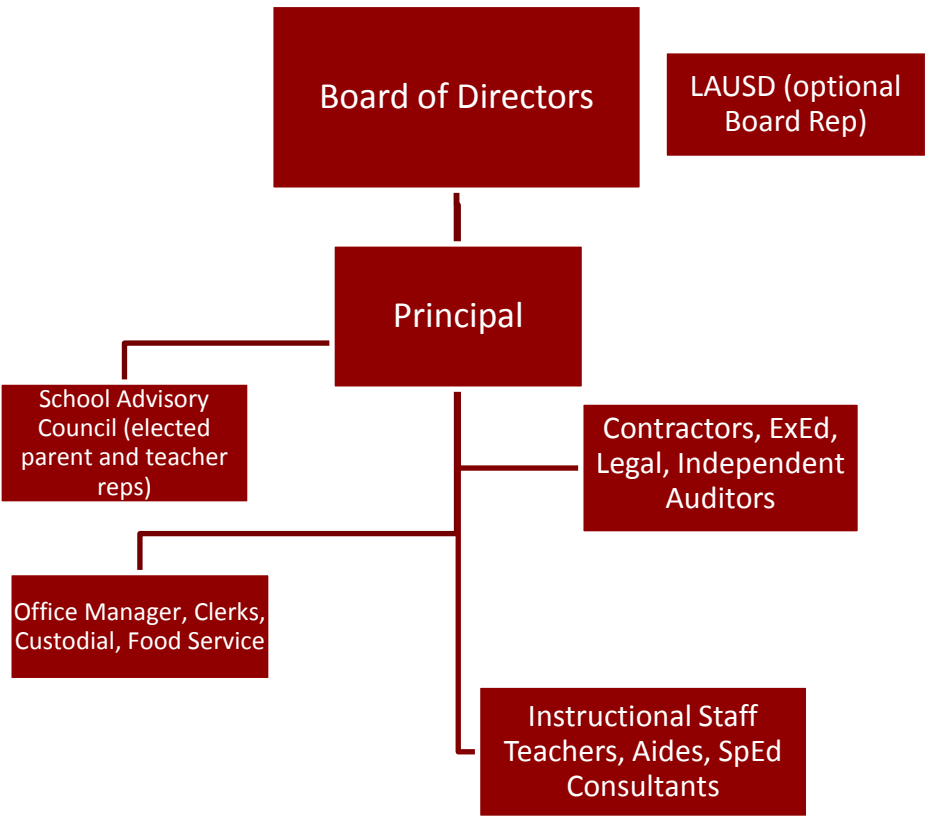
Metro Charter School recognizes that parent/family involvement is essential to student success in school. As such, all parents will be strongly encouraged to contribute a minimum of 40 volunteer hours per family, per academic year to Metro Charter School. The Principal, in collaboration with the School Advisory Council, will maintain a comprehensive list of volunteer opportunities including but not limited

to the following: volunteering in the classroom or preparing teacher materials at home; assisting in the office (or again, assisting with work at home such as stuffing envelopes); tutoring or reading with a child; helping serve lunch; attending parent-teacher conferences; attending Metro Charter School Board meetings; attending parent education events and meetings; participating in the planning of and/or execution of special events and activities. Although parent involvement as volunteers will be strongly encouraged, no child will be excluded from attending Metro Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 40 hours of participation.

F. ORGANIZATIONAL STRUCTURE

Our organization has been designed to ensure the entire school community works effectively and efficiently to achieve our mission. The organizational structure of Metro Charter School was developed based on the recommendations and best practices of other highly successful charter schools and similar organizations and meets all legal and District mandates.

The following illustrates our Organizational Chart:



LAUSD-REQUIRED LANGUAGE

Grievance Procedure for Parents and Students

Charter School 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.

Charter School 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.

Charter School 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

Metro 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

Metro Charter School and/or its nonprofit corporation 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. Metro Charter School and/or its nonprofit corporation 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

Notification is to be made to the Charter Schools Division in writing 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 Metro Charter School.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

**“THE QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE SCHOOL.” CA ED.
CODE § 47605(B)(5)(E)**

Metro Charter School is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students and the mission of the school. All teachers and staff at Metro Charter School will be “at-will” employees, in accordance with California law, meaning that the employment relationship can be severed by either party at any time, with or without cause. Further details about Metro Charter School’s employment policies can be found in our Employee Handbook, attached as Appendix C. All employees will be compensated commensurate with their experience and job responsibilities¹¹, and will receive benefits, including health insurance and retirement plans, as detailed in the Employee Handbook which all employees will receive. An initial draft of the Employee Handbook is attached at Appendix C. Job descriptions, work schedules, compensation, benefits and other terms and conditions of employment will be reviewed and modified as necessary to meet the needs of the school and students.

For the 2013-14 school year, we anticipate the following staff positions:

- Principal
- Office Manager
- Classroom Teachers (6) and Instructional Aides (3)

As the school grows, we will add:

- Assistant Principal (Year 3)
- Additional Classroom Teachers and Aides
- Specialist teachers (Art, PE)
- Additional Office support

In addition, if we utilize a Prop 39 facility we anticipate that we will enter into a facilities-related MOU with the District for services such as food service, maintenance and grounds keeping; along with the aforementioned Special Education MOU and staffing/services provided therein.

I. QUALIFICATIONS OF EMPLOYEES

A. NECESSARY JOB DESCRIPTIONS AND QUALIFICATIONS

Employees’ job duties and work basis will be negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

¹¹ Based on current “best practices” and leading research on teacher compensation and evaluation, Metro Charter School does not intend to utilize a lock-step salary schedule for teachers or other staff, rather, all staff will be compensated based on their skills and experience, job description and responsibility, and ultimately, over time, job performance. In this way, we seek to reward our faculty and staff for being the “best and brightest” and enable them to earn appropriate increases based on merit and their willingness to take on additional responsibility, rather than by default.

B. PRINCIPAL

The Board of Directors for Metro Charter School will select a Principal. The Principal shall embody, advocate, and put into operation the mission, vision and strategic direction of Metro Charter School. The Principal shall oversee all aspects of the school's programs, including financial, operational, educational operations, and strategic planning. The Principal shall not be a member of the Board of Directors but shall fulfill the role of Chief Executive Officer within the corporation and as the corporation's general manager shall have general supervision, direction and control over the corporation's business and officers, subject to the control of the Board of Directors. The Principal shall have the general powers and duties of management customarily vested in a corporation's CEO, and shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws.

The Principal will hire, supervise, discipline and, as needed, dismiss the Assistant Principal (hired Year 3) and the Business Manager. The Principal may, in collaboration with these two lead positions, promote, discipline and, as needed, dismiss staff and teachers at the school after consideration of a recommendation by the Assistant Principal and/or Business Manager.

The successful Principal will have:

- Proven experience and exceptional skills in educational and organizational leadership with a record of creating a positive school culture of respect and collaboration;
- Experience recruiting, hiring, training and supervising successful teachers and effective staff, ideally in a charter, independent or public school with demonstrated high achievement;
- Experience with school operations, including budgets, finances, fundraising, facilities, health and safety and other operational management;
- Exceptional communication skills encompassing the ability to communicate effectively with, motivate, engage, and lead different stakeholders (students, teachers, parents, Board); Spanish language fluency preferred;
- A track-record of success in implementing a data-driven culture with high expectations, ideally leveraging technology/blended learning components, utilization of differentiated instructional strategies and targeted interventions focused on individual student achievement;
- Expertise in curriculum design, supervision and evaluation (student and faculty) that includes experience in backwards design, constructivist and project-based approaches to teaching, and commitment to incorporating learning goals beyond the state standards;
- Experience working with diverse populations in a high-need, underserved community;
- A valid California Teaching Credential and Administrative Credential (or equivalent) required, Master's degree in Education preferred;
- At least three years of teaching experience and five years' experience working closely with schools, preferably in the elementary grades;
- Passion and commitment to ensuring that all students reach high levels of academic achievement and are prepared for the college and career of their choice.

The duties of the Principal are as follows:

Planning and Operations:

- Oversee the day-to-day operations of the School including creating a positive school culture and environment of cooperation and respect at all levels;
- Ensuring compliance with federal, state, and district law and policy;
- Collaborate with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings;
- Facilitate strategic planning with the Board of Directors;
- 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;
- Oversee the Business Manager, who is primarily responsible for the business/operational functions of the school including accounting and payroll (with back-office services provider), HR, service contracts, reporting, compliance, facilities and more;
- Develop appropriate budget projections and resource allocation, in collaboration Business Manager and ExEd.

Educational Leadership:

- Recruit, hire, train and supervise talented teaching staff in implementing best practices consistent with Metro Charter's educational philosophies;
- Oversee the Assistant Principal and his/her responsibilities for teacher mentoring/coaching, professional development and evaluation; the SST and IEP process and ensuring appropriate services and supports for students with special needs; planning and collecting formative and summative assessment data and analyzing data; parent communications and more;
- Provide hands-on guidance and coaching to teachers as they create and implement a rigorous curriculum;
- Provide hands-on guidance and coaching to teachers in the development of multiple assessments;
- Use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula;
- Oversee teacher professional development via both in-house training sessions (including a week-long Summer Teacher Institute), visiting lecturers, external professional development opportunities and other resources (articles, web-based resources, and development of a school professional resources library);
- Develop and implement a teacher evaluation process;
- Develop partnerships with other area schools and educational consultants to support teacher's professional development;
- Oversee Metro's policies and programs relating to Special Education, English Learners, Gifted and Talented students and other sub-groups;
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed.

Communications

- Promote the school mission and philosophy throughout the school community;
- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members;
- Collaborate with Assistant Principal and other staff in providing regular communications to families via email, the school's website, letters home, and other avenues;

- Oversee self-evaluation efforts of the school relating to operations, including parent surveys
- Facilitate meetings of the School Advisory Council, facilitate parent volunteers, outreach to prospective and current families, coordinate parent education workshops, facilitate parent conferences, and work with other school leaders and parent volunteers to form community partnerships with appropriate agencies to provide services to our students and families.

External Relations

- Develop and maintain effective relationships with the District, and oversee all aspects of charter renewal, review and compliance;
- Oversee the WASC accreditation process and any related activities;
- Represent the school at public meetings/forums, in the media and as a community leader.

C. ASSISTANT PRINCIPAL – YEAR THREE

The Principal will recruit, interview, and recommend candidates for the position of Assistant Principal to the Board of Directors. Selection of the Assistant Principal by the Principal and Board of Directors will be based on proven experience in educational leadership, educational vision and relevant experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform.

The Assistant Principal will support the instructional vision and operations of the school by working collaboratively with the Principal and other members of the school team.

Qualifications

- Leadership, supervision and staff development experience;
- Experience teaching English language learners in an urban educational setting;
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors and community stakeholders;
- Proficiency in the collection and analysis of student achievement data;
- Knowledge of Special Education law and services;
- Advanced degree, preferably in education and/or administrative credential; and
- In-depth understanding of and commitment to the School's vision and mission.
- Spanish-speaking preferred.

Responsibilities include:

- Assist Principal with recruiting, hiring, supervising, coaching, and evaluating all faculty and instructional staff, including providing hands-on guidance and coaching to teachers in curriculum and assessment development, data analysis, instructional practice and more;
- Assist Principal in planning and implementing professional development;
- Manage intervention programs for academically at-risk students, including coordinating all aspects of Special Education and the Student Success Team to ensure:
 - Compliance with all applicable laws, regulations and policies
 - Supervision, support and evaluation of Special Education services providers
 - Helping identify students in need of intervention
 - Communicating with staff and parents regarding interventions
 - Initiating new intervention programs as necessary
 - Training staff (instructional aides, tutors) and volunteers
 - Using assessment data to track the success of interventions

- Attending SST and IEP meetings
- Providing staff development on intervention programs
- Providing small group and one on one literacy intervention
- Oversee and support student attendance including communicating with parents regarding attendance and truancy;
- Assist Principal in overseeing and planning parent-teacher conferences, parent meetings and parent education;
- Oversee parent volunteer training and assignments;
- Ongoing schedule management
- Coordinate all state testing (CST, CELDT, etc.), including:
 - Attending trainings related to the administration of state tests
 - Training staff in preparation for test administration
 - Ensuring the security of test documents
 - Scheduling and supervising test administration
 - Coordinating the submission of test materials
 - Supporting teachers with test administration (make-up tests, etc.)

Qualifications:

- Minimum of an AA degree or two years of college, B.A. preferred;
- Minimum of two years' experience in a similar position working with a diverse population and at-risk/special needs students, ideally in a school setting; knowledge of special education assessments and interventions preferred
- Excellent communication skills and ability to work with diverse people in diverse situations;
- Highly organized, detail-oriented and efficient, and able to multi-task;
- Passion for our mission and the families we serve;
- Fluency in Spanish

D. BUSINESS MANAGER

The Business Manager will function as the lead supervisor and coordinator of all business functions of the school, ensuring that appropriate reporting, accounting, fiscal management, record keeping and facilities-related functions are implemented successfully to ensure the organizational health and stability of the school. The Business Manager will report directly to the Principal and will be responsible for the supervision of all non-instructional staff, including office and clerical staff, food services, maintenance, and janitorial staff. The Business Manager will also serve as the primary point of contact for Metro Charter School's back-offices service provider, ExEd, as well as other contractors such as after-school providers, transportation, auditors and more.

Qualifications include:

The ideal candidate will have experience in non-profit management, budgeting, government relations, operations and communications. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multi-task and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking.

While experience in non-profit management and, specifically, in the charter school movement are pluses, they are not required. Excellent oral and written communication is required. A Master's

Degree in a relevant field is preferred.

Responsibilities of the Business Manager include:

Planning and Operations:

- Assist Principal in coordinating with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on school activities;
- Assist Principal in ensuring compliance with applicable laws, regulatory reporting, contractual obligations, and donor restrictions;
- Prepare (with outside experts as needed, including legal) and update as appropriate the Employee Handbook, Health and Safety Handbook and Family Handbook, and ensure all parties receive and acknowledge receipt;
- Provide and implement an emergency plan that details procedures for staff, students and volunteers;
- Oversee facilities including maintenance, custodial, grounds keeping and other upkeep in collaboration with the District;
- Secure appropriate furnishing, materials, supplies and equipment for school operations;
- Oversee, in collaboration with ExEd (back-office) and legal, HR functions including background checks, medical clearance, credentials and other requirements and record-keeping for staff and volunteers;
- Supervise creation of school computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.;
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision.

Fundraising and Financial Oversight:

- Develop appropriate budget projections, in collaboration with ExEd and Principal;
- Lead fundraising efforts via grants and corporate sponsorships;
- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of ExEd staff.

Outreach and Communications

- Oversee the school's website, email/list-serves and distribution of newsletters and other means of communication with the parents, teachers, volunteers and other community members;
- Oversee applications for admission and implementation of proper lottery procedures (as needed) in compliance with applicable law and regulations;
- Oversee collection of all enrollment paperwork.

E. TEACHERS

All teachers at Metro Charter School will be required to possess and maintain a current California Commission on Teacher Credentialing Certificate, permit, or other document that would satisfy school district requirements and meet all legal requirements to teach in California public schools. All core

subject teachers will be “highly qualified” as that term is defined under the No Child Left Behind Act (NCLB), and further defined by California state regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to charter schools such as Metro Charter School. In addition, Metro will place priority on hiring teachers who possess a Cross-cultural, Language, and Academic Development (CLAD) certificate (or equivalent California Commission on Teacher Credentialing EL certification) to ensure that they have appropriate academic preparation to address the needs of students who are English learners. Metro will seek teachers who have received Specially Designed Academic Instruction in English (SDAIE) or similar training. Metro also will actively seek to recruit and hire teachers who possess a Bilingual Cross-cultural, Language, and Academic Development (BCLAD) certificate (or equivalent).

Teacher Hiring Process

Teachers will be selected by the Principal and/or Assistant Principal on an application and interview basis, in consultation with teachers at the school when appropriate (i.e. Lead Teachers). Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. In order to secure the most qualified candidates, Metro will institute the following multistep process for the hiring of teachers:

1. A job announcement will be posted on the school’s website and other websites (i.e. Edjoin, CCSA, idealist, craigslist), in education publications, in university schools of education, and in flyers made available to educators through other contacts.
2. Cover letters, résumés, and letters of reference will be requested and accepted during the application period. Candidates may also be asked to provide written responses to specific questions, such as why they are interested in our school, their educational philosophy, and commitment to student achievement.
3. Based on the strengths of written applications, candidates will be contacted for an initial phone interview, which will follow a pre-set list of questions determined by the Principal and Assistant Principal.
4. Based on the outcomes of the phone interview, candidates may be invited for an in-person interview with the Principal and/or Assistant Principal and other teachers on staff when feasible and appropriate.
5. Candidates who are successful during the formal interview may also be invited to conduct a demonstration lesson for the Principal, Assistant Principal and/or other teachers when feasible and appropriate.
6. References and credentials will be checked.
7. Offers of employment will be made, contingent on final fingerprint and background checks in accordance with applicable law.

Once hired, teachers at Metro Charter School will be expected to:

- Commit to the vision and mission of Metro Charter School as well as the goals and expectations described within the charter petition

- Work in a committed way to advance the academic and social success of every student
- Provide a quality, enriched and highly effective curriculum
- Provide continual assessment of student progress and maintain accurate and timely records
- Continually evaluate lesson outcomes in order to make data based instructional decisions that meet the needs of students
- Provide a safe, nurturing and effective classroom environment that reflects and facilitates the academic program described in the Metro Charter School charter
- Provide peer assistance and regularly collaborate with fellow teachers
- Continually seek professional growth according to the instructional and programmatic priorities of the school
- Utilize educational technology in the classroom when appropriate to facilitate learning and enrich the curriculum
- Actively strive for continuous and open communication with parents and community members
- Maintain regular, punctual attendance

TEACHER EVALUATION

As evident throughout the hiring process, attracting effective teachers will be of utmost importance at Metro Charter School. Once hired, teachers will be evaluated annually using a comprehensive system that incorporates multiple measures of performance. A thorough evaluation system will ensure not only that teachers continue to grow professionally during their years at Metro but that only highly effective teachers are retained. The teacher performance evaluation process will include:

- The use of value-added data, consistent with current trends in teacher evaluation
 - The Principal will conference individually with teachers no less than twice each year to review and discuss the academic progress of the students in their classroom.
 - The Principal and teacher will participate in an analysis and discussion of impact on student learning over time, across all student groups
- Teacher performance will be evaluated using a criteria rubric that describes various levels of accomplishment as they pertain to job duties. The criteria rubric will be shared with teachers during professional development prior to the opening of school so that teachers are familiar with the process.
 - Teachers will receive feedback from the Principal regarding their effectiveness in all aspects of the job (i.e. instruction, parent communication, planning, collaboration, support of the school's mission).
- The Principal will meet individually with teachers at the start of each school year for dialogue and goal setting and later in the year to assess progress toward goals.
- All teachers will be expected to maintain professional portfolios that document the features of their classroom program, including long and short term instructional planning, student assessment, student work, meeting the needs of all students, collaboration with colleagues, and parent communication.
- Teachers will develop a plan for professional growth that will be approved annually by the Principal.

Teacher evaluation will play a significant role in the development and recognition of an outstanding teaching faculty at Metro Charter School.

INSTRUCTIONAL AIDES

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

OTHER CERTIFICATED STAFF

Metro Charter will recruit and maintain a list of qualified teaching substitutes.

FINANCIAL ADMINISTRATION

In order to run the administrative financial functions of the school, Metro Charter has contracted with ExEd. ExEd, a non-profit organization, is a highly respected premier charter school back-office services provider that was founded in 1998 and has worked with more than 100 charter schools in Southern California. ExEd's 40+ staff members have years of combined expertise in public charter school finance, compliance, reporting, human resources, payroll services and much more. (ExEd.net.) ExEd will effectively serve as our "Chief Financial Officer," handling, among other things:

- Bill paying
- Cash-flow management
- Financial reporting
- Accounting
- Budgeting
- Payroll
- Retirement reporting
- Funding research
- Audit preparation
- Internal controls
- Sample HR documents
- Compliance
- Attendance accounting
- Legislation research
- Strategic planning

The Business Manager will bear primary responsibility for the fiscal administration of the school, overseeing the work of ExEd. Ultimately, the Board is responsible for the fiscal management of the school. At each Board meeting, ExEd representatives and the Business Manager will present detailed "dashboard" reports to the Board (which are available online to all Board members and lead staff in real-time), documenting revenues and expenses against budget, cash flows, and other financials. A sample ExEd "dashboard" report is attached in Appendix F. In addition, the Business Manager will receive weekly written reports on all financial and accounting activity from ExEd.

The accounting systems Metro Charter School plans to adopt will adhere to generally accepted accounting principles, giving Metro strong internal controls. (See also, *Element 9: Financial Audits.*)

F. CLASSIFIED STAFF

Classified and other personnel will be selected by the Principal on an application and interview basis in consultation with other classified staff and teachers as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis.

OFFICE CLERKS

Office Clerks will assist the Business Manager, Principal and Assistant Principal by providing administrative support functions, including, but not limited to: answering telephones, filing reports and records; enrolling students; managing office operations including parent volunteers; ordering and purchasing office and classroom supplies; preparing correspondence, reports, bulletins, files, forms, memos and other clerical duties. Office clerks will also provide bilingual translation with parents as needed.

Classified staff and other school site personnel will be evaluated by the Business Manager based upon the level and quality of completion of assigned job duties and regular, punctual attendance.

II. ASSURANCES REGARDING APPLICABLE LAW

A. NON-DISCRIMINATION AND HARASSMENT

All employees of the Charter School shall be employees of Metro Charter School. Metro Charter School is an equal employment opportunity employer.

LAUSD-REQUIRED LANGUAGE

Metro Charter School believes that all persons are entitled to equal employment opportunity. Metro Charter 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.

Metro Charter School is committed to providing a school that is free from sexual harassment and any other type of harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Metro Charter School will implement a harassment policy to prevent sexual and other types of harassment and to immediately resolve any concerns or complaints of a harassment nature, including employee to employee, employee to student, student to student, and student to employee. School staff will be trained on the harassment policy annually.

Metro Charter School will not require any employee to work at the school. Metro Charter School will adhere to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a serious or violent felony. Metro Charter School will comply with all applicable state and federal laws regarding background checks and clearance of all personnel, and prohibitions regarding the employment of any person who has been convicted of a violent

or serious felony. The Business Manager will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and federal law, for all Metro Charter School employees. No employee shall commence employment at Metro Charter School until he or she has been cleared by the Department of Justice. All employees must furnish or be able to provide:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB).
- Fingerprinting for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. Prior to employment, Metro Charter School will process all background checks through the Department of Justice.
- Documents establishing legal status to work in the United States.

B. CREDENTIALING

Metro Charter School teachers and all para-professionals will meet the requirements for employment of California Education Code § 47605(l) and the applicable provisions of *No Child Left Behind*. The school shall ensure that all teachers hold a Commission on Teacher Credentialing certificate, permit or other document that a teacher in other public schools would be required to hold. The school will actively recruit credentialed teachers to minimize the use of teachers holding emergency credentials.

All teaching staff, including substitutes, must be certified by all legally mandated certifying bodies. However, teachers-in-training who are working toward certification and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of Metro Charter School and if they are in the process of securing a credential. Metro Charter will follow the guidelines established in the No Child Left Behind Act of 2001 as it pertains to the “highly-qualified” requirements of our staff.

Teaching assistants and other staff/consultants are not required to hold credentials but are expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

Metro Charter School’s comprehensive Health and Safety Policy is detailed in Element 6.

C. EMPLOYEE RECORDS

Metro Charter School will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

Copies of each teacher’s credentials will be kept on file in the main office and will be readily available for inspection. School administration will review teacher credentials annually. A comprehensive and rigorous hiring process will ensure that all teachers hold appropriate credentials and *minimize* the employment of teachers holding emergency permits. The school will make every effort during the hiring process to keep the number of emergency permits at the school to zero (see Teacher *Hiring Process* above).

D. NO CHILD LEFT BEHIND

Metro Charter School will comply with all State and federal mandates and legal guidelines relative to NCLB. The opportunities and goals of Metro Charter School in fact closely support the objectives of the No Child Left Behind Act of 2001. In its unique role as a California charter school, Metro Charter School will be able to more efficiently and effectively address a majority of the objectives of NCLB, such as:

- Provide educational choice for parents and students, particularly for those who would otherwise attend low-performing schools
- Incorporate proven principles and research-based teaching and learning strategies that lead to improved student achievement
- Focus on increased accountability for student achievement
- Provide a challenging academic curriculum that is based on State and national standards
- Participate in annual State assessments and disaggregate student achievement results to ensure that no student group is left behind
- Set achievement goals that meet or exceed AYP objectives and work to close achievement gaps across ethnic groups
- Utilize instructional strategies and professional development drawn from scientifically based reading research to help young children to attain the fundamental knowledge and skills they will need for optimal reading development
- Incorporate practices that are grounded in scientifically based research to develop teachers as professionals
- Recruit high-quality teachers according to State and federal guidelines
- Plan implementation of programs for the benefit all students, including limited English proficient students, students with special education needs, under-achieving students, and students at risk of school failure due to circumstances of poverty
- Maintain a safe and drug-free school environment for all students

As described in detail in this charter petition, the combined elements of Metro Charter School wholly address all of the above goals of the No Child Left Behind Act.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

"THE PROCEDURES THAT THE SCHOOL WILL FOLLOW TO ENSURE THE HEALTH AND SAFETY OF PUPILS AND STAFF. THESE PROCEDURES SHALL INCLUDE THE REQUIREMENT THAT EACH EMPLOYEE OF THE SCHOOL FURNISH THE SCHOOL WITH A CRIMINAL RECORD SUMMARY AS DESCRIBED IN § 44237." CA ED. CODE § 47605(B)(5)(F)

Insurance Requirements LAUSD-REQUIRED 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 ("Board of Education") 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.*

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-REQUIRED 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-REQUIRED 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 attorneys' 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 attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by 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.

FERPA LAUSD-REQUIRED LANGUAGE

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

Criminal Background Checks and Fingerprinting LAUSD-REQUIRED LANGUAGE

Charter School 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. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

Health, Safety and Emergency Plan LAUSD-REQUIRED LANGUAGE

The Metro Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The Metro Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

The school will adopt and implement a comprehensive set of health, safety, and risk management policies, developed in consultation with the school's insurance carriers. The Health and Safety Policy will be kept on file in the main office and will be available for review upon request. All school staff will be trained annually on safety procedures. The policies will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies. At a minimum, the Policy will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Mantoux Tuberculosis (TB) tests.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that has a valid certificate of occupancy. Periodic inspections shall be undertaken, as necessary, to ensure such applicable safety standards are met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.

- A requirement that each employee of the School to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- 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 required by CAL/OSHA, the California Health and Safety Code, and EPA.
- A policy that details pest management at the school that is in compliance with the Healthy Schools Act (Ed Code §17608).

AUXILIARY SERVICES

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

STAFF RESPONSIBILITIES

All employees will be responsible for their own safety, as well as that of others in the workplace. Metro Charter School 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 Metro Charter School's premises, or in a product, facility, piece of equipment, process, or business practice for which Metro Charter School is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal.

Employees will be encouraged to report any workplace injury, 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.

On a periodic basis Metro Charter School 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.

CHILD ABUSE REPORTING

Metro Charter School will adhere to the requirements of California Penal Code § 11166 regarding child abuse reporting. Metro Charter School staff must report to the proper authorities if they suspect the following is occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only "reasonably suspect" that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and/or proper authorities.

All suspected cases of child abuse will be brought to the attention of the Principal and child protective agency. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the Police/Sheriff's Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Police/Sheriff's Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, Metro Charter School staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and be available to the parent /guardian.

IMMUNIZATIONS, TUBERCULOSIS TESTING, AND SCREENING

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Tuberculosis (TB) tests. Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended a non-charter public school. Metro Charter School will adhere to Ed Code § 49450, et seq., as applicable to the grade levels served by the school.

PRESCRIPTION MEDICATIONS

Metro Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

BLOOD BORNE PATHOGENS

Metro Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

EMERGENCY SITUATIONS

Fire Drills

Fire drills will be held at least twice each 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 their students along the route indicated on the evacuation map posted for that purpose. Before leaving the

classroom, 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.

Disaster Drills

Disaster drills will be conducted at least once every two months. Teachers will instruct students on the “duck and cover” routine. The “duck and cover” drill will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students will be instructed to remain quiet and orderly so that they are able to hear additional instructions when given. All drills will conclude with an “all clear” announcement on the intercom or a visible signal from the administrative staff.

In the case of a real earthquake, everyone will 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 during an actual earthquake, students will be instructed to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They will remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one will leave the room. If there has been a chemical spill, the teacher will make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

In the event of a bomb threat, the person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand and recommendation of law enforcement, the administrative staff will make a decision as to whether or not an immediate evacuation is warranted. If so, the evacuation code word (provided to all staff and faculty in advance) will be given over the intercom and established evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by designated administrative staff in accordance with the safe school plan. 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 an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees will be immediately designated “Civil Defense Workers” and will not be allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

“THE MEANS BY WHICH THE SCHOOL WILL ACHIEVE A RACIAL AND ETHNIC BALANCE AMONG ITS PUPILS THAT IS REFLECTIVE OF THE GENERAL POPULATION RESIDING WITHIN THE TERRITORIAL JURISDICTION OF THE SCHOOL DISTRICT TO WHICH THE CHARTER PETITION IS SUBMITTED.” CA ED. CODE § 47605(B)(5)(G)

OUTREACH TO ACHIEVE RACIAL AND ETHNIC BALANCE

Metro Charter School anticipates a student population that closely resembles the neighborhood surrounding the school, as described in *Element 1, Section A: Targeted Student Population*. Metro Charter School will continually review and expand its outreach efforts in order to achieve its goal of enrolling a student population that reflects the economic and academic balance of the community.

In the past several months, our parent founders have held weekly meetings in local parks in order to communicate directly with parents, seek their input and voice in shaping our school. In the coming months, Metro Charter School will continue to conduct frequent community meetings in English and Spanish and to have a regular presence within the community so that parents are able to receive direct information about the school. We will continue to make presentations, have meetings, post flyers and work broadly to inform the community about our school. We will work with community service organization, Head Start and other subsidized preschool programs and day care providers, transitional housing and homeless organizations, churches and other community support organizations in the community.

Metro Charter School will pursue a wide variety of venues for the distribution of information about the school, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings, day care centers, etc. Metro Charter School also will seek to use local newspapers, television, and radio advertising to the extent possible to inform the parents and others about the presence of the charter school within their community. Marketing and other informational materials about the school will be developed in English and Spanish.

Court-ordered Integration LAUSD-REQUIRED LANGUAGE

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by 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 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

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 LAUSD-REQUIRED LANGUAGE

The District and Metro Charter School 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. No Child Left Behind-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 Metro Charter 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 Metro Charter School shall have the right to continue attending Metro Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Metro Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Metro Charter School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. Metro Charter School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter 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 Metro Charter School under the NCLB-PSC program increases in subsequent years, Metro Charter School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

Federal Compliance LAUSD-REQUIRED LANGUAGE

As a recipient of federal funds, including federal Title I, Part A funds, Metro Charter School 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. Metro Charter School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Metro Charter School 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; and*
- *Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable*

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

ELEMENT 8: ADMISSION REQUIREMENTS

"ADMISSION REQUIREMENTS, IF APPLICABLE." CA ED. CODE § 47605(B)(5)(H).

Metro Charter School will be open to all students residing in California who wish to attend the school, as outlined in Education Code § 47605(d)(2)(A). Metro Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220, including actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.

ADMISSION REQUIREMENTS & PREFERENCES

Metro Charter School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). 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. Metro Charter will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Metro Charter School is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other "risk factors." During the enrollment period, informational meetings will be conducted at least once a month for interested parents. The meetings will be conducted in English and Spanish either at the school site or at a location within the community surrounding the school. Informational meetings will occur at times that are most convenient for parents. During the meetings, parents will receive information about the school's programs, the application process, and bilingual assistance with the completion of forms will be made available to interested parents.

As a charter school, Metro Charter School is a school of choice, and Metro Charter School may have more students interested in attending the school than there are spaces available. If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

In accordance with applicable law and federal guidance, the following groups of students will be exempted from the lottery:

- Students who are currently enrolled
- Siblings of admitted students
- Children of Founding Parents, teachers and staff not to exceed 10% of total enrollment in accordance with District policy on Founding Parents.

LAUSD Founding Parents Policy

1.1. "Founding Period": The applicable time period in which an individual can be deemed a Founding Parent/Founder is the specific period during which the charter petitioner team is developing the charter school through the school's first day of instruction. The petitioners must submit to the Charter Schools Division documentation establishing an official start of founding period at the time of charter petition submission (i.e., typically 12-18 months prior to charter approval; reflected in board minutes). A school may not add to the founding group after the first day of instruction. For Metro Charter School the founding period will be from January 1, 2012 through the first day of school opening.

1.2. “Founding Parent/s” or “Founders” are respectively defined as parent/s or legal guardian/s or individuals who contribute substantial personal time and effort to develop the new charter school during the established Founding Period as noted in subsection 1.1. There shall be no requirement that Founding Parents/Founders contribute funds as a part of their commitment. Petitioners must prescribe in their charter petition the eligibility criteria for Founding Parents/Founders, including defining the appropriate minimum number of volunteer hours required. For Metro Charter School the eligibility criteria for Founding Parents/Founders are 200 hours volunteer time on a board approved charter development committee and project.

1.3. Founding Parent status cannot be delegated or transferred to other individuals. Preference for children of Founding Parents/Founders may apply during the life of the charter as long as pupils who qualify for this preference does not constitute more than 10 percent of the school’s enrollment. The admissions preference is applicable to all children of the charter school’s Founding Parents/Founders even if the children do not begin attending the charter school until after the first year of the school’s operation.

1.4. For charter schools that have more applicants than space available, children of Founders shall be exempted from the random public admissions lottery and not to exceed more than 10 percent of the school’s enrollment.

1.5. For oversight purposes, charter school applicants must submit to the Charter Schools Division documentation confirming the following information:

- a list of Founders, contact information, and number of volunteer hours performed.
- an aggregate count of Founders’ enrolled children by grade.

1.6. As part of oversight, the District may audit the charter school’s lottery and admissions practices to ensure compliance, including conducting interviews of Founders.

In addition to the foregoing, admissions preference will be given first to residents of the District. During any period of funding for the Public Charter Schools Grant Program, this admissions preference will be given a 2:1 weighting factor or as otherwise agreed upon with the District during the single weighted public drawing.

No other admissions exemptions or preferences will be assigned. The Metro Charter School Board may review and revise this preference policy as necessary for the well-being of the school.

ADMISSION PROCESS AND OPEN ENROLLMENT

In order to be included in the admissions lottery (if a lottery is necessary), families must submit an application form. A copy of the draft Admission Application Form may be found in Appendix E. Application materials will be made available in English and Spanish. The enrollment period will be advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the school’s website. Metro Charter School also will attempt to advertise through local media as the school’s budget permits.

Open enrollment will occur beginning November 1 each year and continue through the last Friday of March of the same year. All interested families will be required to submit a completed Admissions Application Form directly to the school before 4:30 p.m. on the date of the annual deadline, which will be

clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the school. Submitted Admission Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt. Families who apply after the enrollment deadline will be added to the wait list in the order the applications are received.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline the school will hold a single public random lottery to determine enrollment for the impacted grade level. In the event that the school has not received sufficient enrollment forms to fill to capacity, the enrollment period may be extended beyond the March deadline. In the case of an extended deadline for open enrollment, the date for the public random drawing, if required, may also be extended accordingly. All families who have applied for admission will be advised by email or phone of any changes to the date and time for the public random drawing.

PUBLIC RANDOM DRAWING PROCEDURES

As stated, should the number of pupils who wish to attend the charter school exceed the school's capacity, then admission will be determined by a public random drawing in accordance with Education Code § 47605(d)(2)(B). Lottery rules and deadlines will be communicated via the Admissions Application Form, flyers/posters, and the Metro Charter School website. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

The Metro Charter School Principal and at least one other school employee will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed. Explanation also will be provided to ensure that parents/guardians understand that the lottery numbers are just one step of the process, and that the school must also calculate spaces for those who are exempt from the lottery (e.g., currently enrolled students and siblings) or have sibling preference.

The Metro Charter School lottery will occur during the month of April each year following the close of the open enrollment period. The lottery will be conducted at a time that is convenient for a majority of interested parties and will be open to the public. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The school will choose a date and time for the lottery (either on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site if the school facility can accommodate all interested parties. Metro Charter School will invite respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

Admissions Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the school's main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

Students who are offered spots will be asked to complete an Enrollment Packet (see draft in Appendix E) to secure their spot. Metro Charter School staff will be available to assist families in completing this paperwork if needed.

WAIT LIST

The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted in the order of the wait list and typically will be given 48 hours to decide whether or not to accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until Metro Charter School's admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

McKinney-Vento Homeless Assistance Act LAUSD-REQUIRED LANGUAGE

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. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

NO CHILD LEFT BEHIND

Metro Charter School will adhere to all admission and enrollment provisions of No Child Left Behind (NCLB) pertaining to Public School Choice and other legal requirements.

ELEMENT 9: FINANCIAL AUDITS

“THE MANNER IN WHICH ANNUAL, INDEPENDENT, FINANCIAL AUDITS SHALL BE CONDUCTED, WHICH SHALL EMPLOY GENERALLY ACCEPTED ACCOUNTING PRINCIPLES, AND THE MANNER IN WHICH AUDIT EXCEPTIONS AND DEFICIENCIES SHALL BE RESOLVED TO THE SATISFACTION OF THE CHARTERING AUTHORITY.” CA ED. CODE § 47605(B)(5)(I)

BUDGETS

Each spring Metro Charter School will establish an annual budget, monthly cash flow projections, and a three-year financial projection. The Principal will prepare the budget in collaboration with the Business Manager and ExEd, and work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year and will also include ample reserves to accommodate cash flow challenges. At this time, a number of contingency budgets will be prepared to provide a framework in the case of an unexpected increase in expenses or cut in revenue. The budget development process will begin in March of the preceding fiscal year and continue through the Governor’s May revisions of the State budget. The budget and three-year projections will then be presented to the Metro Charter School Board of Directors for discussion and approval.

The Principal and Finance Committee will review monthly cash flow statements and will present comprehensive budget updates to the Board at least four times each fiscal year. The Principal and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. The Metro Charter School Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls. Metro Charter School’s first year operational budget, as well as cash flow and financial projections for the first five years can be found in Appendix F.

BUSINESS MANAGEMENT

As noted in Element 5, above, the Principal of Metro Charter School will have ultimate responsibility for financial matters at the school under the policies adopted by and oversight provided by the school’s Board of Directors. The Principal will supervise the Business Manager, who will manage the day-to-day financial operations of the school in collaboration with ExED, a non-profit provider of charter school business management services, for back office support. The school selected ExED based on its experience, comparative cost analysis with organizations that offer similar services, and strong reputation.

Metro Charter School and ExED, the contracted business services provider, will employ all Generally Accepted Accounting Principles (GAAP).

District Oversight Costs LAUSD-REQUIRED 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 LAUSD-REQUIRED LANGUAGE

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services LAUSD-REQUIRED 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-REQUIRED 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 the Charter School's financial information,*
- *The Charter School's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The Charter School's enrollment process,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

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

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

ELEMENT 10: STUDENT SUSPENSION AND EXPULSION PROCEDURES

"PROCEDURES BY WHICH PUPILS CAN BE SUSPENDED OR EXPELLED." CA ED. CODE § 47605(B)(5)(J).

LAUSD-REQUIRED LANGUAGE

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 be responsible for 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 Special Education Service Center.

Charter School shall document the alternatives to suspension and expulsion the Charter School utilizes 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 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 and documentation that the Charter School's policies and procedures were followed*
- student's current educational placement*
- copy of parental notice of 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; and*
- 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 student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Outcome Data LAUSD-REQUIRED LANGUAGE

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 LAUSD-REQUIRED LANGUAGE

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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission LAUSD-REQUIRED LANGUAGE

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 and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement LAUSD-REQUIRED LANGUAGE

The Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Special Education Students LAUSD-REQUIRED LANGUAGE

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, the Charter School 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 School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

Gun Free Schools Act LAUSD-REQUIRED LANGUAGE

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

DISCIPLINE POLICY

Metro Charter School will strive to develop and maintain a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. Expectations for appropriate behavior will be clearly articulated to students and families during orientation meetings and will be provided as written policy in a Family Handbook.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Family Handbook which is sent to each student at the beginning of the school year. The school leaders shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Metro has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Metro will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Metro has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Any student who engages in repeated violations of the school's behavioral expectations, or a single severe infraction, will be required to attend a meeting with the school's staff and the student's parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Metro Charter School is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity

CAUSE FOR SUSPENSION AND EXPULSION

City's Principal bears primary responsibility for overseeing all student discipline. The Principal has the authority to suspend students.

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.
- Violation of the Federal Guns Free School Act

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.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

PROCESS FOR SUSPENSION AND/OR EXPULSION

Step 1: Informal Conference

Suspension shall be preceded by an informal conference conducted by the Principal and/or Assistant Principal, with the student and the student's parents. The conference may be omitted if the Principal and/or Assistant Principal determine 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 a conference, the parents will be notified of the suspension and a conference will be conducted as soon as practicable.

Step 2: Notice to Parents

Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, a school employee shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. 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 confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

Step 3: Determination of Length of Suspension

The length of the suspension will be determined by the Principal and/or Assistant Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 continuous days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the 10th day of suspension. A student may be suspended from school for not more than 20 school days in any school year; this restriction on the number of days of suspension does not apply, however, when the suspension is extended pending an expulsion.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Step 4: Recommendations for Expulsion

If the Principal and/or Assistant Principal recommend expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal/Assistant Principal upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Principal and/or Assistant Principal find that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- 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

Step 5: Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days after the Principal and/or Assistant Principal determines that an act subject to expulsion has occurred. The hearing may be presided over by the governing Board or an administrative panel (of other local school charter leaders) appointed by the Board. A Facts and Findings document will be prepared to summarize the evidence adduced at the hearing to substantiate the expulsion decision.

Written notice of the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation

- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student

Upon expulsion, written notice will be sent by the Principal or Assistant Principal to the parents of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student's status with Metro Charter School.

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

If the decision is not to expel, the student will return to classes at Metro Charter School.

APPEAL OF SUSPENSION OR EXPULSION

Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion.

The suspension of a student will be at the discretion of the Principal and/or Assistant Principal or their designee. A suspension appeal may be made to the Principal or Assistant Principal within the term of the suspension. Following due consideration, a decision by the Principal and/or Assistant Principal regarding student suspension will be considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to the Principal and/or Assistant Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 10 working days). The appeal will be considered by a fair and impartial panel, selected by the Metro Charter Schools Board. For a student who is not reinstated upon appeal, the family will be sent written notification of such, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the panel of representatives of the Board will be final.

ELEMENT 11: RETIREMENT PROGRAMS

“THE MANNER BY WHICH STAFF MEMBERS OF THE CHARTER SCHOOL WILL BE COVERED BY THE STATE TEACHERS’ RETIREMENT SYSTEM, THE PUBLIC EMPLOYEES’ RETIREMENT SYSTEM, OR FEDERAL SOCIAL SECURITY.” CA ED. CODE § 47605(B)(5)(K).

RETIREMENT BENEFITS

Metro Charter’s Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). Non-certificated employees will participate in the federal Social Security system in accordance with applicable law. Metro Charter plans to have its teachers participate in the State Teachers’ Retirement System (or a similar program) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems. If the school should opt to participate in the State Teachers’ Retirement System (STRS), or any other systems, Metro Charter shall work directly with Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and Metro Charter will be forwarded to the STRS Fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS. For full-time certificated employees who participate in STRS, employees will contribute the required percentage (currently 8.0% of salary), and Metro Charter School will contribute the employer’s portion (currently 8.25%) required by STRS.

OVERSIGHT OF BENEFITS

Metro Charter has contracted with ExEd to handle our payroll and accounting services. The Business Manager will be responsible for ensuring appropriate arrangements for coverage have been made. The Board of Directors may, in its discretion, contract with another qualified provider of payroll and accounting services.

EMPLOYEE POLICIES

Employee Policies relating to the terms and conditions of employment are included in Element 13, and Appendix C: [DRAFT] Employee Handbook.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"THE PUBLIC SCHOOL ATTENDANCE ALTERNATIVES FOR PUPILS RESIDING WITHIN THE SCHOOL DISTRICT WHO CHOOSE NOT TO ATTEND CHARTER SCHOOLS." CA ED. CODE § 47605(B)(5)(L).

LAUSD-REQUIRED LANGUAGE

Pupils who choose not to attend Metro Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

"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." CA ED. CODE § 47605(B)(5)(M).

LAUSD-REQUIRED LANGUAGE

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.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

"THE PROCEDURES TO BE FOLLOWED BY THE CHARTER SCHOOL AND THE ENTITY GRANTING THE CHARTER TO RESOLVE DISPUTES RELATING TO PROVISIONS OF THE CHARTER." CA ED. CODE § 47605(B)(5)(N).

LAUSD-REQUIRED LANGUAGE

The staff and governing board members of Metro Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Metro Charter School, except any controversy or claim that is in any way related to revocation of this Charter, ("Dispute") pursuant to the terms of this Element 14.

Any Dispute between the District and Metro Charter School shall be resolved in accordance with the procedures set forth below:

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

*To Charter School:
c/o School Director*

*Metro Charter School
Mike McGalliard, Board President
330 W. 11th Street, Suite 405
Los Angeles, CA 90015*

*To Director of Charter Schools: Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017*

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

ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING

“A DECLARATION WHETHER OR NOT THE CHARTER SCHOOL SHALL BE DEEMED THE EXCLUSIVE PUBLIC SCHOOL EMPLOYER OF THE EMPLOYEES OF THE CHARTER SCHOOL FOR THE PURPOSES OF THE EDUCATIONAL EMPLOYMENT RELATIONS ACT (CHAPTER 10.7 (COMMENCING WITH § 3540) OF DIVISION 4 OF TITLE 1 OF THE GOVERNMENT CODE).” CA ED. CODE § 47605(B)(5)(O).

LAUSD-REQUIRED LANGUAGE

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

ELEMENT 16: CHARTER SCHOOL CLOSURE

“A DESCRIPTION OF THE PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSURES. 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.” CA ED. CODE § 47605(B)(5)(P).

CHARTER TERM

Metro Charter School seeks a five-year charter from the District, from July 1, 2013 through June 30, 2018. Metro Charter School will submit a petition for renewal of the charter term by the fall of 2017, in accordance with applicable District policies and applicable laws.

Revocation LAUSD-REQUIRED LANGUAGE

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

- *Metro Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.*
- *Metro Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.*
- *Metro Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- *Metro Charter School 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 Metro Charter School in writing of the specific violation, and give the Metro Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action LAUSD-REQUIRED LANGUAGE

The decision to close Metro Charter School either by the Metro Charter School 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-REQUIRED 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 Metro Charter School will be issued by Metro Charter School 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 Metro Charter School 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 Metro Charter School 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 Metro Charter School 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 child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.*
3. *Information on student completion of college entrance requirements for all high school students affected by the closure*

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

Metro Charter School 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 and behavior records 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 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 overpayment 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.

Metro Charter 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 Metro Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Metro Charter School will be the responsibility of the Metro Charter School and not LAUSD. Metro Charter School understands and acknowledges that Metro Charter School will cover the outstanding debts or liabilities of Metro Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Metro Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will

be returned to the District SELPA or the SELPA in which the Metro Charter School participates, and other categorical funds will be returned to the source of funds.

Metro Charter School 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 Metro Charter School 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 Metro Charter School 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 [Charter School's] right to operate as a Charter School or cause Metro Charter School to cease operation. Metro Charter School 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-REQUIRED LANGUAGE

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 shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).*

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