Petition Submitted to the
Los Angeles Unified School District
Charter Schools Division
333 South Beaudry Avenue
Los Angeles, CA 90017

Renewal Petition for a Five Year Term (2015 - 2020), Submitted: October 8, 2014

Citizens of the World Charter School Hollywood
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Los Angeles, CA 90028
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ASSURANCES AND AFFIRMATIONS

Citizens of the World Charter (also referred to herein as “CWCH” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil 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. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1: EDUCATIONAL PROGRAM

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

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(b)(5)(A)(ii).

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION
If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

**ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) 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 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), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**

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 LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and 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 Ed. 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 commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to 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 had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have 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.

**Modified Consent Decree Requirements**
All charter schools approved by the 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 the 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 MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s ("OIM") required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

1. General Information

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Jana Reed, Chief of Schools</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>1316 N Bronson Ave., Los Angeles, CA 90028</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>(323) 454-2220</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>1316 N Bronson Ave., Los Angeles, CA 90028</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>District 4</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>West</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>K-8</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>480</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>K-6</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>July 1, 2015</td>
</tr>
</tbody>
</table>
Community Need for Charter School

The mission of Citizens of the World Hollywood (CWCH) is to impact and expand the conversation about what an excellent education contains, requires and accomplishes. It is our mission to serve a highly diverse student population in terms of culture, ethnicity, and socio-economic status in the heart of Hollywood.

We believe that in today’s society, children grow into strong critical and creative thinkers when they have the opportunity to learn alongside others with diverse backgrounds and perspectives. Kids can only reach this potential by learning to manage themselves while thoughtfully and productively working with others across differences to better understand the broader world. We are proud to be the first national school network in the country that focuses on educating economically and racially diverse students. CWCH represents the diverse makeup of the communities served.

We also believe that while our world and communities have changed, many of our schools have not, rendering even the “best” ones today obsolete. Both our instructional approach and our school composition address the needs of the 21st century and beyond.

2. School Performance Over the Last Four Years

Academic Performance Data and Other Absolute and Comparative Performance Indicators

In the last four years of the current charter term, CWCH has demonstrated consistently high academic achievement evidencing that it has and will continue to meet the needs of the community it serves. CWCH provides a compelling option for families seeking quality schools in the Los Angeles community by providing a constructivist educational program, individualized and differentiated instruction, in-depth social emotional learning, high degrees of parent engagement, and a student population that is uniquely diverse.
According to California law, charter schools must meet at least one of four minimum criteria prior to receiving a charter renewal. Based on our record of performance, Citizens of the World Charter School Hollywood exceeds this standard for renewal under the California Education Code section 47607(b):

**Criterion 1:** For the years for which there is standardized test data, CWCH attained all of its school-wide and group Academic Performance Index (API) growth targets.

In the second year of operation, in 2012, CWCH achieved an API of 928, while in its third year of operation, in 2013, an API of 912. From the 912 API score in 2013, CWCH scored 162 points higher than average API score for the Los Angeles Unified School District. Additionally, the 912 API score is 128 points higher than the average score of 784 for the 14 local LAUSD and charter schools noted in Section 3. The average score for the six local LAUSD elementary schools is 786, 126 points lower than CWCH's API. (cde.ca.gov/Dataquest)

**Criterion 2:** In the three most recent years available, CWCH has achieved the highest possible statewide decile ranks of “9” or “10.” Specifically, CWCH ranked in deciles 9 in 2013 and 10 in 2012. (cde.ca.gov/Dataquest)

**Criterion 3:** CWCH ranked in deciles 9 to 10, inclusive, on the API for demographically comparable schools in the prior year and in two of the last three years.

CWCH achieved a 2013 similar schools rank of “9,” the most recent ranking that is available; our 2012 ranking was a “10.” CWCH achieved a 2013 similar schools rank of “10” (no rankings for CWCH were available in years 2012 due to insufficient data / statistically insignificant sample size).

**Criterion 4:** CWCH’s academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. As demonstrated by the following chart, CWCH’s ELA and Math proficiency as measured by the CST is far higher than surrounding local LAUSD elementary schools, Hollywood Primary Center, Grant, Vine, Valley View, Cheremoya and Selma, whose average score is noted as “Local LAUSD” in the table below:

<table>
<thead>
<tr>
<th>School Year</th>
<th>API Score</th>
<th>% Students Proficient and Advanced</th>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CWCH</td>
<td>Local LAUSD*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>912</td>
<td>786</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>85</td>
<td>54</td>
<td>78</td>
<td>51</td>
</tr>
</tbody>
</table>
In addition, CWCH students have consistently outperformed their peers in LAUSD in the subgroups of English Language Learners and socioeconomically disadvantaged students since the school opened four years ago, proving that students from all backgrounds can succeed academically. The tables below show data from all student subgroups based on the 2012-13 CST.

### English Language Learner Subgroup (2012-13)

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>LAUSD</td>
</tr>
<tr>
<td>77%</td>
<td>45%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>LAUSD</td>
</tr>
<tr>
<td>72%</td>
<td>32%</td>
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</table>

### Socioeconomically Disadvantaged Subgroup (2012-13)

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>LAUSD</td>
</tr>
<tr>
<td>72%</td>
<td>51%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>LAUSD</td>
</tr>
<tr>
<td>65%</td>
<td>44%</td>
</tr>
</tbody>
</table>

### Student with Disabilities Subgroup (2012-13)

<table>
<thead>
<tr>
<th>Math</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>LAUSD</td>
</tr>
<tr>
<td>62%</td>
<td>34%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>LAUSD</td>
</tr>
<tr>
<td>39%</td>
<td>29%</td>
</tr>
</tbody>
</table>

### Caucasian Subgroup (2012-13)

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>LAUSD</td>
</tr>
<tr>
<td>98%</td>
<td>78%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>LAUSD</td>
</tr>
<tr>
<td>86%</td>
<td>77%</td>
</tr>
</tbody>
</table>

### Hispanic/Latino Subgroup (2012-13)

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>LAUSD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>LAUSD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>LAUSD</td>
</tr>
<tr>
<td>86%</td>
<td>77%</td>
</tr>
<tr>
<td>CWCH</td>
<td>LAUSD</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>65%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**African-American Subgroup (2012-13)**

Percent of Students Proficient and Advanced

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th></th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>64%</td>
<td>LAUSD</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CWCH</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LAUSD</td>
<td>43%</td>
</tr>
</tbody>
</table>

**Asian Subgroup (2012-13)**

Percent of Students Proficient and Advanced

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th></th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH</td>
<td>96%</td>
<td>LAUSD</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CWCH</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LAUSD</td>
<td>81%</td>
</tr>
</tbody>
</table>

Based on our high achievement over the past five years, CWCH earned a high ranking of “Achieving” on LAUSD’s School Performance Framework (SPF). In comparison, only 2 of the 10 local LAUSD K-12 schools were ranked as “Achieving.”

**Success of the Innovative Features of the Educational Program**

CWCH provides a socio-economically, culturally and racially diverse community of students with an exceptional public education. We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit.

Three interrelated tenets have helped us achieve excellence and build an innovative educational program:

- **Diversity:** We strive to have a racially and socioeconomically diverse community of learners.
- **Academic Excellence:** We strive to create an academically rigorous and innovative experience for each of our students every day.
- **Community:** We aim to build a true school community in which all members – students, teachers, families, and community partners – not only have the opportunity to participate, but also feel welcome to actively engage in school life.
These three tenets drive the work we do at every level and are the basis for the success of the innovative features of our educational program:

**Challenging, constructivist-based curriculum that inspires critical thinking, creativity and a passion for learning:** Our curriculum is grounded in rich educational theories of constructivism and realized through evidenced-based instructional practices, which serve as the means for each and every child to meet and exceed those standards. We aim to innovate by encouraging the use of diverse teaching methods. Accordingly, our school embraces a rigorous yet highly student-centered, constructivist, project-based approach to teaching and learning in which the core instructional practices of project-based learning and balanced literacy are enhanced by teachers’ rich repertoire of instructional strategies.

- **Constructivism:** As constructivism is a theory about learning (and not a description of teaching), no cookbook teaching style of instructional techniques can be abstracted from the theory and proposed as a constructivist approach to teaching. To this end, we have built interactive, dynamic classrooms in which critical thinking and creativity thrive alongside standards and academic benchmarks. We work to build classrooms in which students can build the skills they need to participate thoughtfully and effectively in our democracy in the years ahead. We structure learning to build on what students already know and support them in revising and refining their understanding as they work toward mastery. In addition to content knowledge, our students engage in learning processes that develop conceptual understanding and self-knowledge.

- **Project-Based Learning/Teaching for Understanding:** CWCH schools define project-based learning as a curricular and pedagogical strategy that organizes students’ mastery of state standards in the core academic disciplines around projects. Grade-level teams of teachers develop integrated project-based learning units for science and social studies. In creating its instructional project-based learning units, CWCH relies on Teaching for Understanding, an educational pedagogy that uses the following four questions as a foundation for its framework: *What topics are worth understanding? What features of these topics need to be understood? How can we foster understanding? How can we tell what students understand?* These same guidelines can be applied to teaching at all grade levels, even through higher education, and will continue to guide CWCH’s work through middle school. As reflective learners, children connect what they have learned to their own lives. Rather than studying mathematics, and then separately studying science, and then separately studying language arts standards, project-based learning integrates the skills and knowledge attainment through meaningful scenarios and around compelling and engaging topics. Thoughtful questions and activities help children synthesize their new knowledge and apply it to novel situations. Thematically integrated project-based units are often a highlight for students and are engaging opportunities for them to develop high level critical thinking in a creative hands on way. As part
of that, these units provide students with multiple ways to approach material, to participate and demonstrate learning. While this has been core to our model since we opened in 2010, we believe these units are further proof of our ability to execute the teaching and application of more critical-thinking based Common Core standards.

- **Balanced Literacy**: CWCH implements a balanced literacy program. Balanced literacy is an instructional approach that integrates a set of methods for teaching reading and writing. Teachers structure these instructional strategies according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student.

- **Data-Driven Instruction**: Using data to drive instruction is integral to our program. Using the results to evaluate, inform, and adjust instruction, we ensure that each student meets and exceeds Common Core and state standards while developing a true lifelong passion for learning. Prior to the start of the school year – and throughout the school year – teachers receive training on data analysis. We monitor student progress via ongoing assessment that includes teacher observations of students at work, formative and summative assessments, and project-based work, in addition to standardized assessments. Teachers, supported by school leaders, analyze standardized and classroom-based assessment data. Through this analysis, we identify trends of mastery and difficulty for individuals, groups of students, and the class as a whole. Teachers and school leaders identify skills, concepts, and strategies in need of further instruction. Based on the trends, we determine whether whole class re-teaching, small group intervention, or individual tutoring is the appropriate response.

- **Low Student-to-Teacher Ratio and Workshop-Based Small Group Instruction**: In order to meet each child’s needs and to allow for a variety of small group instructional methods, CWCH provides a staffing structure that provides a low student to teacher ratio. In grades K-5, there is a Lead Teacher and a Teaching Associate. This staffing structure will allow for a variety of small group instructional methods by offering small group instruction by the teacher while a Teaching Associate monitors independent work, partner games, and activities throughout the classroom. All of this results in a rigorous workshop based model that has a high level of small group instruction, differentiation and individualization that allows for meeting the needs of each child. We have embedded standard-based instruction as the foundation and in addition, execute targeted small group instruction to continually challenge students. Since we've opened our doors, CWCH has worked hard to refine the mechanisms and content of such workshop based instruction to ensure our small group work is continually getting more targeted and purposeful. We’ve focused professional development on bringing in curricular specialists to help us toward this end. Further, our staffing structure includes support staff (including special education coordinator, resource specialist, intervention teachers) to meet the needs of every child.
Commitment to socio-economic and racial diversity: Our school is an effective working model of the larger society students will someday join. Now, more than ever, our students need meaningful school experiences that build cross-cultural understanding and tolerance before they enter the global workforce. Just as we prepare our astronauts to embark on journeys in space, our doctors to perform operating procedures, and our armed forces to carry out critical missions, we offer our students the opportunity to simulate and prepare for their broader engagement in a pluralistic, global society by experiencing an educational setting that reflects the broader world. As independent social science research points to, diversity in our student body enriches students’ classroom experiences while also meeting a growing demand for diverse schools among parents, teachers, and students, and offers longer term societal benefits, including greater social cohesion and reduced cultural stereotyping, which is not possible in non-diverse school settings. With these values reinforced and enhanced daily by our instructional design, the excellent education we provide our students builds their capacity to lead in an increasingly diverse marketplace. CWCH has had the opportunity to offer our students and families an incredibly diverse school experience, which is something our community takes great pride in. We firmly believe that this positive CWCH school experience will have invaluable benefit on students individually and on our collective communities, present and future.

Enrollment: CWCH promotes diversity through the enrollment of its students. Since opening in 2010, CWCH has maintained its overall diversity and, in particular, has had an increase of students who meet federal poverty guidelines. Using a weighted preference for families eligible for free or reduced priced lunch within our enrollment lotteries along with significant and varied outreach efforts (e.g. partnering with HeadStart programs and other neighboring organizations), we have increased FRL participation in the school’s annual lottery. This most recent class of Kindergarteners who just enrolled in September 2014 was our most diverse group of students to begin their CWCH journey; more than 45.4% of that grade level are students who qualify for free or reduced price lunch. Our school has consistently served over 50% students of color, nearly 36% of the student population are English Learners and 11-12% students with special needs. With all of these efforts and our refined outreach/enrollment mechanisms to ensure this student population, we are confident in our school’s ability to maintain the targets set forth in our charter to maintain being a uniquely diverse option for families within Los Angeles. We also take pride in and are confident about the invaluable and long-term positive benefit that being in such a diverse school environment provides for our students.

Self-Accountability for the Performance of All Students: CWCH holds itself accountable for the performance of all students who attend our schools. Stakeholders at all levels (teachers, school leaders, and our governing Board) review student performance data that is disaggregated by subgroup. When
gaps arise, we are quick, nimble and focused on modifying the academic or organizational program to address those gaps, as evidenced by the success of our students who qualify for free and reduced lunch, and our English Language Learners. Please see the chart below showing API data on all subgroups at CWC Hollywood from the 2012-13 school year.

- **Focus on community building, social-emotional learning, social-justice curriculum, and a positive school culture:** At CWCH, we've successfully built a true school community in which all members – students, teachers, families, and community partners – not only have the opportunity to participate, but also feel welcome to actively engage in school life. We know all parents want the best for their children and see it as our responsibility to work with families to understand how and where they can best play a part in our school community so that 100% of families are engaged. At CWCH we commit every day to providing a safe and nurturing environment for every child. It is the development of this mutually respectful and caring community that we know to be the crucial foundation for developing connected, capable, and courageous people who believe they really count. Since our opening in 2010, our goal is to educate students who can succeed academically and become a new generation of world citizens that have invaluable leadership, problem-solving, and peacemaking skills. Our low suspension rate is evidence that our mission and the culture that drives that mission are effective. In addition to the time and effort we’ve invested in building community, students also encounter authentic peacemaking, social emotional learning and academic curriculum that reinforces students’ social justice obligation as world citizens.
Community Building and Peacemaking Embedded Throughout Our Weekly Schedule: As indicated in the school schedule, students participate in daily community building activities and weekly Peacemaking sessions. During this time, students are equipped with the knowledge, skills, and tools, within a supportive and nurturing environment, where they can see, experience, and practice positive communication, conflict resolution, and mutual respect. Through a mixture of scaffolded activities, role-playing, direct instruction, and other authentic experiences, students are given the opportunities to use and practice conflict resolution skills and strategies as they build community in their classroom and in the school. Additional school and classroom practices like Morning Meetings, Closing Circles, Councils, Peace Talks, our Junior Coach Peacemaking and Leadership Program, and All School Meetings are all important elements that CWC -Hollywood students experience on a regular basis.

Positive School Culture and Discipline Framework: At CWCH, we firmly believe that in order to have a peaceful school where students can feel safe to focus on learning and take risks, a positive school culture is a must. At CWCH, we are endlessly proud and work hard to:

1. Create a welcoming school culture.
2. Hire staff that supports our school’s mission and who work to build the culture we desire.
3. Adopt practices that respond to and respect children’s diverse needs.
4. Implement curriculum that allows students to learn about social and emotional intelligence in addition to core academic subjects.
5. Maintain a safe, organized and clean learning environment.

Our philosophy towards social-emotional education and discipline focuses on responses to misbehavior that are educative and logical while always maintaining the emotional and physical safety for our whole community. To do this, the CWCH team works together to develop behavior expectations and procedures that are consistent with the Positive Discipline Model, in which we use both kindness and firmness to co-create relationships that include both caring and accountability.

Developing Citizenry Through Social Justice Curriculum: A critical component of the education at CWCH is how social justice topics/learning is integrated into our project-based curriculum. Embedded into academic science and social studies units, students are asked to think about and engage in ideas that compel them to think about positive social change. Students put to use what they are learning through the academic curriculum and apply it to topics that ask them to think critically about how society and our planet has evolved for good or bad while asking them to think about how to make the world a better place in the future. As such, we place a particular emphasis on teaching our students that they are citizens of the world, whereby they take interest in and responsibility for their critical roles in the broader social fabric and how they can advocate for equal
opportunity and the dignity of others. For instance, as part of their project based learning, 1st graders learn about the interdependence and biodiversity within ecosystems on our planet while also learning about how humans can reduce their harmful impact on the planet. In 2nd grade, students learn about how Cesar Chavez fought for positive and peaceful change while they learn about agriculture, farming, immigration and economics.

- **Dedication to family involvement and community engagement:** At CWCH, we believe that parental involvement is essential for student academic success. Accordingly, we seek to provide opportunities for parents to feel both welcomed at our school and involved. Additionally, we pay regular attention to ensuring all families have the opportunity to participate, as well as frequently communicate with parents about their child’s and the organization’s progress in addition to information about family education workshops and school community activities. Through structures like a regular convening Family Council, a broad group of volunteer-run committees, parent education nights, coffee with the Principal, weekly bulletins, detailed progress reports and parent-teacher conferences, we not only partner in support of student learning but also strengthen our community by extending the reach of the cross-cultural connections that are also forged in our classrooms to the larger community as well.

**Success of the School’s Educational Program in Meeting the Specific Needs of its Student Population**

CWCH is committed to ensuring all of its students are receiving the personalized support they need and deserve. This occurs in a holistic manner, through the implementation of numerous educational strategies.

- **Innovative and rigorous differentiated learning within project-based units:** In addition to the differentiated instruction that occurs within the core academic subjects (reading, writing and math workshop), students encounter rigorous, creative and joyful learning experiences within their science and social studies blocks. Reflecting on our students’ high achievement, we credit their success to our instructional model. These units contain ongoing assessments designed to monitor students’ developing understanding and based on which teachers adjust accordingly. At CWCH, we use an adapted version of the Teaching for Understanding Framework developed at Harvard University to create integrated science and social studies units that not only embed standards (Common Core State Standards (CCSS) and CA state) but are delivered in a hands-on constructivist manner. Embedded within these project-based units are hands-on activities that require students to apply their academic skills and understanding of a topic in a multitude of ways. These units prompt the kind of high-level critical thinking that we know to be essential when developing the minds of 21st century learners who can not only succeed on standardized tests but can collaborate and successfully work through multiple aspects of complex analysis and problem solving. Predicated on our school’s firm belief in and value for
students having multiple intelligences and varied ways to convey academic mastery, it is not uncommon to observe students writing and singing songs to express their understanding of the ocean habitat, making physical models of transportation designs they’ve engineered to survive on the planet Mars, or re-enacting the complex and difficult decisions that were made by populations who had newly immigrated to California in the 1800’s to better understand historical perspective-taking. These are just mere examples of how innovation and academic rigor combine to create hands-on experiences where students can creatively access their multiple intelligences to understand complex topics and demonstrate success in school. Not only do we see these projects as ways to make learning fun but appreciate them as authentic and rigorous experiences that differentiate learning and engage our students in a novel way. Additionally, while our science and social-studies based curriculum embeds the necessary grade-level standards and high expectations of learning for all students, the projects included in these units are open-ended enough that afford students who are high achieving to take them to the next and higher levels of sophistication. If all students in a 2nd grade class are required to invent and make a new machine based on the principles of physics they have learned in a unit on simple machines, a high achieving student has the ability to not only create a more complex design but can write with greater detail and length to describe the engineering process and design principles of their invention. At CWCH, teachers have a detailed understanding of their students’ academic development and capabilities – all of which provides our teachers with the keen sense of how to push each student specifically to ensure that our hands-on projects are not only creative but are full of differentiated and rigorous ways for all students to push themselves as thinkers.

**Differentiated learning within workshop-based classrooms:** In addition to project based learning, it is the daily, targeted and rigorous workshop based instruction that allows us to deliver an education program that has high impact on student achievement. This practices provides instruction that is geared toward students’ particular needs, level, pacing, and approach. It is within our small group structure that teachers have the flexibility to refine what they are targeting in such groups to meet their needs and move each student to the next level across subjects. In addition to the full battery of summative assessments we conduct quarterly, our teachers collect daily anecdotal evidence that capture students’ ongoing work. Based on that daily source of information, teachers make dynamic decisions regarding what the focus of small group instruction should be the next day and if groups need to re-configured in any way to best meet the needs of the students in their class.

**Board and CWCH Commitment to Monitoring Student Achievement:** The Citizens of the World Los Angeles Board of Directors has institutionalized several practices that drive data-driven decision-making across all levels of the organization. Since our start in 2010, our Board has required that school leaders report on every Citizens of the World organizational goal (presented in a dashboard format). These monthly reports include a status on goals that relate not only to academic
achievement but community and fiscal goals and benchmarks as well. Additionally, the Academic Committee of the CWCLA Board meets with the school Principals to review the achievement data summarized in the academic portions of our performance dashboard. The Academic Committee of our Board serves as a body that goes more in depth to understand both formative and summative assessments, which are collected quarterly at Citizens of the World Hollywood. There rich conversations ensue related to internal and standardized assessment data in reading, writing, assessment, and math. This data is disaggregated by subgroup, performance band, and grade level. The Board monitors students’ progress towards defined achievement targets for each part of the school year cycle, and, most importantly, school leaders report actions to be taken in response to the data trends. As a result of these practices, the CWCLA Board has set the routine of talking about important matters such as student achievement on a regular basis and, because of such, can authentically understand how CWCH is doing towards each of our important organizational goals. In addition to our schools close working relationship with our governing Board, CWCH is proud to be a part of the CWC Los Angeles Schools region. CWC Los Angeles Schools, as a separate nonprofit entity, has provided CWCH access to national resources and knowledge to supplement our work. This has ensured that, while nearly all decisions affecting students are made at the local CWCH school level, our school is part of a network that adheres to the same fundamental CWC Schools values: all students performing at high levels, children of all backgrounds learning together, and community building. The CWC Los Angeles regional team has provided specific tools, support and consultation in the area of assessment, professional development and strategic growth. While each Citizens of the World school may look different to varying degrees, being a part of this mission-aligned regional network has afforded CWCH a great deal of support since our founding in 2010. For the leadership of CWCH it has been invaluable to be a part of a larger network of like-minded and invested school leaders (both in Los Angeles and across country) who are equally committed to providing students with an innovative and rigorous CWCH experience. Being a part of a regional team has not only created a collective, but has strengthened our work and sharpened CWCH’s ability to impact student achievement.

Areas of Challenge the School Has Experienced and How They Will Be Improved in the New Charter Term

At CWCH, we are a team of continual learners, constantly driving to ensure we are providing the best educational experience for our students, day in and day out. A number of areas that we are focused on developing in the coming year follow

- **Further professional development and curricular resources for English Language Learners**: A core part of CWCH’s mission is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. CWCH’s complies with federal, state, and district mandates regarding ELL education, re-designation of ELL students, and equal access to the curriculum for English language learners. Per the English
Language Master Plan that we’ve developed, teachers are trained in a variety of instructional techniques that are used specifically with ELL students. Historically, CWCH has been most focused on the Specially Designed Academic Instruction in English (SDAIE) and Project GLAD frameworks and models of instruction for English Language Development. While both of these, in particular Project GLAD, have been impactful resources in our first years as a school, more recently, we’ve been focused on bringing in additional approaches for our teachers. Specifically, in the 2014-15 school year, we’ve begun a series of professional development related to the Sheltered Instruction Observation Protocol (SIOP) Model. This is a research-based and validated instructional model that has proven effective in addressing the academic needs of English Language Learners throughout the United States. In addition to that, we have begun to harness new curricular resources to meet the needs of students across different subjects. With these steps and further small group instructional methods to target instruction for English Language Learners, we feel confident in our ability to become more adept in supporting these members of our student community. To this end, we are also creating more translated opportunities and parent educations efforts aimed exclusively for families where English is a second language.

- **Equitably engaging our increasingly diverse school population:** CWCH aims to refine its efforts to meet the needs of all students and families, in particular those who qualify for free and reduced lunch. CWCH has enrolled an increasingly diverse class of kindergarteners in the past two years. With both our targeted outreach and our policy of prioritizing students eligible to receive Free/Reduced Price Lunch in our lottery, we are ensuring that CWCH exceeds our demographic targets and reflects, to an even greater degree, the socio economic diversity of the surrounding neighborhoods and our larger community. With that, we are always refining our outreach strategies and ability to have such outreach happen yearlong rather than intensifying in the few months prior to our lottery every year. We are always developing new partnerships with community organizations and will continue to further strengthen our ability to achieve the above. After the point when students who qualify for free and reduced price lunch have enrolled at our school, CWCH aims to add more sophisticated layers to engage these students and their families. In addition to the mention above, our CWCH team has begun to implement additional aspects of our parent education/engagement efforts this year for all of our families. Our focus is to develop more events that are accessible and relevant for all of our families, including families for whom English is not their primary language. We hold family events throughout the year and strive to be thoughtful about the content of events to provide instructional tools for parents while building community. With efforts that have already begun, we are determined to make sure that all families at our school can access this great information and experiences and believe that engaging all families ultimately supports and benefits the achievement of our students too.
Further development of our Special Education program to support students with IEP’s: Supporting students with IEP’s and making sure our SPED program is as robust as possible is a targeted area of growth for our school. The proficiency levels of our SPED students during the academic year, 2013-2014 did not meet our goals. Therefore, we made changes to the program for the 2014-2015 School Year. Based on the academic proficiencies of our students who have an Individualized Education Plan (IEP) and who receive Special Education services, we have taken steps to address the needs of these students. Specifically, listed below are bullet points that address what we are doing this school year to address this area:

- CWC has increased staffing for our Special Education program and now has two full time Resource Specialist/Intervention Teachers. In previous years we either contracted out for such services or, in the 2013-2014 school year, had 1.25 FTEs in the program. We are excited about this broader reaching and more robust SPED team to support all of our students with IEP’s.
- The two full-time RSP teachers not only make a bigger team but one that will be able to more closely monitor the group of students they are servicing. Our larger SPED team will also be able to work more closely with our Teachers and Teaching Associate’s to make sure there is the tightest feedback loop possible with all people who support students with IEP’s.
- CWCH will use our rigorous suite of assessments and mechanisms for analyzing academic subgroup data to track how students with IEP’s are progressing towards a mastery of all Common Core State Standards.
- For our lowest students, Resource Specialist teachers along with Teachers and Teaching Associates use more direct instruction intervention approaches that are more explicit and targeted to make sure these students master the necessary skills and standards to close their learning gaps as quickly as possible. This takes the form of small group instruction and 1:1 intervention from the Lead Teacher and Teaching Associate. These students receive this targeted instruction (modified per their IEP) within their regular class in addition to the push in or pull out services they receive from the RSP team.
- In the initial part of the 2014-2015 school year, we have focused on creating a stronger and clearer Response to Intervention, a tiered system for identifying students who might need additional support. We have also worked to clarify and make stronger our Student Support Team mechanism, which meets to discuss how students are doing and what they might need academically and otherwise. These more substantial systems will help to identify students who need support as early as possible in their educational career at CWC so that we can close gaps that appear as quickly as possible.
- CWCH has and will continue to dedicate a portion of staff meeting time to training teachers on this newer tiered system for supporting all students within the classroom and in concert with our intervention team. Throughout the year, we will be doing more professional development
trainings too so that teachers will have more tools and strategies to support students with IEP's who have anywhere from moderate to more significant challenges academically.

- Given that some of our students with IEP’s who are not performing at grade level standards are also English Learners, CWCH’s yearlong efforts to focus on supporting these learners more will also extend to a number of our students who have IEP’s.
- We are also in our second year of our after school Radical Readers intervention program. For students that are performing below proficiency levels and have IEP’s, this intervention program will be offered as an extended day opportunity to provide additional targeted instruction to students in the area of reading.

- **Cultivating new and more formalized leadership opportunities for staff:** At CWCH, we have high standards of performance for ourselves. While we credit these high expectations with our high levels of academic performance in our first years, we are rarely satisfied and continually focused on what we need to do in order to achieve our mission and educational model to even greater degrees. There are always new aspects of our program that we aim to add and elements of our existing program that we hope to make better. In addition, our school has grown tremendously since our first year and our administrative/instructional leadership team now supports a much larger number of students and teachers. Within our growing school, we have learned that in addition to attracting and retaining staff that are invested in our model and willing to work hard on behalf of it, we have needed to develop a more systemized and formal approach to engage staff in leadership and decision-making roles that are connected to the development of our larger program outside of any one single classroom. To do this, we have focused on creating new leadership roles for staff in the ’14-’15 school year that are aimed to target a specific organizational goals, which include cultivating a broader sense of distributive leadership amongst our instructional staff. As examples, we have two new coordinator roles this year that were made available to our teaching staff: Professional Development Coordinator and Parent Education Coordinator. In connection to the areas of program improvement that have already been cited, we developed these roles specifically to involve teaching staff to share in the decision-making and input process with school leadership as it relates to equitably engaging all families at CWCH and developing further ways to support teaching and learning at our school. Via these roles, we look forward to building capacity among our talented staff while also creating new avenues for our teachers to invest in the success of the Citizens of the World model.

3. **Surrounding Schools Demographic and Performance Data**

Out of the thirteen nearby schools to CWC- Hollywood:
• 3 of the 13 schools met their 2013 Subgroup Growth API Targets;
• 6 of the 13 schools achieved a 2013 API Statewide ranking of “6” or above; and
• 9 of the 13 schools were under “Watch” or “Service & Support,” according to School Performance Framework Classification.

**SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA**

*(Source: Data Quest - http://DQ.cde.ca.gov/dataquest)*
| LAUSD Schools          | # of Students [YEAR] | % Students Eligible for PRL | % of SPED Students | % of English Learners | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | [YEAR] Growth API | Met School-wide Growth Target? | Met Subgroup Growth Target? | [YEARS SPAN] API 3 Year Average | [YEAR] API Statewide Rank | [YEAR] API Similar Schools Rank | School Performance Framework Classification [SPF] |
|-----------------------|----------------------|-----------------------------|-------------------|----------------------|---------------------|---------------------|---------------------|-----------------|-----------------------------|-----------------------------|---------------------------|-----------------------------|------------------------------------------------|
| Hollywood Primary Center (K-3) | 211 [13-14] | 95% | 13% | 62% | 92% Latino | 5% White | 1% Af. Am. | 2013 | 730 | No | No | 2011-2013 761 | 2013 | 2 | -- | Service & Support |
| Grant Avenue (K-6) | 594 [13-14] | 92% | 12% | 48% | 73% Latino | 13% White | 7% Asian | 2013 | 789 | Yes | Yes | 2011-2013 780 | 2013 | 4 | 2013 | Watch |
| Vine ST (K-6) | 562 [13-14] | 93% | 14% | 50% | 94% Latino | 2% White | 2% Af. Am. | 2013 | 738 | No | No | 2011-2013 746 | 2013 | 2 | 2013 | Watch |
| Valley View (K-6) | 235 [13-14] | 33% | 11% | 8% | 56% Latino | 30% White | 8% Af. Am. | 2013 | 823 | Yes | No | 2011-2013 834 | 2013 | 6 | 2013 | Achieving |
| Cherrymoya (K-6) | 291 [13-14] | 77% | 8% | 32% | 48% Latino | 38% White | 6% | 2013 | 846 | Yes | Yes | 2011-2013 836 | 2013 | 7 | 2013 | Achieving |
| Selma Avenue (K-6) | 206 [13-14] | 91% | 14% | 44% | 83% Latino | 8% White | 5% | 2013 | 791 | No | No | 2011-2013 779 | 2013 | 4 | 2013 | Service & Support |
| La Conte Middle School (6-8) | 889 [13-14] | 92% | 12% | 27% | 82% Latino | 9% White | 3% Af. Am. | 2013 | 765 | Yes | No | 2011-2013 744 | 2013 | 4 | 2013 | Service & Support |
| Bancroft Middle School (6-8) | 867 [13-14] | 90% | 14% | 15% | 81% Latino | 7% White | 6% | 2013 | 772 | No | No | 2011-2013 752 | 2013 | 3 | 2013 | Watch |
| Bernstein High (9-12) | 639 [13-14] | 86% | 4% | 33% | 84% Latino | 5% White | 4% | 2013 | 637 | Yes | No | 2011-2013 621 | 2013 | 1 | 2013 | Watch |
| Hollywood SR High (9-12) | 1,549 [13-14] | 86% | 2% | 11% | 70% Latino | 13% White | 10% Af. Am. | 2013 | 762 | Yes | No | 2011-2013 751 | 2013 | 6 | 2013 | Service & Support |
| Charter Schools | | | | | | | | | | | | | | |
| Santa Monica Biv, Comm Charter (PK-6) | 869 [12-13] | 45% | 13% | 12% | 64% Latino | 3% White | 2% Asian | 2013 | 809 | No Data | No Data | 2011-2013 762 | 2013 | 6 | 2013 | Achieving |
| Larchmont Charter School (K-10) | 1,200 [13-14] | 32% | 12% | 7% | 43% White | 25% Latino | 16% Asian | 2013 | 909 | Yes | Yes | 2011-2013 921 | 2013 | 9 | 2013 | Excelling |
| Magnolia Science Academy #5 (6-8) | 240 [13-14] | 88% | 9% | 20% | 85% Latino | 7% White | 5% | 2013 | 759 | No | No | 2011-2013 724 | 2013 | 7 | 2013 | Watch |

As detailed more fully below, we believe that the remarkable diversity of this community continues to present an opportunity that has not fully been realized in Los Angeles public education. Our City, and indeed our increasingly global economy,
requires that individuals interact collaboratively and cooperatively with people each day who have different perspectives, values and knowledge than their own. Enabling our children from the very beginning of their education to interact with, learn from, and learn with students from different cultures, races, socio-economic backgrounds and more will not only benefit our students, but our community and larger world. This mixed-enrollment benefits all students, perhaps most notably those students who are most “at-risk.” CWCH has proven, and will continue to prove, what can be realized for our community when a high quality school which is a true representation of the neighborhood’s racial and ethnic diversity.

**Student Population to Be Served**

4. Target Student Population

It is our mission and model to serve a highly diverse student population in terms of culture, ethnicity, and socio-economic status. CWCH serves a socioeconomically and ethnically diverse neighborhood in the heart of Hollywood, including zip codes 90028, 90038 and 90068. The school is open to all students, although outreach efforts are focused on the area bordered by La Brea Avenue to the west, Melrose Blvd. to the south, Western Ave. to the to the east, and Mulholland to the north, as well as underserved students in the surrounding areas. A map of the zip codes CWCH targets is below.

These densely populated areas (90028, 90038 and 90068) include a diverse mix of ethnicities, and varied levels of educational attainment for those citizens over the
Most notable on educational attainment levels is the following: 18% of residents have not completed high school, while 35% possess a Bachelor’s degree or higher level graduate degree.

Finally, as demonstrated in the following chart, the socioeconomic makeup of these three zip codes (90028, 90038, 90068) illustrate both extreme poverty and extreme wealth (http://factfinder2.census.gov):
5. Enrollment Roll-out Plan

Citizens of the World Hollywood intends to serve students in grades K-6 starting in 2015, and add grades 7 and 8 subsequently, until full enrollment in 2017. We have intentionally created this staggered expansion schedule to allow us time to establish a solid operational base while recognizing that there is a significant need in this area for a high-quality public middle school option. Therefore, we intend to roll-out in the following manner:

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
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Goals and Philosophies

6. Vision and Mission

The mission of CWCH is to provide a socio-economically, culturally and racially diverse community of students in the heart of Hollywood with an intellectually challenging, experiential learning environment that develops each individual student’s confidence, potential, and individual responsibility as citizens of the world in which we live.
The following four cornerstones of our operation work collaboratively to embody a true "community of learners" in which we all grow from and with one another:

- **Students:** Through our rigorous constructivist, project-based learning environment, students' progress through active learning processes that develop conceptual understanding and self-knowledge. CWCH embraces the diversity of individual student’s skills, and arrays of multiple intelligences, ensuring that children have the opportunity to grow not just in core academic areas, but also in the arts, music, physical education, and social emotional learning. Our standards-based curriculum is continuously tailored to individual needs utilizing data-driven assessments, ensuring that each student and each sub-group meets and exceeds state performance standards and the academic performance of neighboring schools as we help each child develop a true lifelong passion for learning.

- **Teachers:** Our collaborative professional community supports CWCH’s teachers with ample planning time, training, resources, and autonomy. Teachers are able to continually develop their pedagogical skills, collaborate with one another, and create, evaluate, and refine curriculum that best fits their students utilizing a variety of formative, and summative assessments.

- **Families:** CWCH emphasizes the school/home partnership and open communication as integral to the success of our students. All CWCH families are urged to participate actively in the school community as volunteers, valued stakeholders, and participants in regular family education workshops, and school community activities.

- **Community:** At CWCH, we cultivate leadership, independence, self-knowledge, appreciation for different perspectives, and respect, both within, and beyond school walls. Just as we ask the community to support our school so, too, will the school support the community. Social-justice oriented curriculum and service learning, embedded in our project-based units, enable each member of our community of learners to make a real and lasting contribution to the world around us.

In order to provide a high-quality educational program and meet the needs of our students, we have drawn on empirical and academic research, as well as our practical experience as educators and in-depth consultations with school leaders about the practices that have led to their school’s success. In this section, we present the research basis for our academic program. We begin with our definition of an educated person in the 21st century, followed by a description of how learning best occurs, and our practices for developing self-motivated, competent, and lifelong learners. We then discuss the curricular programs and instructional methods we intend to use to implement our academic program. Together, the philosophies presented herein form the foundation for our practices and programmatic elements and are presented more fully in the following sections.
What it Means to be an Educated Person in The 21st Century

We believe an educated person in the 21st century strives to grow in all possible ways. An educated person can work independently and also work within a group, cooperatively at times as member of a group, or at other times as a leader. An educated person thinks creatively and critically and is respectful of this nation’s – and our city’s – remarkable cultural and democratic society. Cognizant of our ties as human beings on the planet, and as individuals in an increasingly digital, fast-paced world, an educated person seeks to be a productive, caring, and responsible citizen of the world.

In the book *The Global Achievement Gap: Why Even Our Best Schools Don’t Teach the New Survival Skills Our Children Need – and What We can Do About It*, Tony Wagner makes the argument that “Schools haven’t changed; the world has. And so our schools are not failing. Rather, they are obsolete—even the ones that score the best on standardized tests.” (2008, p. xxi)

As we seek to prepare students to succeed in the 21st century, we embrace the accountability that accompanies charter schools. We believe that ensuring that students achieve excellent scores on standardized tests and a strong understanding of content standards is a baseline necessity. However, we also acknowledge that:

Rigor that matters most for the twenty-first century is demonstrated mastery of the core competencies for work, citizenship, and life-long learning. Studying academic content is the means of developing competencies, instead of being the goal, as it has been traditionally. In today’s world, it’s no longer how much you know that matters; it’s what you can do with what you know. (Wagner p. 111)

In crafting our understanding of what it means to educate students for the 21st century and its implication for our academic program, we have drawn on Wagner’s definition of what it means to be college, career, and citizenship-ready and the “Seven Survival Skills” that he identified:

1. Critical Thinking & Problem Solving
2. Collaboration Across Networks & Leading by Influence
3. Agility & Adaptability
4. Initiative & Entrepreneurialism
5. Effective Oral & Written Communication
6. Accessing & Analyzing Information
7. Curiosity & Imagination

Technological literacy is integral to several of the skills named above. As an example, *Accessing & Analyzing Information* requires the capacity to “manage an astronomical
amount of information flowing into their work lives on a daily basis" via technology. (p. 36). Determining which sources are most relevant as they seek to integrate multiple sources of information on the same topic is crucial to Critical Thinking and Problem Solving. Effective Written Communication requires students to utilize technology to produce and publish writing.

We have developed our instructional framework with the end goal of laying the foundation so that students graduate from high school equipped not only to survive, but to thrive in the 21st century. First, we have chosen to base our curriculum on the Common Core State Standards (CCSS) because we believe that they more accurately reflect the skills of the future. Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (2010) reports that “...as a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century." The standards are:

1. Research and evidence based;
2. Aligned with college and work expectations;
3. Rigorous; and
4. Internationally benchmarked.

A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society.

We have selected curricular resources that align with the Common Core State Standards in the subjects available (English language arts [ELA] and mathematics). For the subjects that do not, we have chosen curricular programs that both: (1) are specifically aligned with the California State Standards; and (2) are likely to support the development of the 21st century skills articulated in the Common Core State Standards.

Second, we have selected instructional techniques that promote the competencies identified by Wagner and captured in the Common Core State Standards. Several examples are noted below and discussed in more detail later in this section.

- **Balanced literacy**, with its emphasis on authentic reading and writing of text, will support the capacity for effective oral and written communication.
- **Project-based learning** will develop the capacity to collaborate across networks and lead by influence. Students will work in groups with and without identified leaders. In whole class projects, they will work within and across small groups. Within those groups will be other students whose backgrounds are substantially different from their own.
- **The rich repertoire of instructional strategies** that CWCH teachers will employ will require very different responses from students. These demands will prod them to develop agility and adaptability.
In addition, CWCH emphasizes Howard Gardner’s Multiple Intelligence Theory, embracing the notion that an educated person in the 21st Century is one who has developed a broad range of skills and interests across each of Gardner’s eight areas of intelligence.

As Gardner explains: “I believe the human cognitive competence is better described in terms of a set of abilities, talents or mental skills, which I call 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...Intelligences always work in concert, and any sophisticated adult role will involve a melding of several of them.” (Gardner, *Multiple Intelligences: NewHorizons*, 2006)

Gardner has identified eight areas of intelligence:

1. 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 one’s self persuasively or poetically.
2. 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.
3. 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, timber, and mood), both separately and holistically.
4. 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.
5. 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.
6. Interpersonal Intelligence relates to the ability to work cooperatively and to 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.
7. Intrapersonal Intelligence involves the ability to understand oneself; the motivation and focus to study independently; the wisdom to reflect.
8. Naturalist Intelligence 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 Natural Intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

8. How Learning Best Occurs
Learning best occurs when students construct their own understandings, under the guidance of a teacher who offers varying levels of support, as needed, and with the involvement of their families in the education. So we present the following two building blocks of our theory of learning, with a description of our third building block, family involvement:

- **Constructivism**: a theory of learning and knowing.
- **Gradual release of responsibility**: an instructional model that presents a process in which the responsibility is released from the teacher to the student.

**Constructivism**

Constructivism, a psychological theory, was initially based on the research of Jean Piaget and Lev Vygotsky and continues to develop in the work of Jerome Bruner, Howard Gardner, and others. The constructivist approach to learning is further validated by the findings of *How People Learn: Brain, Mind, Experience, and School* (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation.¹

At its most basic, the constructivist theory of learning means that new knowledge must be constructed from existing knowledge. New knowledge is incorporated into one’s existing framework unless that framework is challenged. The children’s book *Fish Is Fish* by Leo Lionni provides a vivid and straightforward illustration of this core idea.

*Fish Is Fish* (Lionni, 1970) described a fish who is keenly interested in learning about what happens on land because it can only breathe in water. It befriends a tadpole who grows into a frog and eventually goes out onto the land. The frog returns to the pond a few weeks later and reports on what he had seen. The frog describes all kinds of things like birds, cows, and people. The books shows pictures of the fish’s representation of each of these descriptions: each is a fish-like form that is slightly adapted to accommodate the frog’s descriptions – people are imagined to be fish that walk on their tailfins, birds are fish with wings, cows are fish with udders. The tale illustrates both the creative opportunities and dangers inherent in the fact that people construct new knowledge based on their current knowledge. (Bransford et al., 1999, p.11)

While the story of *Fish is Fish* appears simple and childlike, the core tenets apply to learning at all levels and ages. Brooks and Brooks emphasize in *The Case for Constructivist Classrooms* (1999) that “[…w]e construct our own understandings of the world in which we live” (p. 4). Those constructions can be misconceptions, incorrect, or incomplete, unless something challenges that construction, forcing the learner to reexamine their understanding. At CWCH, our instructional framework will “allow learners to explore and generate many possibilities, both affirming and contradictory”

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¹ The full text of *How People Learn* is freely available at the website of the National Academies Press (nap.edu).
To be clear, constructivism is a theory of learning and knowing, not a theory of teaching (Fosnot 2005).

A common misconception regarding “constructivist” theories of knowing (that existing knowledge is used to build new knowledge) is that teachers should never tell students anything directly, but instead should always allow them to construct knowledge for themselves. This perspective confuses a theory of pedagogy (teaching) with a theory of knowing. Constructivists assume that all knowledge is constructed from previous knowledge, irrespective of how one is taught – even listening to a lecture involves active attempts to construct new knowledge. (Bransford et al., 1999, p. 11)

How People Learn includes the following two findings concerning children’s development and learning:

Children are problem solvers and, through curiosity, generate questions and problems. Children attempt to solve problems presented to them, and they also seek novel challenges. They persist because success and understanding are motivating in their own right. Children’s natural capabilities require assistance for learning. Children’s early capacities are dependent on catalysts and mediation. Adults play a critical role in promoting children’s curiosity and persistence by directing children’s attention, structuring their experiences, supporting their learning attempts, and regulating the complexity and difficulty of levels of information for them.

CWCH’s teachers will select instructional techniques as needed, guided by constructivist learning theory. Constructivism provides the guiding principles for lessons whether they are in the format of direct instruction, project-based learning, or mathematical problem solving. In the following pages, we present the idea of developing and using a rich repertoire of instructional strategies. While certain methodologies, such as project-based learning and balanced literacy, will be implemented in all classrooms across the school, teachers are not limited to using those techniques. Instead, they are encouraged to develop additional techniques, to draw on, as needed, to support students’ constructions of understanding.

Constructivism calls for learning experiences to be adjusted, beginning with each learner’s level of understanding and guiding students in building on prior knowledge. Our classroom structures are designed to allow for this differentiated instruction. Our low teacher-to-student ratio in the elementary grades allows for flexible grouping during the school day (K-2 class size of 22 students with a teacher and a teaching associate; grade 3-5 classes of 23 students with a teacher and a teaching associate; grade 6-8 classes of 25 students with a teacher). Furthermore, our use of the workshop model and project-based learning provide for substantial independent work time in which teachers can meet with small groups and conference with individual students.

By ensuring that students are given a variety of different means of learning the material
and the opportunity to construct their own understanding, we ensure that all students achieve standards mastery in meaningful ways. Deep understanding of the skills and knowledge presented in the Common Core State Standards will lead to strong performance in a variety of new situations, including state standardized tests. However, the converse is not true. The capacity to perform well on a standardized test does not ensure the capacity to apply that knowledge in novel or real-world situations.

Classroom practices designed to challenge students in transforming their current thinking and student success on tests are [not] inherently contradictory. However, there is much evidence (from NAEP [National Assessment of Educational Progress] and TIMMS [Third International Mathematics and Science Study], to name but two sources) that classroom practices specifically designed to prepare students for tests do not foster new learning that is applied to new settings (Brooks & Brooks, 1999, p. viii).

While we do not believe that test-preparatory instruction (or “classroom practices specifically designed to prepare students for tests” as stated in the quote above) is likely to lead to the ability to apply that learning in an alternate setting, we do recognize the important role that standardized tests play in monitoring instruction.

Furthermore, numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations using standardized tests, including such schools as North Oakland Community Charter School in Oakland and University of Houston Charter School in Texas. These schools and countless others have long demonstrated that when children from socio-economically disadvantaged neighborhoods, including recent immigrants and English language learners, are given the opportunity to attend a school like CWCH, their test scores and self-confidence soar. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O’Neil & Drillings, 1997; Freire, 1995.)

**Gradual Release of Responsibility**

Learning best occurs when the appropriate instructional technique is selected based on the objective to be taught and the needs of the learner. The gradual release of responsibility can provide a useful way of categorizing instructional methods to help students become more independent. In short, this instructional model presents a process in which the responsibility is released from the teacher to the student. It requires that the teacher intentionally transition from owning “all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility” (Duke &

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2 North Oakland Community Charter School had a 2011 Growth API of 901 (Source: http://www.ed-data.k12.ca.us/Pages/Home.aspx - California Department of Education). University of Houston Charter School was rated ‘Exemplary’ in their state school report card (Source: http://ritter.tea.state.tx.us/cgi/sas/broker - Texas Education Agency).
In the gradual release model, teachers offer varying degrees of support to promote student learning. As seen in the upper left of the following graphic, when the teacher offers the most support, the learner control is low. In the bottom right, when the teacher offers the least support, the learner control (and therefore responsibility) is high.

In some cases, a single lesson contains components from multiple levels of gradual release of responsibility. During a workshop, the teacher might teach a mini-lesson to the whole class in which (s)he briefly demonstrates a specific technique (demonstration). Then students are sent off to apply the technique independently to their project (independent practice) and the teaching assistant would observe and assist as needed. The teacher leads a small group for students who are likely to need more support, based on previous assessments. During this lesson, (s)he coaches them in applying the technique to their work (guided practice).

This gradual release may also occur over time. For example, the ultimate goal of reading instruction is independent reading, in which students become adults who select texts and read independently. Knowing that, the teacher can use this framework to structure instruction to release elements of reading to the student over time. Over time, the texts for each type of instruction should become more difficult. As a student becomes a more skilled reader, (s)he should be able to read independently a book that was once only accessible to her or him if the teacher read it aloud (Gaffney & Anderson, 1991).

Another way to think of this release is from “I do. You watch.” to “You do. I watch.” Examples of each type of instruction are presented in the following graphic:
At CWCH, teachers will use a range of instructional strategies to ensure that students’ progress from “I do. You watch.” to “You do. I watch.”

The ultimate goal of instruction is independence, such that students are self-reliant and able to demonstrate their understanding without teacher support. We will use the assessments presented to monitor student progress towards independent demonstration of the Common Core State Standards and the California Standards.

This evidence-based model “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl, 2005). Modeling is another crucial component of releasing responsibility. Humans are hardwired to imitate other humans. (Winerman, 2005). The gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

9. Developing Lifelong Learners

CWCH academic program reflects our broad objective of enabling our students to become self-motivated, competent, life-long learners. By putting our core beliefs about how learning best occurs into action, we establish the foundation for students’ current and future development as learners. Below, we present a series of core beliefs followed by the components of our academic and organizational program that will support the realization of these beliefs.

Students have clear – and high – expectations; they receive appropriate guidance and enthusiastic support: Learning best occurs when learners are expected to learn and when they are supported in their learning. An effective educational program must begin with explicitly-stated, expected outcomes, such as the Common Core State Standards, and be monitored by appropriate assessments. Ongoing communication among students, faculty, and families facilitates each student’s learning in the context of these stated objectives. Teachers scaffold the learning of students and differentiate instruction in order to lead all students to academic growth and achievement.

CWCH has set high expectations for student learning, grounded in state and national standards, as noted in our Accountability Plan. We will regularly assess progress towards meeting them, celebrate milestones along the way, and provide supplemental instruction as needed.

Students are motivated to seek understanding through dynamic investigation and
exploration in the context of real world scenarios and projects: Learning best occurs when children are self-motivated and inspired to answer questions that have meaning and relevance for them across disciplines and distinct state standards groupings. Project-based learning capitalizes on students’ natural curiosities and methods of exploring the world around them, reality, self-awareness, and more. CWCH will implement project-based learning as a core instructional technique. As students mature in the upper grades, they will be provided with the opportunity to field-test their learning by engaging in projects beyond the school walls and to experience the real-world benefits of their work.

Instruction is informed by a robust assessment system, in which standardized tests provide only a small part of the picture in determining student achievements: Assessment provides a means to identify achievement, progress, and deficits in student learning, as well as strength and weaknesses of instructional and curricular practices. Assessment should be ongoing and holistic, with effective data systems that can help educators continually assess and refine their curriculum’s impact on each individual child throughout the school year. CWCH will implement clear goals for student learning, administer standards-based assessment, and monitor progress toward meeting those goals.

Students know how to collaborate, cooperate, and negotiate with diverse people and understand others’ perspectives: In our rapidly developing, technologically-driven world, it is more imperative than at any other time in human history that people be open to the perspectives, values, and meanings of different cultures. As students age and develop, their learning – tied to state standards – will similarly grow in perspective from the local neighborhood to the city, state, nation, and world. The remarkable diversity of our neighborhood offers an incredible opportunity that, to date, is still not fully realized. CWCH enrolls a student body that is diverse racially, ethnically, and socio-economically. One of the core tenets of our school design is diversity. CWCH is committed to engaging in the necessary recruitment to enroll a student population that mirrors the surrounding diverse community. CWCH will implement instructional practices, such as project-based learning, that provide opportunities for students to collaborate among their peers.

Students – even the youngest – are given opportunities to make a difference in their world and see the power of their own actions in effecting change: Children must be given opportunities to not only learn, demonstrate, and display their work, but also to contribute to their community in a culturally valued way. As children engage in their community, they are empowered by seeing the impact of their actions on those around them in the real world (Moran, 2009.) This opportunity to make a difference is a powerful motivator for even the youngest and most at-risk children to succeed and build confidence in their ability to create a better future for themselves, their families, and community. CWCH implements a program of service-learning integrated into the curriculum. Service-learning involves curriculum-based community service that has clearly stated learning standards and integrates community service with classroom instruction.
Students have opportunities to develop and demonstrate understanding among the multiple intelligences: Howard Gardner defines intelligences as “abilities, talents, or mental skills” and identifies eight of them – linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalist. According to Gardner, “Intelligences always work in concert, and any sophisticated adult role will involve a melding of several of them” (Gardner 2006). As such, a comprehensive academic program should support the development of students’ capacity across the spectrum of these intelligences. CWCH implements a rich instructional framework that supports students in developing in multiple intelligences. For example, project-based learning requires students to work in groups and provides practice for interpersonal intelligence. Metacognitive modeling supports students in the development of intrapersonal intelligence. Balanced literacy develops linguistic intelligence. CWCH will include its course offerings music, dance, and art to develop musical, bodily-kinesthetic, and spatial intelligences.

Teachers are given ample resources – including time and training – to develop their skills and talents, supported by school leaders and their peers: In order to ensure the highest quality instruction for our students, we must invest in the capability of our teachers. Teachers should be provided ample time, resources, and support to continuously develop their understanding, pedagogy, and skills, to collaborate with faculty both in our school and at other schools, and to consistently be learners themselves in the context of our school community. CWCH implements a robust professional development program that embodies our theories of how learning best occurs. Shortened days every Wednesday allow for weekly professional development, in addition to ongoing coaching and observation. Our professional development, both during our early release Wednesdays and throughout our Summer Institute, often includes outside educators and trainers who provide specific subject area expertise who aim to support our teachers’ learning within a particular subject area. Additionally, CWCH has developed a weekly schedule that has ample common planning time embedded within, all of which allows for a great deal of collaboration amongst peers. To support their ongoing learning, CWCH teachers regularly access the rich professional library we have on campus, allowing teachers to draw from a varied set of curricular resources they can use to supplement their curricular maps. Our professional library, in addition to the core curricular materials we use, makes certain that our program is as innovative and as rigorous as possible in meeting the newly adopted Common Core State Standards. Each year our professional library is updated to ensure CWCH is drawing from the most current research and body of curriculum to execute our model of instruction.

10. Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP)

Based on the state priorities detailed in California Education Code § 52060(d), CWCH aims to achieve the following school wide and subgroup outcome goals. We use multiple summative and formative assessments aligned to California academic content and performance standards and CA CCSS to monitor individual student and subgroup
progress towards the state priorities detailed in California Education Code § 52060(d) and the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments.

The following chart details CWCH’s annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to California Education Code § 52052, for each of the eight (8) state priorities and sub-priorities identified in California Education Code § 52060(d). We also include specific annual actions we plan to take to achieve each of the identified annual goals.

### TEACHER ASSIGNMENTS AND CREDENTIALING

#### State Priority #1: Basic Services

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual Review of Credentials and Retention Rates</th>
</tr>
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<tr>
<td>For each year of the charter, 100% of teachers will be “highly qualified” for their teaching assignment, holding the appropriate credential, including subject matter and EL authorizations. In addition to holding the appropriate credential, teachers will have experience in mission appropriate pedagogy. CWCH will maintain a staff retention rate of at least 85%, based on the cumulative average of the four years prior.</td>
<td>- Annual personnel data and credential analysis.  - Candidate interviews, classroom observations, professional development activities.  - Annual review of retention rates.  - Annual staff surveys to solicit feedback and assess areas for improvement.</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
</tr>
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<td>- 100% students are taught by a highly qualified teacher.  - 100% of teachers are trained and have experience in mission appropriate pedagogy.  - 85% retention of staff.</td>
<td><strong>100% students are taught by a highly qualified teacher.</strong>  <strong>100% of teachers are trained and have experience in mission appropriate pedagogy.</strong>  <strong>85% retention of staff.</strong></td>
<td><strong>100% students are taught by a highly qualified teacher.</strong>  <strong>100% of teachers are trained and have experience in mission appropriate pedagogy.</strong>  <strong>85% retention of staff.</strong>  <strong>100% students are taught by a highly qualified teacher.</strong>  <strong>100% of teachers are trained and have experience in mission appropriate pedagogy.</strong>  <strong>85% retention of staff.</strong>  <strong>100% students are taught by a highly qualified teacher.</strong>  <strong>100% of teachers are trained and have experience in mission appropriate pedagogy.</strong>  <strong>85% retention of staff.</strong>  <strong>100% students are taught by a highly qualified teacher.</strong>  <strong>100% of teachers are trained and have experience in mission appropriate pedagogy.</strong>  <strong>85% retention of staff.</strong></td>
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### ACCESS TO INSTRUCTIONAL MATERIALS

#### State Priority #1: Basic Services

<table>
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<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual Inventory of Materials and Curriculum</th>
</tr>
</thead>
</table>
For each year of the charter, the school will provide 100% of students, including all subgroups (Hispanic/Latino, African American, Socioeconomically Disadvantaged, English Language Learners, and Students with Disabilities) access to 100% of standards-aligned instructional materials necessary to engage fully in the educational program. All materials will align to CCSS or other adopted state materials.

Schoolwide 100%  
El's 100%  
Students with IEPs 100%

Schoolwide 100%  
El's 100%  
Students with IEPs 100%

Schoolwide 100%  
El's 100%  
Students with IEPs 100%

Schoolwide 100%  
El's 100%  
Students with IEPs 100%

Schoolwide 100%  
El's 100%  
Students with IEPs 100%

FACILITIES MAINTENANCE
State Priority #1: Basic Services

<table>
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<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual Review</th>
</tr>
</thead>
</table>
| The school will provide a clean and safe facility. School facilities are conducive to learning, and do not pose health or safety risks to students. Students take ownership in the cleanliness and safety of the school. Health and safety issues, when they arise, are addressed within 24 hours, and reported to appropriate LAUSD facility or plant manager. | - Monthly facilities walk-through.  
- Ongoing log of facility maintenance and repair issues.  
- Beginning of year training on all health and safety protocols for all staff: first aid, health and safety drills, mandated reporter, etc.  
- All teachers can actively identify their first aid kits and understand procedures in the event of an emergency.  
- Each family will create a personal emergency kit that is held on-site, in a secure place. | Baseline 2015-2016 Fewer than 5 safety related incidents occur, none of which pose a significant threat to student safety. Monthly emergency drills, as coordinated with host school. Fewer than 2 safety related incidents occur, none of which pose a significant threat to student safety. Monthly emergency drills, as coordinated with host school. Fewer than 2 safety related incidents occur, none of which pose a significant threat to student safety. Monthly emergency drills, as coordinated with host school. Fewer than 2 safety related incidents occur, none of which pose a significant threat to student safety. Monthly emergency drills, as coordinated with host school. Fewer than 2 safety related incidents occur, none of which pose a significant threat to student safety. Monthly emergency drills, as coordinated with host school. Fewer than 2 safety related incidents occur, none of which pose a significant threat to student safety. Monthly emergency drills, as coordinated with host school. |

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</table>
## IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

### State Priority #2

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES: Method for Measuring: Teacher CCSS-Aligned Professional Development</th>
</tr>
</thead>
</table>
| CWCH will ensure that instruction is fully aligned to Common Core State Standards. All teachers will be proficient at developing common core-aligned units of study anchored by performance tasks/measures, so that all students in each student subgroup, will receive a rigorous academic program. | - Teachers will have unit reviews to assess the alignment of the CCSS standards.  
- All academic workshops will include standards-based curriculum imbedded in a highly differentiated workshop based environment.  
- Subject-specific professional development of teachers, for both developing and refining common core aligned curriculum maps.  
- Work within grade level teams and with curriculum specialists to ensure small group instruction is differentiated, targeted and purposeful.  
- Adoption of school-wide common core adaptive math software. | All teacher professional development, and all student learning experiences will be 100% aligned to common core standards, for all relevant subjects.  
100% adoption and weekly usage of adaptive math curriculum. |
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### State Priority #3

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<tr>
<th>ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES: Method for Measuring: Survey Results; Volunteer Hours; Summary of Parent Education and Family Council Meetings</th>
</tr>
</thead>
</table>
CWCH parents will be engaged as partners in their child’s education and feel connected to and welcome at the school. 80% of parents will complete the suggested number of volunteer hours. At least 90% of parents will report feeling satisfied with the school. The Principal’s Council will remain active, meeting monthly, and will give input in key decision-making processes.

### STATEWIDE ASSESSMENTS
#### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals (Identify school-wide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: SBAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will demonstrate grade level mastery of state and national standards and will meet or exceed the same accountability standards as comparable district schools for pupil achievement. CWCH students will exceed the average proficiency of comparison resident school. 80% of students will score proficient/advanced in English/Language Arts and Mathematics.</td>
<td>- Annual SBAC scores. - Annual Data analysis.</td>
<td><strong>Student performance for all subgroups will meet or exceed growth targets.</strong></td>
</tr>
</tbody>
</table>

### ACADEMIC PERFORMANCE INDEX (API)
#### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals (Identify school-wide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: API</th>
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| **Student performance for all subgroups will meet or exceed growth targets.** | | | | | |
CWCH will demonstrate grade level mastery of State standards and will meet or exceed the same accountability standards as comparable district schools for pupil achievement, as mandated by the CA State Board of Education.
- With the board, develop annual goals and metrics to achieve desired outcomes
- Report back to the board quarterly, assess and adjust as necessary to achieve outcomes

Establish baseline, based on new CA State Board of Education accountability standards.

Above 800 API (or newly comparable accountability metric), including proficiency 5-10% greater than surrounding LAUSD schools.

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CWCH will ensure that all EL instruction is fully aligned to Common Core State Standards and that all EL students will progress at least one level on the CELDT.
- All EL students are accessing CCSS-aligned curriculum will be taught by teachers who have EL certification.
- All EL students will receive instruction that incorporates adopted strategies as outlined in our master plan.
- EL students will progress at least one level on the CELDT with the goal of re-designating all students.
- Individual test scores will be reviewed at the beginning of the 100% of EL students taught CCSS-aligned content by teachers with EL certification in core content areas.

The school will increase the number of English Learners who make adequate annual progress by at least 5% each year.

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CWCH will ensure that all EL students will progress at least one level on the CELDT.

*As noted in other portions of this document, CWCH has a proven track record of high performance on the California Standardized Test (CST). With an API above 900 from both the 2011 and 2012 administration of the CST, CWCH is confident in our students’ ability to perform well on both internal assessments and state standardized assessments. At the time of this charter submission, the adoption of the Smarter Balanced assessment is still in its pilot phase. Given that scores have yet been released to schools there is nothing specific yet on which we can base aggressive yet realistic goals. Therefore, while CWCH will continue to strive toward the highest level of performance possible, an 800 API (or comparable accountability metric) is an appropriately rigorous and conservative benchmark to set for our school. This is especially true given the recent adoption of the new Common Core State Standards.*

### A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]

**STATE Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
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</tbody>
</table>

### ENGLISH LEARNER ADEQUATE PROGRESS RATE

**STATE Priority #4: Student Achievement**

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<th>MEASURABLE OUTCOMES Method for Measuring: CELDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>All EL students are accessing CCSS-aligned curriculum will be taught by teachers with EL certification.</td>
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<td></td>
</tr>
<tr>
<td>All EL students will receive instruction that incorporates adopted strategies as outlined in our master plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL students will progress at least one level on the CELDT with the goal of re-designating all students.</td>
<td>100% of EL students taught CCSS-aligned content by teachers with EL certification in core content areas. The school will increase the number of English Learners who make adequate annual progress by at least 5% each year.</td>
<td></td>
</tr>
<tr>
<td>Individual test scores will be reviewed at the beginning of the</td>
<td>100% of EL students taught CCSS-aligned content by teachers with EL certification in core content areas. The school will increase the number of English Learners who make adequate annual progress by at least 5% each year.</td>
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CWCH has a proven track record of high performance on the California Standardized Test (CST). With an API above 900 from both the 2011 and 2012 administration of the CST, CWCH is confident in our students’ ability to perform well on both internal assessments and state standardized assessments. At the time of this charter submission, the adoption of the Smarter Balanced assessment is still in its pilot phase. Given that scores have yet been released to schools there is nothing specific yet on which we can base aggressive yet realistic goals. Therefore, while CWCH will continue to strive toward the highest level of performance possible, an 800 API (or comparable accountability metric) is an appropriately rigorous and conservative benchmark to set for our school. This is especially true given the recent adoption of the new Common Core State Standards.
school year and individual student targets will be set.

<table>
<thead>
<tr>
<th>ENGLISH LEARNER RECLASSIFICATION RATE</th>
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<tbody>
<tr>
<td><strong>State Priority #4: Student Achievement</strong></td>
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<tr>
<th><strong>Annual Goals</strong> (Identify school-wide and subgroup goals as applicable)</th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The EL reclassification rate will meet or exceed the LAUSD aggregate 3-year reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs).</td>
<td>See the actions described above.</td>
<td>Method for Measuring: ______________</td>
</tr>
<tr>
<td></td>
<td>Meet or exceed the District’s aggregate 3-year EL reclassification rate on rate; meet or exceed annual AMAOs.</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AP EXAMINATION PASSAGE RATE [High Schools Only]</th>
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<td><strong>State Priority #4: Student Achievement</strong></td>
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<td></td>
<td></td>
<td>Method for Measuring: ______________</td>
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<table>
<thead>
<tr>
<th>EAP COLLEGE PREPAREDNESS RATE [High Schools Only]</th>
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<table>
<thead>
<tr>
<th>SCHOOL ATTENDANCE RATE</th>
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<tbody>
<tr>
<td><strong>State Priority #5: Student Engagement</strong></td>
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<th><strong>Annual Goals</strong> (Identify school-wide and subgroup goals as applicable)</th>
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</table>
CWCH students will meet or exceed the same accountability standards as comparable district schools regarding pupil engagement and attendance rate.

**Annual Goals**

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<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual meetings with parents and students at-risk of normal school attendance rates.</td>
<td>95% attendance rate. All subgroups demonstrate attendance rates comparable to the baseline of 95%.</td>
</tr>
<tr>
<td>Individual meetings with parents and students at-risk of chronic absenteeism.</td>
<td>95% attendance rate. All subgroups demonstrate attendance rates comparable to the baseline of 95%.</td>
</tr>
</tbody>
</table>

**Chronically Absenteeism Rate**

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Method for Measuring: Percentage of Students Absent &lt;5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWCH students will meet or exceed the same accountability standards as comparable district schools regarding pupil engagement and attendance rate.</td>
</tr>
<tr>
<td>- Professional development of staff to ensure clear communication and expectations with parents and students, as it pertains to school attendance.</td>
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</tbody>
</table>

**Dropout Rate**

**State Priority #5: Student Engagement**

<table>
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<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development of staff to ensure clear communication and expectations with parents and students, as it pertains to school attendance.</td>
<td>5% lower dropout rate in comparable grades, than the average of all surrounding LAUSD Schools. All subgroups demonstrate drop-out rates comparable to the baseline of 5% lower than all surrounding LAUSD Schools.</td>
</tr>
<tr>
<td>Individual meetings with parents and students at-risk of dropping out.</td>
<td>5% lower dropout rate in comparable grades, than the average of all surrounding LAUSD Schools. All subgroups demonstrate drop-out rates comparable to the baseline of 5% lower than all surrounding LAUSD Schools.</td>
</tr>
</tbody>
</table>

**Dropout Rate [Middle and High Schools Only]**

<table>
<thead>
<tr>
<th>Method for Measuring: Dropout Rate</th>
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</thead>
<tbody>
<tr>
<td>CWCH students will have a 5% lower dropout rate in comparable grades, than the average of all surrounding LAUSD Schools.</td>
</tr>
<tr>
<td>ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)</td>
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<td>---</td>
</tr>
<tr>
<td>Not Applicable</td>
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</tbody>
</table>

**GRADUATION RATE [High Schools Only]**

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

- Full adherence to school adopted policies and practices;
- Adherence to school-wide Positive Discipline classroom strategies;
- Actively work with parents to create behavior contracts with students who are at risk.

**STUDENT SUSPENSION RATE**

**STATE PRIORITY #6: SCHOOL CLIMATE**

- Pupil suspension rates remain <5%.
- All subgroups demonstrate suspension rates comparable to the baseline of less than 5%.

**STUDENT EXPULSION RATE**

**STATE PRIORITY #6: SCHOOL CLIMATE**

- Pupil expulsion rates will remain <1%.
- Expulsion rates are proportional across sub-groups.

- Full adherence to school adopted policies and practices;
- Adherence to school-wide Positive Discipline classroom strategies;
- Actively work with parents to create behavior contracts with students who are at risk.

- Full suspension rates remain <5%.
- All subgroups demonstrate suspension rates comparable to the baseline of less than 5%.

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### Annual Goals (Identify school-wide and subgroup goals as applicable)

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<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Student Satisfaction Surveys</th>
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<tbody>
<tr>
<td><strong>CWCH will engage students as decision makers and provide programs and resources, resulting in increased engagement and satisfaction.</strong></td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td>- Administer annual student satisfaction survey (in conjunction with parent satisfaction survey described above).</td>
<td>100% attendance to all school meetings.</td>
</tr>
<tr>
<td>- All School Meetings will focus on positive school culture and peace-making.</td>
<td>Response rate: 90%</td>
</tr>
<tr>
<td></td>
<td>Satisfaction rate: 80%</td>
</tr>
</tbody>
</table>

### Annual Goals (Identify school-wide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Grade Level Weekly Schedules and WASC Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), will have access to academic and educational enrichment programs as outlined in the school’s charter, including art, music and performing arts, Spanish and PE.</strong></td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td>- Continue to provide all students with enrichment, including art, music and performing arts, Spanish and PE.</td>
<td>Grade level schedules document that all students engage in regular sessions of art, music, performing arts and PE each week and that Spanish begins in 4th grade.</td>
</tr>
<tr>
<td>- Provide an expanded adaptive math program to ensure differentiation for below- and above-grade level students, as described above.</td>
<td>New adoption of adaptive software in mathematics. Other use of technology embedded within subject area workshops.</td>
</tr>
</tbody>
</table>

### Broad Course of Study

<table>
<thead>
<tr>
<th>State Priority #7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong> (Identify school-wide and subgroup goals as applicable)</td>
</tr>
<tr>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: Grade Level Weekly Schedules and WASC Review</td>
</tr>
<tr>
<td><strong>CWCH will engage students as decision makers and provide programs and resources, resulting in increased engagement and satisfaction.</strong></td>
</tr>
<tr>
<td>- Administer annual student satisfaction survey (in conjunction with parent satisfaction survey described above).</td>
</tr>
<tr>
<td>- All School Meetings will focus on positive school culture and peace-making.</td>
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<td></td>
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</table>
### Instructional Design

#### 11. Overall Curricular and Instructional Design

CWCH implements curriculum based on proven models of education at some of the leading schools in California and beyond. Our instructional framework (curriculum and instructional strategies) are informed by our philosophies about how learning best occurs and what it means to be an educated person in the 21st century, above. Our overarching goal is to ensure that as each student masters the state standards across each discipline, we also develop each individual student’s confidence and potential, and values that reflect our individual responsibility as citizens of the world in which we live.

Our Instructional Framework is comprised of two core components: Curriculum Planning and Instructional Strategies. The sections below provides more description of CWCH’s approaches to curriculum planning including:

- Alignment with national and state standards;
- Curriculum design; and
- Selection of curriculum resources.

The sections that follow discuss our key programs and instructional strategies. To be clear, curriculum development at CWCH starts with the state standards, which determines the focus of specific lesson objective and unit goals. Instructional strategies are based on our theoretical understanding of learning and cognitive development to determine the best methods of delivery for that curricular focus. (Assessments, both
formative during each unit and summative at the end of each unit, capture student learning to inform the focus and methods of future instruction.) The following describes in more detail the methods by which our instruction will support our students in mastering the content standards.

In designing our Instructional Framework, we have drawn on the experience and learning of schools that have preceded us. Our curricular choices and instructional methodologies of balanced literacy and project-based learning are not new. Rather, they are research-based, proven models of high-quality education for diverse populations, and we’ve seen proven results at our school the past four years.

12. Key Features of the School’s Educational Program by Subject Area

A subject-specific, commercially-produced curricular program that is aligned to the Common Core State Standards and/or the California State Content Standards provides the foundation for CWCH’s educational program. CWCH respects teachers and wishes to empower them to be the most effective educators possible. Therefore, purchased curricular materials will be used as a basis upon which teachers will build. During the blocks of time when subject-specific lessons occur, teachers will draw upon the resources described below and other resources they deem appropriate for their students. In this way, teachers can utilize the “Teaching for Understanding” methodology of devising unit lesson plans, learning outcomes and assessments in broad strokes in advance. However, for instruction to be truly effective, curricular maps, units, and lesson plans need to be constantly revised 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 experiences and administrative guidance in designing artful assessment, making objective observations, and adjusting instruction and curriculum to best serve student needs.

Below are the goals and key programmatic elements CWC will use within each subject area.

Elementary School Grades

Literacy (core): The overarching goal for English Language Arts program is that students will develop to be life-long writers and readers. With adherence to the Balanced Literacy model of instruction, there will be emphasis on building and strengthening a balance of all of the English Language Arts skill sets in listening, speaking, reading, researching, and writing. Students will be able to see and utilize their communication skills, vocabularies, and writing abilities in an authentic manner within both their Readers and Writers Workshop time blocks.
The English Language Arts curriculum is designed to provide a broad range of instruction in reading, literature, writing, listening and speaking, and language conventions. These also emphasize the writing process necessary for clear and effective academic writing, as students work in various genres from narratives to research papers. Students become familiar with the elements and techniques of literature, including: plot; setting; character; narrator and voice; theme; irony; foreshadowing; and symbolism. They learn to become literary critics of poetry, drama, short stories, and novels. These efforts are supported by grammar and vocabulary practice. Use of inquiry and the discovery process encourages students to fully challenge and engage their diverse learning styles.

Teachers will structure their instructional strategies according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student. CWCH will use a high quality curriculum to provide Common Core State Standards-based instruction in all areas of literacy. The following curricular materials will be used within both our Readers and Writers Workshop structures:

- **The Continuum of Literacy Learning, K-8 (Fountas & Pinnell, 2010):** The Continuum of Literacy and Learning is fully aligned with the Common Core Standards. However, it is much more detailed than these state and national standards and, as such, it presents a means to make the standards more specific as a basis for instructional objectives. There are seven continua which focus on each area of Language Arts:
  - Interactive Read Aloud and Literature Discussion
  - Shared and Performance Reading
  - Writing About Reading
  - Writing
  - Oral, Visual, and Technological Communication
  - Phonics, Spelling, and Word Study
  - Guided Reading

Each continuum lists specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. The seven continua provide grade level expectations and are designed for planning group instruction. Fountas and Pinnell’s guide “addresses broad goals but presents finely detailed and specific statements of behaviors and understandings that literate students should demonstrate (and that the teacher should teach) at each grade level and at each level of a gradient of text difficulty (A to Z).” The Text Gradient graphic that follows presents the relationship between grade level and expected level of text that students should be able to read at that level.
Units of Study for Opinion, Narrative and Informational Writing (K-8): These units are the vehicle for which Common Core based instruction happens in the area of writing. The detailed curricular units for each grade Kindergarten to 8th grade serve as the primary resource for establishing and supporting a writing curriculum and utilize the technique of writing workshop. These curricular materials, developed by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project, provide four units per year, including at least one from each of the three genres of opinion, narrative and informational writing. This is particularly important given Common Cores emphasis on the production of nonfiction writing in addition to that of fiction. In writing workshop, students become powerful writers. They learn to observe the world within and around them, write drafts, revise, edit, and present polished and well-crafted pieces of writing.

Mathematics (core): Aligned to the Common Core Standards for Mathematical Practice, CWCH’s mathematics curriculum is based on two things: 1) Building students’ deep conceptual understanding of mathematical concepts and 2) Developing students’ ability to problem solve and articulate their mathematical thinking. Our program allows students the opportunity to use problem solving strategies, group questioning techniques, investigations, critical analysis, the gathering and construction of evidence, and the communication of rigorous arguments in both written and oral language to justify their thinking. Students learn in collaboration with their peers, through sharing information, expertise, and ideas. Students work to create and critique
logical arguments, communicate their mathematical understanding effectively, and formulate complete, logical arguments to support their conclusions.

Cognitively Guided Instruction (CGI), Everyday Mathematics (McGraw-Hill) and TERC Investigations in Number Data and Space (Pearson) will form the basis of the math curriculum in grade K-5. Everyday Math and TERC offer a number of features that distinguish it from other math curriculum. These features include:

- Real-life Problem Solving
- Balanced Instruction
- Multiple Methods for Basic Skills Practice
- Emphasis on Communication
- Enhanced Home/School Partnerships

These curriculum programs will be supplemented with additional resources to support the learning of math facts and promote automaticity in addition, subtraction, multiplication, and division. To learn more about the CGI philosophy, which drives our approach to mathematical instruction, and its connection to CCSS, please see the Innovative Components section of this document.

**Science (core):** Like other areas of study, CWCH’s science curriculum is at its core inquiry-based. Students will engage in science via exposure to real world concepts and cross-curricular themes, and will regularly apply critical thinking skills and test new ideas and hypotheses through experimentation. Specific content includes physical science, life science, and earth systems science. Students learn to explore the world around them through an inquiry-based approach. Across all grade levels, students ask questions, make observations and discoveries, gather data, analyze explanations, and communicate results and scientific arguments.

The Full Option Science System (FOSS) learning modules created for California serves as the basis of our science-based units. Since they are already aligned with California’s science standards and many social studies, language arts, and mathematics standards, they will ensure students have an effective, hands-on education in the sciences. FOSS also has a strong literacy component and, therefore, is an effective mechanism to deliver nonfiction oriented CCSS-Aligned reading and writing instruction. Additionally, Seeds of Science/Roots of Reading will also be used for grades 3rd grade and higher in addition to other supplemental science curricula. This hands-on science program was developed particularly to not only teach students the scientific method but explicitly embeds Common Core ELA and Next Generation Science Standards too.

**Social Studies (core):** Through hands-on project-based units, CWCH’s Social Studies curriculum aims to provide students with rigorous, inquiry-based, and constructivist lessons and units that will allow students to acquire core knowledge in this area. At all grade levels, CWCH students work to think like historians and social scientists so they recognize connections to the present and the past so they may reach a greater understanding of themselves and the world around them. Teachers develop our social
studies curriculum using the Teaching for Understanding (TFU) Framework. They use multiple social studies curricular textbooks as reference materials to ensure that we are developing understanding at the right level of depth and specificity for each California social studies standard. The TFU planning template that we use to develop our project-based social studies units requires teachers to explicitly name the CCSS ELA, Math and CA State Content Standards that are integrated within the entire unit. Additionally, within their unit plans, teachers highlight the academic vocabulary and language structures that are necessary for all students, including English Language Learners, to understand and apply in order to demonstrate a proficient understanding of the social studies content within each unit.

**Visual and Performing Arts (non-core):** The primary goal for the Visual and Performing Arts program is to nurture confidence and critical thinking through work and expression in the arts. Art is approached as a creative process that enables learners to become perceptive, reflective, appreciative, and culturally aware. Visual and performing arts courses guide students towards becoming proficient in vocals, music, or theater arts. Through the arts, students will also develop the procedural discipline through which they improve the quality of their thinking and mastery. Through classroom experiences and art and academic-based events, CWC’s art instruction looks to work across the curriculum, bringing every subject to life. CWCH’s Visual and Performing Arts Teacher delivers our performing arts instruction and CWCH provide necessary equipment and materials, as well (e.g., musical instruments), re-assessing on an annual basis. We facilitate visual arts instruction through the purchase of materials and supplies (paper, paints, pencils, scissors, etc.), and have our staff collaborate within each classroom, during designated times, tied to state grade-level standards as our school grows and space permits.

**Service Learning (non-core):** As CWCH faculty identify specific state standards across disciplines that the service-learning projects are designed to achieve, they also will identify the appropriate curricular materials and resources from the core content areas that students will utilize. Numerous websites contain detailed lesson plans, including references to California content standards for service-learning projects. [See, e.g., www.servicelearning.org, www.cde.ca.gov/ci/cr/sl/ (CDE’s Cal-Serve K-12 Service-Learning Initiative), www.learnandserves.gov and many others.] For example, students might utilize their science curricular materials to research, plan and create an urban garden to provide much-needed green space. Service-learning projects also will inherently rely on both current and local resources, e.g., news media, computer-based research, and other resources students and faculty identify in the community (e.g., data from the Community Redevelopment Agency, United Way or other community service organizations).

**Middle School Grades**

**Language Arts (core):** The Continuum of Literacy Learning, K-8 (Heinemann): CWCH uses The Continuum of Literacy and Learning that presents seven continua which focus
on each area of Language Arts. Each continuum lists specific behaviors and understandings that are required at each grade level for students to demonstrate thinking within, beyond, and about the text. The seven continua provide grade level expectations and are designed for planning group instruction. In addition, the Guided Reading continuum provides detailed guidance for small group reading instruction for readers at levels through eighth grade.

**English Workshop, First Course, Second Course, and Third Course:** We believe a strong foundation in grammar and a broad vocabulary are essential components of becoming effective writers and readers. Therefore, we have chosen to offer explicit instruction in grammar, utilizing the grammar text books English Workshop, First Course, Second Course, and Third Course (Holt, Rinehart and Winston) and supplemented by many more exercises and examples created by teachers and other resources. There will also be explicit approaches to learning vocabulary words utilizing the text books, Vocabulary for Achievement, Second Course, and Third Course (Great Source, a Houghton Mifflin Company), and, for the advanced student, Vocabulary Workshop, Level F and G (Sadlier-Oxford).

**Extensive and Authentic Text:** In addition to these skills-based approaches, we will emphasize a holistic approach to learning. To truly become a good writer and reader, one simply has to read and write – often and analytically. To these ends, each language arts course includes a rich and varied selection of literature, ongoing current events analysis, and weekly writing and revising of essays or longer papers. In addition to reading authentic text, students create their own texts for authentic audiences. Students need opportunities to see if their communications are actually effective by writing documents that have a true purpose and delivering them to a real audience.

**Mathematics (core):** The Connected Mathematics Project (CMP) is a problem-based curriculum that is aligned with Common Core Standards. It aligns with our school’s instructional strategies, in its emphasis on conceptual understanding and in its hands-on, investigative approach to learning. The authors of CMP have described their approach as follows:

A problem-centered curriculum not only helps students to make sense of the mathematics, it also helps them to process the mathematics in a retrievable way. The curriculum authors have carefully designed each problem in order to satisfy the following criteria:

- The problem must have important, useful mathematics embedded in it.
- Investigation of the problem should contribute to students’ conceptual development of important mathematical ideas.
- Work on the problem should promote skillful use of mathematics and opportunities to practice important skills.
- The problem should create opportunities for teachers to assess what students are learning
- In addition each problem satisfies some or all of the following criteria:
The problem should engage students and encourage classroom discourse.
- The problem should allow various solution strategies or lead to alternative decisions that can be taken and defended.
- Solution of the problem should require higher-level thinking and problem solving.
- The mathematical content of the problem should connect to other important mathematical ideas.

Science (core): We have chosen to adopt the middle school science program Science Education for Public Understanding Program (SEPUP) because it provides hands-on investigations, laboratory experiences, and projects. It also lends itself to traditional, quantitative assessments in the form of tests and quizzes. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students. The program is fully aligned to California standards and research has demonstrated its efficacy in engaging and educating middle school students.

Social Studies/History (core): History Alive! is both a curriculum and a set of instructional strategies that actively involves the learner in developing historical thinking skills and perspective taking, as well as practicing reflective and predictive skills in real life context. The History Alive! program was developed by the Teachers' Curriculum Institute.

The History Alive! instructional strategies are based upon three premises. The first premise is that classrooms should be cooperative, tolerant, and interactive. Second, that multiple intelligences have an important place for planning and delivering instruction. Third, Bruner's spiral curriculum is relevant for deep mastery of historical knowledge, concepts, and processes.

Technology (non-core): Students will graduate from CWCH will transition to High School fluent in technology. They will be able to distinguish between reliable and unreliable sources for research, produce a paper in Word complete with footnotes and appropriate formatting, and be able to independently develop a Power Point presentation with graphics and links to a range of visual images.

Visual and Performing Arts (non-core): As noted above, CWCH’s Visual and Performing Arts Teacher delivers our performing arts instruction and CWCH provide necessary equipment and materials, as well (e.g., musical instruments), re-assessing on an annual basis. We facilitate visual arts instruction through the purchase of materials and supplies (paper, paints, pencils, scissors, etc.), and have our staff collaborate within each classroom, during designated times, tied to state grade-level standards as our school grows and space permits.

Continual Assessment
All instructional activities will be developed in alignment with California state standards as well as the stated goals and measurable student outcomes of CWCH. Faculty and administration will analyze the efficacy of the programs listed above and, to the extent assessment data indicate that particular sub-groups are not meeting standards or our school goals, may choose additional or different research-based, constructivist-grounded programs that have been shown to succeed with populations akin to the student population at CWCH.

**Innovative Components of the Curricular Program**

**Teaching for Understanding**

In creating its instructional project-based learning units, CWCH relies on *Teaching for Understanding*, an educational pedagogy that uses the following four questions as a foundation for its framework:

- What topics are worth understanding?
- What about these topics needs to be understood?
- How can we foster understanding?
- How can we tell what students understand?

These same guidelines can be applied to teaching at all grade levels, even through higher education, and will continue to guide CWCH’s work through middle school.

Grade-level teams of teachers develop integrated project-based learning units for science and social studies (which will include science and social studies, in addition to ELA and mathematics as it applies to each specific unit).

Curriculum development over the past four years of operation has taught our founding team about the importance of considering curriculum development in hiring decisions. We recognize the importance of hiring teachers who have an interest and passion in curriculum development and design. CWCH recruits and hires teachers whose skill sets and passions align with the need and design of our school. We know that some teachers find the work of developing curriculum intellectually exciting and professionally satisfying. These teachers are often stifled in schools that demand less personal responsibility and allow less professional judgment in curriculum decisions. We demand more of both and will seek to hire teachers accordingly. Finally, because curriculum development is an essential piece of project-based learning, teacher evaluations will consider teachers’ curriculum development.

The process for developing project-based learning units is as follows:

- The principal will review the California State Learning Standards (including Common Core) in the spring prior to opening and work to determine potential
throughlines (themes that are carried throughout each project) so that (s)he can guide the work of teachers.

- Over the summer, teachers will be asked to become familiar with the standards and come to the Summer Institute prepared to discuss potential throughlines with their colleagues and to develop corresponding project-based learning units with their grade-level teams.

**Summer Institute**

- In grade-level teams, teachers will determine their throughlines for the year. To assist teachers in this work, CWC Schools will provide teachers with a consistent planning template and ample examples of project-based learning units from partner schools. Following are examples of throughlines that may be developed:
  - Kindergarten: Learning about me and my community
  - 1st grade: Diversity and interdependence
  - 2nd grade: Why is change important? Why does change happen?
  - 3rd grade: Perspective
  - 4th grade: Influence of Power
  - 5th grade: Systems
  - 7th grade: Processes

- Once a throughline is determined, teachers will identify three projects to be implemented throughout the school year (one project per trimester). The project should fuel students' understanding of the throughline throughout the year. Following are example units for the 1st grade throughline: diversity and interdependence.
  - Unit/Project 1: Who am I? Who are you?
  - Unit/Project 2: Diversity and interdependence in ocean habitats
  - Unit/Project 3: Reducing our carbon footprint: the interdependence between humans and nature

- For each project, grade-level teams will develop a number of understanding goals, which can be written as questions or objectives. For example, for diversity, understanding goals may be, “What is diversity?” “How are you special?” and “How are you different from your classmates?”

- Once the understanding goals are developed, grade-level teams will identify associated performances of understandings at three levels: initial (mucking about), guided, and culminating. Following are examples of associated goals to
answer, “Who are we? How can we define, talk about, and give examples of diversity?” for grade one:

- **Initial (mucking about):** Students will create a concrete example of diversity using art materials to produce letters that spell the word, diversity, while making each letter unique. Using this artwork as a springboard, teachers will introduce and discuss the definition of the words. After reading several books (such as *We’re Different, We’re the Same* by Bobbi Kates, Todd Parr’s *It’s O.K. to Be Different*, *The Skin You Live In* by Michael Tyler, and *The Colors of Us* by Karen Katz), students will create a self-portrait with hair, clothing, skin color, etc. to represent themselves after reflecting on their own physical characteristics.

- **Guided:** Students will write “I Am” poems, construct a collaborative photo collage of our differences and similarities, and create bubble, and double bubble maps (Venn diagrams). A field trip to a museum will introduce students to art and artifacts from various countries, cultures, and ages in time. Simultaneously, the first grade classes will create a large map of the world. They will research their individual family backgrounds and mark with flags their continents or countries of origin. Parents and family members will be invited to discuss their culture and heritage.

  - **Discussion topics:** How is diversity a strength and a positive aspect of our community? How are we different and yet support and depend on each other in our classroom, our homes and families, and our community?
  
  - **Writing Workshop:** Students will construct “I Am” poems.
  
  - **Mathematics tie-in:** Students will create charts and graphs to visually represent the number of languages spoken or countries represented in our class.

- **Culminating:** Students will interview family members about the types of foods and celebrations that are common in their cultures and families. They may sample some unfamiliar foods donated by families or learn an ethnic dance or song. Each student will create an individual culture flag representing the uniqueness of him or herself and family, forming our own CWCH U.N. The class will collaborate to create a mini-documentary about diversity, as well as a class “We Are” poem. They will perform this poem at the culminating family gathering.

  - By the end of the Summer Institute, each grade-level team will have the first project-based learning unit drafted, which will continue to be refined during the first week of operation.

**Throughout the School Year**
CWCH’s approach to curriculum and instruction requires substantial time for teacher development and collaborative work. Throughout the school year, CWCH will provide ongoing training to teachers on strategies for developing curriculum during the Wednesday professional development sessions. In addition, each grade-level team will have ample time to meet during the week. Each grade-level team will have a two-period back-to-back common planning block to develop curriculum. At other times throughout the week, at least two of the same grade-level teachers will be free during the same block and can use that time to collaborate and develop curriculum together. We recognize that curriculum development takes time; accordingly, CWCH built a school schedule that provides adequate time for teachers to develop high-quality curriculum.

In addition, in order to assist grade-level teams with refining their project-based learning plans, CWCH will use a National School Reform Faculty tuning protocol. Grade-level teams present the projects to all staff during Wednesday professional development. A grade-level team will present its project, which will be followed by clarifying questions from staff members. Following that, staff members will give warm/cool feedback and indicate what they thought worked well and what could use additional thought or detail. The grade-level team presenting will have an opportunity for reflection and will then adjust the project based on the feedback received.

Further, following the close of a project, teachers use developed rubrics to score their student performance and their instruction on the project-based learning unit (as inspired by rubrics created by the Buck Institute). They will use these results to make improvements to the project for the following school year, as well as to make adjustments to the subsequent projects that they create.

Building Institutional Knowledge

At the end of each project, grade-level teams will be required to create a portfolio that includes the unit and lesson plans, pictures of student work, work samples, and any other artifacts from the unit. The goal is to create full units with all the necessary artifacts so that CWCH has institutional memory from which future teachers can benefit.

Additional information on CWCH’s approach to project-based learning (including descriptions of sample units) is presented below in Section 14. Instructional Methods and Strategies.

Service Learning

Service-learning involves curriculum-based community service that integrates community service with classroom instruction and CWCH is a part of the project-based learning activities and/or units. As described above, CWCH will design and implement three project-based learning units per year designed using the Teaching for Understanding framework; one of the units will include a service-learning component. Service learning will vary based upon the grade of students. Most likely, service learning
will begin with the classroom for students in K-2, will then focus on the school for students in grades 3-5, and will then extend to the larger community for students in grades 6-8, for example.

Beyond simply performing acts of community service, service-learning is structured in a way that gives students opportunities to put to use what they are learning through the academic curriculum. Service learning ties the service projects to academic curriculum, has clearly stated learning objectives tied to state standards, and includes a period of reflection or analysis of the activities in which students discuss, write about and make presentations about what they’ve learned and what impact they’ve made through service.

Examples of potential service-learning projects include:

- Planting a community garden.
- Communicating to the school community how to be good neighbors to their co-location school partner.
- Creating a recycling program for the school.
- Developing a lost and found system for the classroom.
- Raising school and community awareness about an issue of local or global importance (such as bullying, littering, or low voter-turnout rates).

Students will learn about their own school community and how they can serve their classmates and teachers. Students will also be taught strategies and skills needed to interact positively with all members of the community.

While the performance of community service addresses demonstrated needs in the community, the students simultaneously strengthen their academic skills embedded in their community service work.

Numerous studies have documented the profound impact that high-quality service-learning activities can have on young students, particularly those most at-risk, including increasing students' sense of mattering and efficacy, development of moral and civic identity, and meaningful connections with adults and peers (Eccles & Gootman, 2002; Yates & Youniss, 1996; Youniss & Yates, 1997; Youniss, Yates, & Su, 1997). For at-risk children who often report that they do not feel a sense of “belonging” in their schools, communities, or in some cases, even in their own homes, the importance of this cannot be overstated. Research confirms that offering young people engaging structures, curricula, and learning activities in school can improve student achievement and reduce dropout rates (Davila & Mora, 2007; Meyer, Billig, & Hofschire, 2004; Laird & Black, Bridgeland, Dilulio, & Wulsin, 2008; Bridgeland, Dilulio, & Morisson, 2006). Increased academic engagement has powerful reverberations in student attendance, participation in class activities, perceptions of academic competence, and the
development of educational goals (Melchior, 1998; Fallman & Muldoon, 1997; Scales, Blyth, Berkas, & Kielsmeier, 2000; Furco, 2002; Billig & Klute, 2003).

Another investigation found that service-learning and other civic learning opportunities were better predictors of civic commitment than other factors, including neighborhood and family context (Kahne & Sporte, 2008). And young adults who participated in service-learning during their K-12 years report being engaged in their communities, by discussing politics or community issues, voting, volunteering, and playing leadership roles in community improvement, significantly more often than peers who didn’t participate in service-learning (Martin, Kielsmeier, Neal, & Crossley, 2006).

CWCH will continue to build on their strong community partnerships, both with local service organizations, as well as private funding sources, for our service-learning program. All teachers will participate in on-going professional development related to “best practices” in service-learning, studying other model programs and participating in workshops to aid their guidance of students in creating exemplary projects that benefit both our students and the community in an academically rigorous and structured way.

Consistent with our school emphasis on developing “good citizens” and adherence to the personal intelligences (interpersonal and intrapersonal) identified by Gardner, the service-learning curriculum will incorporate behavioral and attitudinal learning objectives, as well as core academic standards. For example, the core academic standards contained in the following text box lend themselves to developing not only academic knowledge of citizenship but also practicing behaviors that set the stage for personal citizenship.

**Cognitively Guided Instruction**

In both the 2013-2014 and 2014-2015 school years, CWC has made deliberate effort to focus on professional development as it relates to mathematics instruction. As such, CWCH has been working on developing our teachers’ understanding of deep conceptual math instruction to ensure our teaching and learning in this area is appropriately rigorous, in-depth and aligned to CCSS. As part of this, Lead Teachers and TA’s have been trained in Cognitively Guided Instruction (CGI), which is the umbrella approach to teaching mathematics at CWCH. CWCH’s work with CGI has been integral to providing instruction that is Common Core aligned. CGI intersects perfectly with the eight Common Core Standards of Mathematical Practice, which span all grades K-12. Particularly, CGI-based learning asks students to not only reason abstractly and quantitatively but propels them to construct viable arguments, articulate their mathematical thinking and critique the reasoning of others at a level of depth that is required within the Common Core. Additionally, a central premise of CGI focuses on the use of word problems as a tool for teachers to deeply understand and analyze their students’ ability to model quantitatively and convey their mathematical thinking. Therefore, CGI not only supports students’ mastery of CCSS in mathematics but helps to leverage students’ literacy development as well.
CWC has been working with math coaches and CGI trainers, some of whom come to us from UCLA, where CGI was developed. In both 13-14 and 14-15, CWC has engaged in a multi-part series with CGI trainers and other local math experts to strengthen our ability to differentiate math instruction and work with students in small groups. As part of our professional development, groups of CWCH teachers and leaders have also visited area schools where CGI is being fully implemented. We are still engaged in this ongoing work, especially to support rigorous differentiation within our mathematics workshop.

**Radical Readers After School Intervention Program and Student Support Coordinator**

In response to academic achievement data, we have developed and introduced a new reading intervention program in the 2014-2015 school year called Radical Readers. This program aims to support about 40 students in an after school setting, all of whom are reading below grade level and are in greatest need of having an additional 45 minutes (4 x week) of targeted Reading and ELA instruction in a small group. For this program, we have used Fountas and Pinnell’s Leveled Literacy Intervention (LLI) program. This program is well regarded and is very aligned to our school-day balanced-literacy model of teaching reading in targeted Guided Reading-like groups. We have seen some promising early results with this program and know that it has made a difference in students’ confidence and skill as readers. We look forward to growing the program and tracking the results after our first full year.

**Odyssey of the Mind After School Enrichment for High Achieving Students**

Odyssey of the Mind is an international educational program that provides creative problem-solving opportunities for students from kindergarten through college. Students apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics. Students bring their solutions to a school-based competition, which extends to further local, state, and World levels. Thousands of teams from throughout the U.S. and from about 25 other countries participate in the program. CWCH has added the Odyssey of the Mind program for those students who are high academic achievers in grades 1st – 4th (above grade level in all core subjects). For these students, we chose the Odyssey of the Mind curricular program, which asks students to come together in small groups to solve a problem or make something over the course of a few months (like build a model car with certain specifications). Students who are participating in this attend one time per week to work in small groups with a Coach on their ongoing project. While CWCH does not have a separate “gifted” program and aims to challenge all students with our differentiated and rigorous curriculum, we were excited to add an additional layer of academic enrichment and challenge for these students in our after school program.

13. **Curricular and Instructional Materials**
CWCH currently uses the following materials aligned with the California state content and performance standards, including CA CCSS, to deliver the curriculum. In years ahead, resource selection may change, upon a thorough review of a curriculum adoption committee comprised of faculty and leadership, and all curricular and instructional materials will be aligned to state content and performance standards, including CA CCSS.

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<th>K-8 Curricular and Instructional Materials</th>
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<td><strong>Subjects</strong></td>
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<td>Language Arts</td>
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14. Instructional Methods and Strategies

The following subsections present CWCH’s approach to instructional strategies. We begin by emphasizing our belief that teachers should have a repertoire of strategies at their disposal and offering numerous examples. Then we present two of those instructional techniques in more detail: balanced literacy and project-based learning.

Rich Repertoire of Instructional Techniques

Constructivism is a theory about learning, not a description of teaching. No ‘cookbook teaching style’ or pat set of instructional techniques can be abstracted from the theory and proposed as a constructivist approach to teaching. Instead, teachers use instructional techniques flexibly to promote the construction of students’ understanding. The skilled teachers at CWCH will utilize a rich repertoire of instructional strategies. In consideration of what s/he plans to teach, what students already know and previous instruction, s/he will be able to select the appropriate instructional technique. In addition to the project-based learning and balanced literacy methods presented below, methodologies would draw from:

- **Dynamic and Varied Grouping**: The practice of “pigeon-holing” students in stagnant groups for an entire school year or semester is often a detriment for the student. Research supports practices where instructional groupings are varied from homogeneous to heterogeneous and changed often, as the students’ capacities develop. The effect of grouping within the classroom on student achievement was examined via a 2010 meta-analysis of high quality studies, which calculated a positive effect size of 0.22, equal to about one-half year of learning in reading. Parents of young children recognize that their children can make great leaps in development seemingly “overnight” – our groupings of students will be fluid in recognition of this reality. In our middle grades, teachers will have the flexibility to provide students with responsive grouping based on need. Our core block schedule ensures that teachers get to know students’ strengths and needs across content areas and have longer concentrated periods to allow for student-centered learning with teacher support alongside.

- **Targeted Re-teaching**: When formal or informal assessments reveal that one or more students is struggling with a particular skill or concept, those students will receive targeted instruction that re-teaches that skill or concept. This instruction may be a single, brief lesson to correct a misconception, or multiple sessions to address a more complex concern. Our staffing structure of one teacher and...

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one teaching assistant per classroom allows for a variety of small group instructional methods by offering small group instructional support by the teacher while the assistant monitors independent work, partner games and activities, and technology-guided instruction throughout the classroom.

- **Small Group Intervention**: CWCH is fortunate to have a low teacher to student ratio that enables extensive small-group instruction every day. Teachers and teaching assistants lead small group intervention lessons for students with specific needs.

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

- **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 and teacher feedback to ensure success.
  - Holding students accountable for their work through frequent teacher review.

- **Teacher Lecture**: A familiar, and effective method for teaching when used judiciously and appropriately is teacher lecture. Synthesized research on learning processes presented in How People Learn (1999) confirm that that "experts' abilities to think and solve problems depend strongly on a rich body of knowledge about subject matter." Facts, acquired through lecture, text or empirical research are an essential component of constructing knowledge.

- **Peer Tutoring and Cross Age Tutoring**: Tutoring fellow students in one's own classroom and at other grade levels is an effective strategy for enhanced learning in literacy, as well as in academic areas. A variety of both cross-age and peer tutoring models will be used successfully to benefit both the student tutor and the student being tutored.

Teachers selected to join the faculty will already have demonstrated skill in a variety of instructional strategies. Evidence will be gathered via a robust selection process, which requires a demonstration lesson, interview questions about appropriate pedagogical techniques and reference checks. To assess the quality of the demonstration lesson,
CWCH has developed a rubric, including criteria focused on meeting all students' needs through differentiation, addressing Common Core standards, checking for understanding, incorporating social emotional learning, and fostering the construction of understanding. CWCH will support the ongoing development of their pedagogical skill through extensive professional development and coaching.

CWCH academic model demands high-quality teaching and expert teachers. As such, professional development and a selective hiring process are core components of the school’s design. By providing high-quality professional development, as well as time for teachers to meet, discuss, and learn what works best with their students, teachers will use the most effective strategies for helping all of their students become active, motivated learners who master the knowledge necessary for life-long learning and success.

**Balanced Literacy**

At CWCH, we have adopted a balanced approach to teaching literacy. The instructional methodologies that make up that approach serve as our core techniques for teaching reading and writing.

The *Continuum of Literacy Learning*, Grades K-8, which is aligned with Common Core State Standards, serves as our primary curriculum resource for grades K-8. The guide is divided into seven categories:

- Interactive Read Aloud and Literature Discussion
- Shared and Performance Reading
- Writing About Reading
- Writing
- Oral, Visual, and Technological Communication
- Phonics, Spelling, and Word Study
- Guided Reading

In each category, the *Continuum* provides “behaviors and understandings to notice, teach and support,” as noted above.

At CWCH, we teach those behaviors and understandings using a variety of instructional techniques. In this section, we describe the primary methods that CWCH will use to implement the *Continuum of Literacy Learning*—that is, balanced literacy techniques, including the workshop approach. In addition, teachers at CWCH will incorporate standards-driven instruction that supports the development of the behaviors and understandings named in the *Continuum* in other subject areas, and using additional methods as needed.

Balanced literacy instructional techniques include methods for teaching reading and writing, as indicated by the examples below:

**Reading**
Interactive Read Aloud: The teacher reads the text aloud and takes the opportunity to engage students with texts that are more complex than they can read for themselves.

Literature Discussion: These discussions begin as brief “turn and talk” moments in interactive read aloud. This sets the stage for transitioning into brief small group discussions and then into independent book clubs as students mature.

Shared Reading: Students read aloud from a common enlarged text. In primary, this might be a big book or a chart. In middle school, the teacher might project an article to highlight key text features.

Choral Reading: A group of people read together from a common text, with the emphasis on interpreting the text with the voice.

Readers’ Theater: Readers reenact a text, assuming individual roles.

Guided Reading: The teacher brings together a group of students who are similar in reading level based on assessment.

Reading Workshop: The structure of reading workshop includes (1) a mini-lesson on a specific principle; (2) independent, individual reading with some small-group work and teacher conferences; and (3) sharing and a restatement of the mini-lesson principle.

Writing

Modeled Writing: The teacher demonstrates the process of writing in a particular genre, while thinking aloud to reveal his/her mental processes while writing.

Shared Writing: The teacher and students compose a text together. The teacher is the scribe. The text becomes a model, example or reference for student writing and discussion.

Interactive Writing: This method is very similar to shared writing, with the addition of asking students to write some portion of the text. This technique is only used with beginning writers and focuses on the features of letters and words.

Writing Workshop: The structure of writing workshop includes (1) a mini-lesson on a specific principle; (2) independent, individual reading with some small-group work and teacher conferences; and (3) sharing and a restatement of the mini-lesson principle.

Balanced Literacy and the Gradual Release of Responsibility

Taken together, the balanced literacy instructional techniques are structured according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student.

As such, the contexts vary according to the degree of teacher support and learner control. Fountas and Pinnell assert that “each element requires a different level of support from the teacher and respects the level of control or independence of the children.” (1996, p. 25) The following figure Balanced Literacy – Reading Techniques illustrates this relationship. For example, during reading aloud, the teacher does the majority of the work and the students respond. She reads the book aloud to the students and then engages them in a discussion. During shared reading, the teacher leads the students in reading from an enlarged text that they all can see. The students
may chime in as the teacher is reading or the teacher may ask the students to read certain portions of the text on their own. While the teacher is still primarily responsible for the reading, she is beginning to release some of the responsibility to the students. In contrast, during guided reading, the student is responsible for reading the entire text to himself, though the teacher supports him in doing so. The teacher introduces the book and then during the reading is “highly selective” with regards to the support that she offers. (Fountas & Pinnell, 1996, p. 131) As such, the responsibility for the reading rests primarily on the student. The ultimate goal of this reading instruction is an independent reading, in which the students selects and reads independently. Over time, the texts for each type of instruction should become more difficult. As a student becomes a more skilled reader, he should be able to read independently a book that was once only accessible to him if his teacher read it aloud.5

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The writing components can be similarly represented as a gradual release of teacher support to learner control, as demonstrated in the following figure. In shared writing, the students and teacher compose the text together, but the teacher alone writes down their composition. In interactive writing, once again the teacher and students compose together. However, using this method, the teacher assigns some of the responsibility for writing the text to the students. What she asks students to write and what she writes herself should depend on the students’ instructional needs. For example, in the case of students who are just beginning to write, she may ask them to write only the initial sounds while she constructs the rest of the word. For more advanced writers, the lesson might focus on finding authentic voice or using evidence effectively. In writing workshop, the teacher releases more of the responsibility to her students. Though she guides the process and provides support through mini-lessons and conferences, the students are responsible for composing and constructing their own pieces. Once again, the ultimate goal of all of this writing instruction—shared writing, interactive writing, and writing workshop—is to foster independent writing in which students compose and construct written pieces on their own. Routman (2008) asserts that this type of support is particularly important for English Language learners, “who need to speak the language before they write it” and may take the form of scaffolded conversations before they write it.6

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Project-Based Learning

Learning is a process of making connections, of understanding how things are related. As reflective learners, children connect what they’ve learned to their own lives. Rather than studying each subject area separately, project-based learning integrates the skills and knowledge from multiple subject areas through meaningful, real scenarios. Thoughtful questions and activities help children synthesize their new knowledge and apply it to new situations. Real learning is generative. One question often leads to another. As students progress through our kindergarten through 8th grade program, they will internalize this process and work more efficiently, as well as deepen their learning, through the implementation of their projects. Each trimester in kindergarten to 5th grade, students will be devoted to one project and alternate between emphasizing science and social studies/history standards (although, in some cases, a project will address both subjects equally). In addition, one of the projects will include a serving learning component as described in the previous section.

CWCH defines project-based learning as a curricular and pedagogical strategy that organizes students’ mastery of state standards in the core academic disciplines around projects. It is important to understand that project-based learning does not replace core content area time; rather, it is part of that same objective to achieve state standards mastery across all core disciplines. The projects are another means to the desired ends. Thus, project-based learning aligns quite well with a standards-based curriculum, as educators in several research studies have demonstrated (Dresden & Lee, 2007; Helm & Gronlund, 2000; Schuler, 2000). In this framework, students fulfill explicit educational goals as they are actively involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously, as well as cooperatively over extended periods of time; they reflect on their work, receive feedback, and incorporate the feedback; they are guided by teachers’ facilitation and instruction, to develop skills; and their final product represents the skills and knowledge they gained (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999).

For English language learners (ELL) and socio-economically disadvantaged students, project-based learning takes on additional importance. The collaborative activities inherent to project-based learning provide ELL students with systematic opportunities to improve their English proficiency in the context of authentic peer communication.
Group interactions with the focus on the task, rather than the language, provides a nonthreatening opportunity for the second language learner to listen to other children’s discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). Research also indicates that the use of projects for the education of children living in poverty: (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills; (2) helps children see themselves as learners and problem solvers, and develops their self-esteem; (3) strengthens positive relationships between teachers and families; and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

Furthermore, in diverse schools such as CWCH, project-based learning takes on an added dimension in developing skills for problem-solving across lines of difference. In painting a portrait of “Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language,” the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, include the need to “come to understand other perspectives and cultures.” The standards guide further explains that students who are college- and career-ready “actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds.”

In segregated schools, students are not exposed to learning opportunities that promote cross-cultural understanding. Skills needed to relate to students of other racial and ethnic groups require practice and indirect programs that merely transmit information about other groups but are not able to utilize intergroup contact have less impact on actually changing the beliefs and behavior of students.

Diverse schools in which teachers support collaboration among students promote social cohesion and reduce prejudice by fostering cross-cultural understanding in ways that are not possible in segregated school environments, as noted in Element 1.: Mission, Vision and Goals of the Program.

**Instructional Design of Projects**

As described above in Innovative Components, CWCH utilizes the Teaching for Understanding Framework to guide unit design. The broad topics for these projects will be teacher-created to support standards-based instruction; the specifics of each project will integrate students’ own interests. The degree of their autonomy is dependent on the grade (and maturity) of the students. Over time, students learn to take more responsibility for their own learning processes and demonstrations of learning.

In line with the master-apprentice relationship, CWCH’s teachers will then scaffold instruction: breaking down tasks and 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 and understanding of the unit’s goals.

Teachers will design projects that allow for greater opportunities for student responsibility, decision-making, and connection-building. Teachers’ design connects to the standards, considers cognitive and social development, builds on prior years, and feeds into subsequent years for vertical articulation. Each project will integrate Common Core and/or California State standards across content areas. Teachers will document the children’s learning through note taking, pictures, tape recordings, and videotapes.

When students work on projects, the resources they use will include all those detailed in this charter application across the different core content areas, and supplemented as students produce their own questions and enhance their own learning via computer-based research, library research, and other resources. Its central activities must involve the transformation and construction of knowledge (by definition: new understandings, new skills) aligned to state standards on the part of students (Bereiter & Scardamalia, 1999). If the central activities of the project represent no new challenges to the student or can be carried out with the application of already-learned information or skills, the project is an exercise, not a project-based learning experience.

In addition to teachers and textbooks as sources of information, the children work as independent learners, exploring and interpreting what they read, see, and hear on their journey to mastering the standards. Students read authentic text, fiction, and poetry from many cultures, as well as biography and other nonfiction books. They learn through hands-on experiences with maps, globes, photographs, artwork, music, and objects. They conduct interviews and experiments, keep daily journals, and gather and analyze data. They engage in visual arts projects in the styles and media of the cultures they are studying, learn native dances and songs, and dramatically recreate scenes from the history and stories they discover. Thus, while they are engaged in project-based learning, they are achieving state content objectives across disciplines.

Building on their expanding knowledge, children become researchers and learn to work in collaborative groups. Strategies and resources that support students as real researchers are provided, again, all based in the state grade-level standards. Once students have posed research questions, searched for answers, and drawn conclusions, they are ready to share their findings with others. They do this in a variety of interesting ways, again, crossing disciplines in language arts, social studies, science, mathematics, and the arts. Children use their problem-solving and communication strategies to create group and individual projects that demonstrate their mastery of the teacher-designated state standards for that particular project.

**Sample Projects**
In keeping with our school theme as Citizens of the World, many of our interdisciplinary projects involve students exploring and understanding the perspectives and experiences of others – their peers in school, their neighborhood and its rich diversity, our entire nation and its history, and global awareness. At each stage in their development, students will focus on their own role as members of the human community, and how their own actions and perspectives help to shape the world in which we live. This progression will follow the children’s natural developmental progression. For example, our kindergarten students will begin, quite literally, with studying themselves and their own perspectives. Our older students will develop a broader, deeper understanding of geo-political history and current events, as well as the cognitive capacity to identify their own perspective on these aspects of global citizenship and analyze the perspectives of others.

The following examples illustrate projects that have been designed based during the current term as well as possible projects for the next charter term. CWCH’s Principal and teachers will continue to build upon these samples and design specific projects tailored to each grade level, based on students’ needs and interests. This curriculum will develop students’ abilities to think critically, pose questions, seek answers, contrast, compare, reflect, and communicate.

**Kindergarten: Trimester 2/Unit 2: Our Community and Us.** After learning more about themselves through self-discovery and the five senses in our Discovering Me! unit, we now connect our students to the world around them. At this point, students have already developed beginning reading skills through phonemic awareness, blending, shared reading, concepts about print (CAP), and writing workshop mini-lessons. At the same time, our students have continued to develop number sense and problem-solving skills through calendar activities, counting, sorting, grouping, graphing, measurement, manipulative usage, and patterns. With these baseline kindergarten skills and abilities, this unit allows students to focus on developing a depth of intrapersonal and interpersonal skills as they learn about themselves and others in the context of our larger community. Through this study, students will understand that there are many different types of community helpers and diverse people that help to make our neighborhood and school community a healthy one. They will additionally learn how their families fit into the community and how they hope to be a helpful part of the community as children and future adults.

**1st Grade: Trimester 2/Unit 2: Diversity and Interdependence in Ocean Habitats.** First grade students will learn about ocean habitats, with emphasis on coral reef ecosystems. They will explore the zones of the ocean, the different sea life that coexists in each, and how they have adapted to their environment. With emphasis on the throughlines of our yearlong unit, students will learn about the scientific diversity of life that exists in the ocean, and how the theme of interdependence is an integral part of ocean ecosystems.
4th Grade: Trimester 3/Unit 3: Conflict in the Gold Rush. Guided by a year-long study of the nature of power and its influence on conflict throughout California’s history, 4th grade students examine power/conflict in the Gold Rush era of California. To learn about this historical era (as required by California State Standards), students go through a variety of simulations and activities where they take on the perspective of characters, including indigenous peoples, missionaries and explorers, representing a variety of demographic groups.

7th Grade: How Do Components of a System Work Together?: Seventh graders engaged in rigorous study of life sciences and biology, as well as the progression of history through medieval and early modern times, can achieve state standards through interdisciplinary activities focused on systems. Our universe is full of complex systems. Each system is made up of several components which each play a distinct and essential role in the overall function of the system as a whole. Using this question as a frame, students can investigate systems, such as the elements, biological systems, the human body, governments, and the solar system throughout the year.

15. How the School’s Instructional Methodologies and Curriculum Will Ensure Mastery of the California CCSS and Other State Content Standards

CWCH’s instructional methodologies, curricula, and courses have been aligned to the new California Common Core State Standards (CA CCSS) and other state content and performance standards. Our faculty receives training and guidance in continually refining curriculum and teaching practices aligned to the CA CCSS and other state content and performance standards. Through ongoing professional development, collaboration, and support, our teachers develop a broad toolbox of strategies, and become experts at aligning those strategies to the standards and assessments for units, lessons and projects.

In addition, every grade level is collaborating in order to map out the explicit integration of the standards referenced above in our constructivist-driven curriculum. School leaders provide feedback to teacher-created maps for adequate depth, breadth, and rigor. In addition, instructional leaders review formative and summative assessments for depth and complexity as well as incorporation of a variety of learning modalities. The scope and sequence of academic standards at CWCH may be modified as necessary and/or appropriate to reflect changes to state and national standards.

Through a project-based structure as described above, students receive both individualized support and instructional strategies as they work to master the interrelated skills and knowledge in the content and performance standards. This approach leads to student mastery of higher level thinking skills. Students deeply understand what they learn, and interdisciplinary reading, writing, spoken language and arts foster this mastery. Within this context, EL students have many scaffolded opportunities to use English purposefully and interact with content and ideas in
meaningful ways – all driven by the SDAIE, Project GLAD and SIOP instructional frameworks for English Learners. Students performing below grade level receive instructional supports for learning that engages students in presenting information in multiple ways and allows for diverse avenues of action and expression. Teachers provide this extra support and scaffolding through in-class strategies, team collaboration, as well as after school support programs, including online adaptive programs designed to remediate basic skills.

CWCH approaches curriculum design with the following criteria:

- Align curriculum to the California Common Core State Standards (CA CCSS) and other state content and performance standards;
- Ensure rigorous instruction, while leveraging the use of technology as a tool;
- Provide many opportunities for students to participate in presentations of their learning in both individual and group settings;
- Include student input on the design of CA CCSS-aligned project rubrics;
- Provide learning opportunities to deepen connections to the academic content and performance standards, including CA CCSS through regular instruction in the arts, elective opportunities and clubs;
- Integrate connections to social-emotional supports such as Council with a focus on college and career readiness; and
- Include a service-learning program that combines rigorous academic pursuits with real world experiences, focused on social justice.

Furthermore, grade level teachers 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 and alignment with all state standards.

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.

Curriculum, materials, and instructional activities will be selected by grade-level teachers, our Principal, and as relevant, outside consultants (e.g., special education consultants) based on their relevance and appropriateness for their alignment with standards, our definition of an educated person in the 21st century, and goals of the school as a whole. Choices must be compatible with the school’s emphasis on active learning strategies, investigation and project-based assessments. Secondary/enrichment resources will be chosen at the discretion of the teacher, and must be used in a way that is compatible with the school’s educational philosophy.

All instructional activities will be developed in alignment with the stated goals and measurable student outcomes of CWCH.
16. How the Instructional Program will Support Student Development of Technology Skills and Student Use of Technology

CWCH is committed to ensuring that all students have the technology access and skills to thrive in the 21st century. CWCH students have opportunities to interact with technology to enhance creativity and innovation, communicate and collaborate with others, do research and advance their information fluency, promote critical thinking, problem solving and decision making skills, develop an understanding of the responsibilities and possibilities of digital citizenship, and to trouble-shoot and utilize technology operations and design concepts. To this end, Citizens of the World Hollywood has adopted the following software programs to support student development of technology skills.

**NWEA MAP testing:**

The Northwestern Evaluation Association is a national organization that provides standardized measures of student success. Their MAP testing is an adaptive evaluation that measures a student’s skills and gives them a score based on the scores of similar students across the nation. This data can be access by school staff at all levels to inform instruction and professional development. This assessment tool is common core aligned and is a definitive measure of CWCH’s students during this transition time when we are not getting scores from the California State tests. We have found that the NWEA tests have the added benefit of preparing students for the Smarter Balanced assessments by familiarizing them with online assessments.

**DreamBox Learning:**

This adaptive learning technology is Common Core aligned and provides rigorous curriculum in a highly-engaging way. The program evaluates each student action and dynamically adapts in real time, providing a learning experience that is tailored to each student’s unique needs. The content, pace, and sequence all can be used to customize the experience to create the appropriate level of rigor.

**Typing Pal:**

This web-based typing program works to improve the accuracy and rate of student’s typing skills. Its pedagogical approach is designed to maximize student engagement, and is available in multiple languages, including Spanish and French. As it is accessed through the Internet, the students are always using the most up to date version of the program.

In addition to these school-wide resources, individual teachers use a wide variety of online resources and software tools in the classroom to support their curriculum.
17. Transitional Kindergarten

Transitional Kindergarten (TK) has been available at CWCH for all eligible students since the 2012-2013 school year. TK takes place in a combination classroom within our Kindergarten classes. For the coming 2014-2015 school year, students who enroll in CWCH whose 5th birthday falls between September 1, 2014 and December 1, 2014 will be offered a space in one of our TK/Kindergarten combinations classes.

During the subsequent school year, a TK student may move into a TK/Kindergarten class to become a lead Kindergartener. Implementation of this plan will roll out as follows:

1. Identify and students who are eligible for TK based on their birth date.
2. Contact those families who qualify for TK and notify them that, should they enroll at CWCH, their student will take part in the TK program and will not begin first grade for two years.
3. Provide an appropriately differentiated curriculum in the TK/Kindergarten classes to support developmentally appropriate learning and instruction for all enrolled students.

18. Academic Calendar

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

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19. Daily Schedules

Citizens of the World Hollywood’s daily schedules reflect our commitment to cognitive constructivism. The sample daily schedules presented below for each grade level or grade span reflect this commitment. Our schedules and workshop-based instruction support social-emotional and project-based learning, integrated curriculum, and differentiated small group instruction across subjects. All teachers have a high degree of weekly planning periods, which provide teachers with collaborative and shared planning time (within grade level teams) and allows them to design and tailor their instruction to meet student needs on a regular basis.

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00</td>
<td>30</td>
<td>AM warm-up work and Morning Meeting</td>
</tr>
<tr>
<td>9:00 – 10:00</td>
<td>60</td>
<td>M/T/R/F: Readers Workshop and ELD</td>
</tr>
<tr>
<td>10:00 – 10:20</td>
<td>40</td>
<td>Snack and AM Recess</td>
</tr>
<tr>
<td>10:20 – 11:00</td>
<td>40</td>
<td>Phonics (Foundations)</td>
</tr>
<tr>
<td>11:00 – 11:30</td>
<td>30</td>
<td>M: Peacemaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T – F: Writers Workshop</td>
</tr>
<tr>
<td>11:30 – 12:25</td>
<td>60</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>12:25 – 1:25</td>
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<td>Math Workshop</td>
</tr>
<tr>
<td>1:25 – 2:05</td>
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<td>M/R: Class Game Time (PE); T/W/F:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science/Social Studies</td>
</tr>
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<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject</th>
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<tr>
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<tr>
<td>10:00 – 10:20</td>
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<td>Snack and AM Recess</td>
</tr>
<tr>
<td>10:20 – 11:00</td>
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<td>Phonics (Foundations)</td>
</tr>
<tr>
<td>11:00 – 11:30</td>
<td>30</td>
<td>M: Peacemaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T – F: Writers Workshop</td>
</tr>
<tr>
<td>11:30 – 12:25</td>
<td>60</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>12:25 – 1:25</td>
<td>60</td>
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</tr>
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<td>1:25 – 1:30</td>
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TK / Kindergarten / First Grade

Regular Day – TK/Kindergarten/First Grade

Shortened Day – TK/Kindergarten/First Grade
### Second / Third Grade

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<thead>
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<td>55</td>
<td>Readers Workshop and ELD</td>
</tr>
<tr>
<td>9:45 – 10:15</td>
<td></td>
<td>AM Recess and Snack</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>45</td>
<td>M/W/R/F: Math Workshop T: Class Game Time</td>
</tr>
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<td>11:00 – 11:40</td>
<td>40</td>
<td>M/W/R: Foundations Phonics</td>
</tr>
<tr>
<td>11:40 – 12:25</td>
<td></td>
<td>M/T/W/F: Writers Workshop R: Music and Performing</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>60</td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>1:30 – 2:45</td>
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<td>M/T/F: Read Aloud &amp; Science/Social Studies R: Class Game Time</td>
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<tr>
<td>2:45 -3:15</td>
<td>30</td>
<td>Homework Review and Closing Circle</td>
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<tr>
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<td>Dismissal</td>
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### Third Grade

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<td>AM Work and Morning Meeting</td>
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<tr>
<td>8:50 - 9:45</td>
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<td>Readers Workshop and ELD</td>
</tr>
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<td>AM Recess and Snack</td>
</tr>
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<td>Math Workshop</td>
</tr>
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<td>11:00 – 11:40</td>
<td>40</td>
<td>Foundations Phonics</td>
</tr>
<tr>
<td>11:40 – 12:25</td>
<td></td>
<td>Writers Workshop</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>60</td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>1:30</td>
<td></td>
<td>Dismissal</td>
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<tr>
<td>180</td>
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### Fourth/Fifth Grade

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<thead>
<tr>
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<tbody>
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<td>8:30 – 8:50</td>
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<td>AM Warm-Up Work/Morning Meeting</td>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 8:50</td>
<td>20</td>
<td>AM Warm-Up Work/Morning Meeting</td>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 8:50</td>
<td>20</td>
<td>AM Warm-Up Work/Morning Meeting</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
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<td>20</td>
<td>AM Warm-Up Work/Morning Meeting</td>
</tr>
<tr>
<td>Time</td>
<td>Minutes</td>
<td>Subject</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
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</tr>
<tr>
<td>8:30-8:50</td>
<td>20</td>
<td>Homeroom</td>
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<td>8:55-10:00</td>
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<td>ELA</td>
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<td>10:05-11:10</td>
<td>65</td>
<td>Mathematics</td>
</tr>
<tr>
<td>11:15-12:20</td>
<td>65</td>
<td>Science</td>
</tr>
<tr>
<td>12:25-12:55</td>
<td>65</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00-2:05</td>
<td>65</td>
<td>PE</td>
</tr>
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<td>2:10-3:15</td>
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<td>History</td>
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<td><strong>25 passing minutes</strong></td>
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<td><strong>Total Instructional Minutes</strong></td>
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**Middle Grades**

**Regular Day – Sixth Grade**

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Subject</th>
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<tbody>
<tr>
<td>8:50 – 9:50</td>
<td>60</td>
<td>M/T/R/F: Readers Workshop &amp; ELD</td>
</tr>
<tr>
<td>9:55 – 10:20</td>
<td></td>
<td>Snack &amp; AM Recess</td>
</tr>
<tr>
<td>10:20 – 11:00</td>
<td>40</td>
<td>M: Spanish</td>
</tr>
<tr>
<td>11:00 – 11:40</td>
<td>40</td>
<td>M/W: Writers Workshop</td>
</tr>
<tr>
<td>11:40 – 12:30</td>
<td>50</td>
<td>M/W: Math Workshop</td>
</tr>
<tr>
<td>12:30 – 1:20</td>
<td></td>
<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>1:20 – 1:45</td>
<td>25</td>
<td>T/R: Class Game Time (Physical Education) , F: Music/Visual Performing Arts</td>
</tr>
<tr>
<td>1:45 – 2:40</td>
<td>10</td>
<td>M/T/R: Science/Social Studies</td>
</tr>
<tr>
<td>2:40 – 3:15</td>
<td></td>
<td>Homework Review/Closing Circle</td>
</tr>
<tr>
<td></td>
<td><strong>350</strong></td>
<td><strong>Total Instructional Minutes</strong></td>
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**Shortened Day – Sixth Grade**

<table>
<thead>
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<th>Minutes</th>
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<td>Spanish</td>
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<td>Snack &amp; AM Recess</td>
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<tr>
<td>10:20 – 11:00</td>
<td>40</td>
<td>Music and Performing Arts</td>
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<tr>
<td>11:00 – 11:40</td>
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<td>Writers Workshop</td>
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<tr>
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<td>Lunch &amp; Recess</td>
</tr>
<tr>
<td>1:30</td>
<td></td>
<td>Dismissal</td>
</tr>
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</table>

20. Instructional Days and Minutes
The CWCH daily schedule and annual calendar will include 179 instructional school days, and exceed the minimum number of instructional minutes set forth in Education Code § 47612.5. The Code requires kindergarten students to have 36,000 instructional minutes, grades 1-3 to have 50,400 minutes and students in grades 4-8 to have 54,000 minutes of instruction. All CWCH students will receive significantly more minutes of instructional time than required. Furthermore, CWCH will comply with the requirement of 200 minutes of physical education every ten days for elementary students and 400 minutes for secondary students. (Ed. Code § 51210(g).)

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/ Below State Req’t.</th>
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<td>340</td>
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**Professional Development**

**21. Teacher Recruitment**

CWCH believes that recruiting, developing, supporting and retaining high-quality teachers is essential to the success of our school. School leaders will select teachers based on the criteria outlined in Element 5: Employee Qualifications and the job description presented therein.

All teachers of core academic subjects at CWCH will have a bachelor’s degree, appropriate credentialing in accordance with Education Code § 47605(l) and demonstrated core academic subject matter competence. We will especially seek out teachers who speak additional languages and have experience in working with diverse populations.
Recruitment of teachers will utilize multiple methods: professional networks, online sites and local universities with education credentialing programs. We will make use of our professional networks (such as Teach For America, local charter schools, California Charter Schools Association, and university connections) to publicize open positions. Postings will appear on multiple sites (such as Ed Join, CCSA’s website, Craig’s List and CWCH website) and be forwarded through university alumni and charter school groups. We also have a number of highly prominent and respected educators on our Board and Advisory Board who will assist in spreading the word about our recruitment.

When a position is available, CWCH will review the criteria and qualifications for the open teaching position and advertise it along with a job description. Based on a review of resumes, school leaders (and current teachers) will interview likely candidates and observe them teaching a sample lesson. As needed, additional processes such as analysis of student performance data or videotaped instruction will be utilized to select our final candidates.

Our thorough and rigorous selection process will ensure that selected candidates are aligned with our mission and philosophy and bring a strong repertoire of skills, as well as a willingness and capacity for ongoing development.

22. Ongoing Professional Development

CWCH’s academic model demands high quality teaching and expert teachers. As such, professional development is a core component of the school’s design.

Core Beliefs

We apply our beliefs about how learning best occurs as presented in Element 1. CWCH’s Philosophical Foundation not only to instruction for students, but also to professional development for teachers.

In contrast, we will offer professional development that is targeted to individual teachers’ needs, as well as offerings that are required for all staff.

Just as our teachers will design curriculum based on their individual student’s needs, so too will our Principal design professional development activities to meet the specific needs of individual teachers. In crafting the school’s initial professional development plan, our Founding Principal adapts the particular structures and content based on the experience and expertise of the founding faculty members. In subsequent years, the Principal adjusts the professional development plan to accommodate the needs of incoming faculty members, to respond to insights gleaned from practice and to develop techniques to respond to identified student needs.

The principle of the Gradual Release of Responsibility, described above in section entitled How Learning Best Occurs, is also applicable for structuring adult learning.
We will:

- Present tools, techniques;
- Support teachers as they strive to integrate those into their rich repertoire of instructional techniques;
- Guide analysis of effectiveness;
- Provide feedback as needed; and
- Monitor independent implementation.

In addition to developing their skills in teaching students, teachers will have opportunities to develop their skills in supporting their peers. So, in addition to participating in professional development, key teachers will be asked to take on the role of resource to their peers. We will identify individuals as team leaders in specific areas. For example, at each grade level one teacher may participate in more extensive professional development in Teaching for Understanding and then guide the other teachers. Another teacher at that grade level would get more extensive training in Everyday Math and be responsible for setting up the mathematics instructional calendar and supporting professional development in mathematics.

Structures

The principal bears primary responsibility for creating our professional development plan and specific activities for our faculty, based on their individual needs and experience levels, but these activities will encompass detailed instruction in our educational philosophies, assessment methodologies, utilization of our data system, and more. As noted earlier, we hope to form strong collaborations with similar charter schools and share professional development resources in particular, inviting their faculty to attend some of our in-house sessions with them reciprocating for our faculty. Specific professional development activities to support faculty in their professional growth during the first year of our next charter term (2015-2016) will include:

- **Summer Institute**: During a paid, multi-week summer institute, all faculty will receive in-depth training on our educational philosophies, review research studies, and collaboratively plan curriculum and lessons in consultation with leading experts.
- **Model Schools/Teacher Institutes**: Throughout the year, our faculty will visit our model schools and attend teacher-training workshops, such as UCLA’s Lab School (including Educator Days and Critical Thinking Institute). We have formed partnerships with similar schools, including Larchmont Charter Schools, to enable shared resources, mentoring of our teachers, and collaboration and discussion of best practices.
- **Faculty Library**: Our Principal will compile a resource library for the faculty that includes online and hard copy reference materials, research studies and sample curriculum and lesson plans.
- **Professional Development Coordinator**: One lead teacher will be selected and
compensated to fulfill additional duties related to staff professional development. Those duties may include:

- In keeping with the school’s set priorities, help to develop, implement, monitor and evaluate professional development for instructional staff throughout the year.
- Work with the Principal and Assistant Principal to determine professional development topics and details for how professional development will be implemented and provided to the 1) whole staff, 2) to small groups of teachers needing particular support and 3) to specific individuals (if and as needed).
- Help to develop annual professional development priorities, content, and strategies.
- In coordination with the Principal and Assistant Principal conduct classroom observations and support teachers in various subjects or areas of need, especially those topics that are tied to professional development initiatives.

- **Weekly Staff Meetings, Periodic Intensives:** All faculty will meet weekly on Wednesdays (a short instructional day) with our Principal and outside educational consultants to continuously develop, refine and evaluate curriculum and lesson plans based on individual students’ needs, teacher needs and the progress of the school as a whole in a collaborative, supportive environment. Our school calendar also includes four full work-days throughout the year for intensive development, either via outside conferences or internal full-day workshops with visiting lecturers. When teachers attend outside workshops and conferences, they will be expected to share their learning upon their return for their fellow faculty (with perhaps guests from our partner schools), and then work collaboratively with their peers to implement their new learning into our school framework.

- **Daily Planning Time:** Teachers will be given ample planning time. Students’ participation in specialty classes allows time for planning during the school day. (We will attempt to create school schedules that allow common planning time for teachers in the same grade.) In addition, portions of the weekly professional development on Wednesday’s shortened days will allow for teachers to work in partnership with their peer teachers in the same grade, and across grades as relevant. While our teachers – and indeed all teachers – spend countless hours outside of school preparing, planning and, reviewing student work, this time allotted during the school day will enable our teachers to work collaboratively as a team in designing lessons that best suit individual students in a supportive, professional atmosphere.

**Content and Outcomes**

Professional development will include:

- Presentation of the theoretical underpinnings of our philosophy and curricular approaches;
• Activities to assist teachers in internalizing the theories;
• Introduction to curricular tools;
• Opportunities to plan using the curricular tools, with support;
• Introduction to assessment tools; and
• Training in analyzing assessment data and determining the implications for
  instruction.

Through professional development, teachers will develop:

• An understanding of the theoretical underpinnings of our philosophical,
  pedagogical and curricular approaches;
• Skill in analyzing student assessment data to assess students progress and
  determine implications for future teaching;
• Familiarity and dexterity with utilizing curricular tools and instructional materials to
  accomplish student achievement goals; and
• Capacity and comfort in reflecting with their peers as they strive to become
  even better teachers.

While the specific agendas, trainers, and materials will be determined by our
Principal, among other things, we anticipate that our teachers will study the following
in the context of the foregoing activities:

• Curricular Tools outlined in Element 1: Instructional Framework, including:
  o Fountas & Pinnell Continuum of Literacy Learning
  o Everyday Mathematics
• Instructional Strategies described in Element 1: Instructional Framework,
  including:
  o Teaching for Understanding through project-based learning
  o Writing Workshop
• Techniques for meeting a variety of student needs as presented in Element 1:
  Addressing the Needs of All Students.
• Assessments presented in Element 2: Measurable Student Outcomes & Element 3:
  Method by Which Student Outcomes Will Be Measured

The Principal will utilize feedback from teachers, observations of instruction, and student
performance data in determining the specific content and timing of professional
development.

**CWCH Will Address the Needs of all Sub-Groups, Including At-Risk Students**

At CWCH, we take the challenge seriously as educators to help every student to
achieve. We firmly believe that with strong first teaching in the classroom supported by
targeted intervention as needed, every child can meet or exceed grade level
expectations that are academic, social, or behavioral in nature. We recognize that
students learn in different ways and we will adjust our teaching to maximize the learning
potential of every child. To promote academic success, we support students in
expanding their skills and in helping them to develop strengths in areas in which they struggle.

Since our constructivist, project-based educational program inherently values and accommodates differentiated learning, our special needs populations (academically low achieving students, special education, gifted, ELL, and low socioeconomic level) will automatically receive focused attention to their needs and strengths, as teachers implement individualized instruction based on data-driven assessments. Following are the additional components of our academic program that ensure that students are offered the most effective education possible:

1. Small class sizes and low teacher-to-student ratios which allow the teachers to truly know their students.
2. Ample instructional planning time during each school day (when students are engaged in enrichment classes as noted in 1D: Scheduling and School Calendar) 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 weekly team planning sessions and regular 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 that are clearly articulated.
7. High expectations for all students.

CWCH has carefully created procedures and will be providing staffing resources to ensure that the needs of all students are met, including those who need additional support beyond the classroom to meet grade-level standards. Two core structures ensure that we monitor and address the needs of all students are the Parent-Teacher Conferences and the Student Success Team.

**Parent-Teacher Conferences:** The Principal at CWCH meets with each classroom teacher quarterly across the school year to review the progress of every child enrolled at CWCH. In doing so, they review the students’ performance in key assessment areas. During the conference meeting, the teacher discusses the progress of each student and any changes that have been noticed since the last meeting, taking note of any strengths and areas of concern that may be academic, social, or behavioral in nature. Over time, these notes provide evidence of trends, patterns, or events that have influenced the student’s success and can be used to better understand learning needs, individual styles, classroom differentiation strategies and appropriate interventions when necessary. The principal and teacher engage in a reflective, rigorous conversation, and when faced with a student who poses a particular challenge, they initiate a Student Success Team meeting.
**Student Success Meetings:** For students identified in their conferences as needing additional support, a Student Success Team (SST) meeting will be held. If parent or teacher has a concern, a special meeting to discuss can be held, which can also lead to an SST. The SST will always include the Principal (or Assistant Principal) and the SPED Coordinator. In addition, the student’s parent/guardian and 1-2 teachers who are familiar with the student will be included. The SST works with parents/guardians, teachers and the students themselves, to identify their learning needs and together they develop a plan for academic and social success. It is this plan that determines when, how often and for how long the team will meet. This decision is made separately for each individual situation, and team continues to meet until the child has achieved success or meets the goals set. During the meeting, the team records all pertinent information for the student, taking note of all strengths and weaknesses the child may have. Goals are established and interventions are put in place to support the child. Responses might include instructional modifications, new behavioral strategies in the classroom, greater follow-up strategies implemented in the home, or a new approach to differentiation of instruction. One or more follow-up meetings are calendared so the team can reconvene (1-6 weeks later depending on the nature of the issue) to discuss student progress. This practice is an effective problem-solving strategy to address issues as they arise, though in some cases serves as the first step for students before a special education referral if students do not make progress.

**Meeting the Needs of All Students**

23. **English Language Learners**

A core part of CWCH’s mission is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. Students at CWC will learn the California ELD Standards in tandem with the California Common Core State Standards for ELA/Literacy, with which they are aligned. Students will be engaged in the type of rich instruction called for in the California Common Core State Standards for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. They will be fully supported as they

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
• Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
• Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
• Develop proficiency in shifting registers based on task, purpose, audience, and text type.

CWCH will comply with federal, state, and district mandates regarding English Language Learner (ELL) education and re-designation of ELL students. CWCH will meet all requirements of federal and state law, relative to equal access, to the curriculum for English Language Learners, as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. CWCH implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Those requirements include, but are not limited to the following items:

• Home Language Survey: All incoming families will complete a Home Language Survey upon enrollment at CWCH via the Enrollment Form (presented in Tab 12: Lottery and Enrollment Forms). If parents indicate that a student speaks a language other than English, students with no previous experience in LAUSD will be administered the California English Language Development Test to determine their English Proficiency. As slated to begin in the 2016-2017 school year, CWC will join other California public schools in administering the new English Language Proficiency Assessment for California (ELPAC) to determine students’ English language proficiency.

• CELDT: The California English Language Development Test (CELDT) is given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment to English learners enrolled in kindergarten through grade twelve in California public schools. Within 30 days of the beginning of the school year (or when a new student enters mid-year), the classroom teachers will administer the CELDT to students with no previous CELDT information. (We have chosen to have classroom teachers administer the CELDT given that student’s comfort with their teacher helps them demonstrate their highest level of performance. As needed, additional support is provided to teachers to enable them to administer the tests.) Scores from the

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7 The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
CELDT will be used to determine progress in English Language Development (ELD), to determine initial ELD Levels, and to reclassify students out of the ELD program. Continuing ELLs are to be assessed with the Annual CELDT each year until they are reclassified. Students' families will be notified of their CELDT results and progress towards reclassification.

- **ELPAC**: As mentioned above, CWCH will replace the administration of the CELDT in the 2016-2017 school year with the English Language Proficiency Assessment for California (ELPAC).

- **ELD Monitoring**: Students identified as English Language Learners will have their performance tracked both by standardized test scores (now CELDT, and in the future ELPAC) and through CWC’s other standardized assessments and portfolio-based work samples. In all of the areas above, an English Learner will need to demonstrated proficiency of the newly adopted ELD standards.

At each reporting period, teachers track student progress toward each ELD standard in the ELD Portfolio and select student work to include in that portfolio to show the student’s mastery the ELD standards. As part of tracking students’ mastery of grade level ELD standards, CWC will use the Proficiency Level Descriptors of “Emerging,” “Expanding” and “Bridging” to precisely understand where English Learners fall on the continuum towards mastery of grade level expectations in English. Given the ELD standards' alignment to the CCSS ELA standards, teachers will compare students' performance and proficiency within ELD specific assessments to their performance on other Common Core aligned ELA assessments (i.e. NWEA Map assessment, SBAC). CWC will participate in this type of data analysis and comparison throughout each school year as part of our usual protocols to regularly examine and analyze subgroup data.

School leadership and Student Success Team will meet with teachers on an ongoing basis to evaluate and plan curriculum and differentiated instruction to support the language development of English Language Learners. School leadership and our Resource Specialist/Intervention Teachers, in collaboration with the Student Success Team, will ensure appropriate and timely communications with parents about ELL classifications.

**Reclassification Procedures**

CWCH will follow LAUSD guidelines stipulated in REF-1848.4 and REF-1849.2 issued by the Office of Planning, Assessment, and Research when determining reclassification eligibility for EL students. The reclassification criteria are:

**Grade 1-2 Reclassification Criteria:**
• The student has demonstrated English proficiency on the Annual CELDT (and the future ELPAC) by achieving an overall performance level of 4 or 5 and skill area scores of 3 or higher in Listening and Speaking.
• Our instructional team has judged that the student will be successful in a mainstream English program based on Elementary Progress Report marks that demonstrate grade level proficiency on CCSS ELA standards.
• Our instructional team has judged that the student will be successful in a mainstream English program based on three consecutive scores of benchmark on English Language Arts periodic assessments or CWCH ELA assessments.
• The parent has been consulted and notified that the student is eligible for reclassification using the district’s Notification of Reclassification letter that is generated by SIS.

Grade 3 - 6 Reclassification Criteria:

• The student has demonstrated English proficiency on the Annual CELDT by (and the future ELPAC) achieving an overall performance level of 4 or 5 and skill area scores of 3 or higher in Listening, Speaking, Reading, and Writing.
• Our instructional team has judged that the student will be successful in a mainstream English program based on Elementary Progress Report marks that demonstrate grade level proficiency in English Language Arts.
• The student has demonstrated basic grade-level skills on the standardized statewide assessment (SBCC).
• The parent has been consulted and notified that the student is eligible for reclassification using the CWC’s Notification of Reclassification letter that is generated by SIS.

Reclassification Goal

It is CWCH’s goal that students will progress 1-2 English language levels per year through this targeted instruction and assessment. For students enrolled at CWCH beginning at Kindergarten this allows for re-designation prior to Middle School. For students who are enrolled in subsequent years whose language development is still in the beginning or early intermediate stage, students will be provided added intervention with a goal that they will stay on target to advance 1-2 levels or more per year such that they can be reclassified in their K-8 career.

CWCH has reclassified students at or above the LAUSD’S average reclassification rate in recent years. The Principal will continue to monitor the reclassification rate, and, in collaboration with the Executive Director, make adjustments to the academic program if the goal is not met. The Board of Directors will hold the Executive Director accountable for meeting this goal, as well as the others named throughout this petition.

Strategies for English Language Learners and Intervention
Given the variety of home languages spoken by students residing in the Hollywood area and the instructional philosophy of the school, CWCH will prepare teachers for a multi-lingual environment. Teachers will be trained in a variety of instructional techniques to be used specifically with English Learners, relying on these primary programs: Specially Designed Academic Instruction in English (SDAIE), Project GLAD and the Sheltered Instruction Observation Protocol (SIOP).

**Specially Designed Academic Instruction in English (SDAIE)**

SDAIE is a teaching approach that can be used across the curriculum to support ELL students. It emphasizes the importance of supporting English learners in acquiring academic-related skills and knowledge, while at the same time learning English through comprehensible second language input. The practice was based upon linguistic theories laid out by a number of researchers including Dr. Steven Krashen and Dr. James Cummins, who developed “Contextual Interaction Theory.” At the heart of the theory are two major components that impact the SDAIE classroom: “comprehensible second language input” and a “supportive affective environment.” Language is acquired because of the context in which it is contained.

Rather than focusing on language development, SDAIE focuses on content comprehension. Language is acquired because of the context in which it is contained. Teachers build vocabulary with their students and have high expectations for success of language acquisition and the concepts.

SDAIE encompasses solid teaching techniques that benefit all types of learners, offering particular support to students who are English Language Learners. The four major components of this teaching approach are:

* A Visual Approach to Classroom Presentation: Teachers will use models, kits, manipulatives, and gestures show students what they are talking about.
* A Hands-on Approach to Classwork: Students will learn faster with the use of manipulatives and task-oriented projects for them to build new vocabulary into their work banks.
* Cooperative Learning Strategies: Teachers will structure learning opportunities through project-based learning and during workshop instruction for students to work together, be held individually accountable, and develop positive social skills. Students are more likely to try to practice their English skills in smaller groups.
* Guarded Vocabulary Techniques: Teachers make conscious choice regarding the language used and how vocabulary will be introduced, practiced, and incorporated into all components of their lessons. Paying attention to clearly enunciate words and phrases, teachers avoid idioms, colloquialisms and abbreviations.

The SDAIE approach seeks to teach both content and language in a cognitively demanding environment. The nature and goals of SDAIE lessons are to provide equal access to the curriculum of study. SDAIE strategies are consistent with multiple
intelligence strategies, project-based learning theories, and special education disciplines.

CWCH will ensure that our faculty receives SDAIE professional development both during our Summer Institute and throughout the school year.

**Project GLAD**

Project GLAD is an instructional and professional development model in the area of language acquisition and literacy. GLAD strategies are specific methods of instruction for a successful English immersion education in a multi-lingual classroom. The Project GLAD techniques are very well aligned to the CWCH instructional model, and as such, well integrated into ongoing instruction.

Major components of this pedagogical approach include:

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

2. **Brain research, metacognition, and second language acquisition:**
   - A time to activate and focus prior knowledge: inquiry charts, brain-storming and clustering (Costa, Rico, Kovalik).
   - An opportunity to insure a common base of understanding and scaffolding: direct experiences, films, visuals, teachers read aloud (Krashen, Collier, Vygotsky).
   - Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Gardner, Lazear).
   - Metacognitive aspect of teacher and students modeling of how an answer was obtained not merely the correct answer (Costa, Farr).
   - A student set purpose for learning: motivating, stated result or goal, student choices, inquiry charts (High Scope, Hunter).
   - Chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping (Long, Kagan, Vygotsky, Cummins, Shefelbine)

3. **Reading and writing to, with, and by students:**
   - Reading that stresses the purpose and joy before the skills; that begins with writing and reading one’s own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quickshares (Goodman, Krashen, Flores, Traill).
Direct teaching of concepts, vocabulary or necessary skills; text patterns, academic language, writing patterns; decoding skills (UCI Writing Program, Bettances, Chall, Reading Task Force, Shefelbine, Adams).

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

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

4. Strategies to foster respect, trust, identity, and voice (Cummins, Berman, Baron).

5. Ongoing assessment:

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

In Project GLAD, the growth in scores of English Language Learners far exceeded the norm at the national level. Over the past twenty years, Project GLAD has received the following awards: the United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program; a model reform program for the California School Reform Design; and training model for five Achieving Schools Award Winners.

Both Project GLAD and SDAIE are intrinsic to constructivism, project-based learning and multiple intelligences theory. These coordinated approaches will ensure that all CWCH students acquire English language skills in reading, writing, listening, speaking, viewing, and thinking, and proficiently meet grade level ELA standards.

Sheltered Instruction Observation Protocol (SIOP)

In addition to the above, CWC Hollywood staff has begun a series of trainings on the SIOP model. This is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

Project GLAD, SDAIE and SIOP are all intrinsic to constructivism, project-based learning, and multiple intelligences theory. These coordinated approaches will ensure that all CWC-H students acquire English language skills in reading, writing, listening, speaking, viewing, and thinking, and proficiently meet grade-level ELA standards.

**Monitoring and Evaluation of Program Effectiveness**

Each school year, school leadership will take steps to ensure CWC’s program is effective for our English Learner population. As part of this, leadership will partake in an annual analysis of our ELD program and go through the following items to evaluate, refine and adjust instructional practices for the coming school year:

- Adherence to Charter School-adopted academic benchmarks by language proficiency level as dictated by the newly adopted ELA standards.
- Monitor academic data of each ELL and their progress based on the number of years within our program to determine if they have experienced adequate yearly progress.
- Monitor academic data of entire ELL subgroup to evaluate CWC’s approach and success with this portion of our student population.
- Continue to monitor the academic data of students previously reclassified to ensure their continued success and progress within all areas of literacy development.
- Monitoring and supporting teachers to explicitly identify and teach concrete language objectives and academic vocabulary within daily instruction and unit plans.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

**24. Gifted and Talented Students and Students Achieving Above Grade Level**

Some students need support to meet grade level standards, while other students need challenges in class to continue to grow academically. This is particularly true for
students who are high-achieving or designated as gifted and talented. Though gifted students present instructional challenges, a separate, segregated classroom experience is not necessary.

As a general rule, we do not believe that any one assessment should be used to classify children or determine what resources are provided for a child’s learning. Therefore, we offer differentiated instruction for all students who excel, not just those identified as gifted and talented at CWCH and we offer open enrollment to encourage all students to complete in our AP classes. For those children whose California Standards Test scores automatically qualify them as “gifted” or for those whose parents request GATE testing and students are identified as “gifted,” we will proactively submit the verification form to the district (for assessment of the student) unless parents do not want us to do so. Students may initially qualify based on test performance as early as the 4th grade once two years of test scores have come in, and will continue to be identified ongoing throughout the course of their career at CWCH. In addition, high achieving students may also be identified via the Student Success Team process. The basis for this identification will be both teacher observation and superlative performance in the assessments noted in Element 2: Measurable Student Outcomes.

Our project-based curriculum with an emphasis on Gardner’s multiple intelligences will be designed to allow all students to pursue their learning in an in-depth way and at a challenging pace. Giftedness involves the interaction of three sets of characteristics: above average intellectual ability, creativity, and task commitment. (Renzulli 1986) CWC -Hollywood will work to ensure that potentially high-achieving students are not simply given additional work to do, but rather are effectively engaged and supported in their learning at an appropriate level. The Student Success Team will work with faculty to ensure that these students are properly identified and that appropriate curriculum and activities are offered.

In the classroom, gifted children tend to:

- Get their work done quickly and may seek further assignments or direction.
- Ask probing questions that tend to differ from their classmates in depth of understanding and frequency.
- Have interests in areas that are unusual or more like the interests of older students.

These students potentially differ from their classmates on three key dimensions: (1) the pace at which they learn; (2) the depth of their understanding; and (3) the interests that they hold. (Maker, 1982.)

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

At CWCH teachers learn to design curriculum and present instructional strategies that meet the varying needs of all learners, including gifted students. Furthermore, diversity exists within a gifted population, as demonstrated through the range in relative strengths and weaknesses, interests, work output, and personality traits of students. Staff will use a variety of teaching styles in order to encourage all students to reach his or her potential. Dynamic grouping, flexible pacing of instruction, project-based work, student-directed learning, and individual investigations are some of the specific techniques to be employed in our classrooms.

In middle school, students will have the opportunity to participate in the content area that meets their needs, particularly for math and algebra. CWCH is committed to allowing students to move fluidly and appropriately to push and challenge each student to learn in their appropriate zone of development.

Overall, teachers will use a variety of assessments, including standardized assessment data and other classroom performance data to identify students who are gifted and high achieving. As part of our ongoing data analysis protocol, CWCH will closely monitor the performance of students who are identified within this subgroup using results from our assessment suite. As part of quarterly reports to the CWCLA board, school leaders will speak to and present how students within this subgroup are performing on a regular basis.

**Underachieving Gifted:** Students who perform well on assessments but encounter more extensive challenges in project-based work, task completion, and other assignments that require self-regulation may be considered underachieving gifted. Parents will be
notified of this concern during family conferences. For these students who are gifted but do not have the task commitment, we will apply similar tactics that address our "at-risk" population. By fostering active student involvement in their own learning we will increase student interest and enthusiasm. Teaching self-monitoring and self-management skills will help these students set their own goals and persevere when working on a project. Grouping them with more motivated students – both gifted and struggling – also provide a peer attitudinal model to help engage them in their own learning.

25. Students Achieving Below Grade Level

Each Fall, students at CWCH are assessed by their classroom teacher in written language, reading, and math. These assessments, in addition to state testing statistics, serve as baseline measures and diagnostic tools. State testing scores are also used to look for trends among various groups of students, areas of need to be addressed in professional development, and areas needing increased or improved instruction. This information is shared as a staff and groups of students are formed who are in need of intensive intervention in order to help them achieve at higher levels. Various means are used to meet the needs of these children including in-class small group teaching in skill instruction for reading and math, English language development (both for English language learners and those children with limited oral expression) and instruction in comprehension skills. In addition, students entering Kindergarten and 1st grade are assessed to determine their readiness for academic tasks. Low achievers are monitored daily by classroom teachers and plans for scaffolding and differentiation are assessed and modified weekly in grade level meetings. Accommodations are regularly adjusted in response to student progress in order to focus strategies on specific student needs based on data gathered through ongoing assessments. Students who are identified as at-risk of falling to perform at grade level will be evaluated on a case-by-case basis by the Student Success Team, following referrals from teachers or parents.

Ultimately, we believe that the greatest responsibility for successfully educating these students lies within the core classroom day through collaboration amongst Teachers, Teaching Associates and Intervention Teachers. Through professional development and collaborative support, 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**: Because of a strong belief in each student’s potential, teachers are committed to identifying the student’s strengths to help him/her reach this potential and utilizing the most effective techniques to do so.
- **Varied Assessments**: 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 students' knowledge. The wider the variety of assessment the teacher uses and the more authentic and ongoing it is, the truer the picture the teacher will get of their student’s understandings.

- **Data-Driven Instruction**: Teachers, supported by school leaders, will analyze standardized and classroom-based assessment data. Through this analysis, they will identify trends of mastery and difficulty for individuals, groups of students, and the class as a whole. They will identify skills, concepts, and strategies in need of further instruction. Based on the trends, they will determine whether whole class re-teaching, small group intervention, or individual tutoring is the appropriate response.

- **Dynamic and Varied Grouping**: The practice of “pigeon-holing” students in stagnant groups for an entire school year or semester is often a detriment for the student. Research supports practices where instructional groupings are varied from homogeneous to heterogeneous and changed often, as the students’ capacities develop. Students can make great leaps in development seemingly “overnight” – our groupings of students will be fluid in recognition of this reality. In our middle grades, teachers will have the flexibility to provide students with responsive grouping based on need. Our core block schedule ensures that teachers get to know students’ strengths and needs across content areas and have longer concentrated periods to allow for student-centered learning with teacher support alongside.

- **Small Group Intervention**: CWCH is fortunate to have a low teacher to student ratio that enables extensive small-group instruction every day. Teachers and teaching assistants lead small group intervention lessons for students with specific needs.

- **Targeted Re-teaching**: When formal or informal assessments reveal that one or more students is struggling with a particular skill or concept, those students will receive targeted instruction to provide them another opportunity to learn it supported by more focused assistance. This instruction may be a single, brief lesson to correct a misconception, or multiple sessions to address a more complex concern. Our staffing structure of one teacher and one teaching assistant per classroom allows for a variety of small group instructional methods.

- **Metacognition Modeling and Explicit Strategy Instruction**: Teachers who share their thoughts on how they approach and complete a task or arrive at a conclusion help students become aware of their own thinking; this is called metacognition. Successful students are able to understand and are aware of the most effective strategies they need in order to study and learn. Teachers help less successful students by modeling effective learning strategies for them, showing them how and when to use these strategies and teaching them why they are important for their success.
- **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 through the ongoing collection and analysis of both formative and summative assessment data.
  - Providing student practice and teacher feedback to ensure success.
  - Holding students accountable for their work through frequent teacher review.

The utility of these best practices are not limited to students who are having difficulty. They represent quality teaching for all students, and as such, many are included in Element 1: Instructional Framework above.

**Classroom Modifications for At-Risk Students**

In order to help students who need special services or "a reasonable accommodation," classroom modifications will be made. The following modifications or accommodations may be used by the classroom teachers, in coordination with the Student Success Team, for students who are at-risk, depending on the student’s specific need:

**Materials**:
- Use highlighted or underlined reading materials
- Provide visual aids
- Provide concrete manipulative materials
- Provide taped texts and/or other class materials
- Allow use of calculator
- Provide materials with wide spacing, few items per page and clear print
- Typed teacher materials

**Methods**:
- Modeling, coaching and scaffolding
- Provide visual clues and/or demonstration (model) when instructing
- Read written material to student
- Provide organizational aids such as outlines, story webs, and graphic organizers
- Utilize peer tutors
- 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 objectives test technique, limit choices for multiple choice, provide word bank for fill-in-blank, limit items per matching section
• Use essay tests, allow to be dictated
• Shorten length of test
• Have test administered to the student outside of the class setting
Environment:

- Preferential seating
- Alter physical room arrangement
- Define areas concretely
- Provide for a quiet space
- Eliminate too many visual distractions

26. Socioeconomically Disadvantaged/Low-Income Students

As detailed extensively herein, we believe that all students can learn and succeed, and that socioeconomically “disadvantaged” students are entirely capable of academic excellence at the same levels as students whose families have more financial resources. Poverty is not destiny.

Data from our school demonstrates that socioeconomic status had no impact on measurable student achievement. In fact, students eligible for the Free and Reduced Lunch Program at our school were among the top scorers on standardized tests. Comparatively, only 37.8% of the “economically disadvantaged” students in LAUSD scored at the proficient or above level on Math and English tests, on the 2013 CST.

While CWCH will be sensitive to socioeconomic differences and ensure all students have full access to the educational, extracurricular, and social activities at the school, CWCH has not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. We believe that all students can learn when given the proper instruction and support. If students that are socioeconomically disadvantaged are low-achieving, struggle with learning differences or are identified as English Language Learners, CWCH will utilize strategies described in other sections of this petition.

At the start of their educational career at CWCH, individual students would be identified as low-income through the completion of our enrollment packet. This enrollment packet includes questions that allow CWCH to identify whether or not a student qualifies for free or reduced price lunch per the National School Lunch Program’s criteria. Once identified, Teachers and Teaching Associates monitor the academic growth of these students using all tools within our comprehensive suite of assessments. As part of our ongoing protocol to analyze academic data, our instructional staff and school leaders track the performance of students who are identified within this subgroup. During school-wide Professional Development “Data Days,” the CWCH team focuses on developing specific action plans to address students within this subgroup who are not performing at grade level. CWCH’s Resource Specialist Teacher and Student Success Team will also be responsible for identifying students and families who might need additional resources or supports, including
referrals to community service organizations. Additionally, as part of quarterly reports to the CWCLA board, school leaders will speak to and present how students within this subgroup are performing on a regular basis.

CWCH serves a diverse student population, both ethnically and socioeconomically and will be sensitive to the needs and strengths of all of our families. Establishing an inclusive learning environment for all students is at the heart of CWCH. We believe that learning should be accessible to every student, regardless of background, and that teaching and learning should honor all experiences. To that end we will:

- **Make recognition and appreciation of diverse backgrounds, cultures, and perspectives (including those not represented by students and faculty) a constant theme of our classrooms:** The most effective schools not only highlight those backgrounds and cultures that are represented in the classroom, but also (to some degree) recognize and appreciate other backgrounds and cultures that may be new and unfamiliar to the students. Many cultures and backgrounds are brought to students from outside the classroom through strategic choices of books, materials, and lessons.
- **Teach and model norms of positive, inclusive interactions among members of the class:** The most effective schools work to form a culture of community within each classroom. Teachers work with students to establish a respectful tone between every member of the classroom community by teaching students to value differences and resolve conflicts appropriately. Teachers model this behavior when interacting with students and other adult members of the community and by responding to comments that may not honor the diversity of the community.
- **Provide learning experiences for all families:** As an effective school community, we will work to support all families. Our faculty will establish workshops that address the needs/desire of the families in our school, and which provide language support and translation as needed. The focus of the workshops will be to provide guidance, resources, and training to families with limited access.
- **Offer extended services:** CWCH will offer a whole day program (8:30am - 3:15pm for elementary grades. 8:30am - 3:30pm for middle grades) from kindergarten on, and a before- and after-care program for all grades to ensure full-day coverage for all grades, in order to accommodate working families. The core curriculum in art, music and, physical education, as well as school field trips and other enriching activities, expose disadvantaged students to learning and enrichment opportunities they might otherwise not have had. Again, we hope to offer a high-quality summer program for our families to provide both academic and enrichment opportunities. Such wrap-around services can assist in leveling the playing field from an economic standpoint, and yet we emphatically do not believe that academic expectations or ultimate performance are tied to socioeconomic status.

27. **Students with Disabilities**
The vision of CWCH’s special education program is to ensure life success for all students by providing quality instruction to all students with special needs in the least restrictive environment. We aim to support all students with special needs to master strategies and skills necessary to compensate for their disability, enabling them to meet the goals described in their IEPs. Ultimately, we work to exit all students with special needs from the special education program.

CWCH implements a pull-out/push-in method to provide services for students with special needs, special education and general education teachers collaborate to differentiate instruction and modify curriculum for students with special needs. CWCH also provides speech, occupational therapy, counseling, adapted physical education, educational-related intensive counseling services, recreational therapy, and behavior intervention supports.

### 28. Students in Other Subgroups

CWCH has not had any foster youth enrolled since the school opened in 2010. However, we recognize the sense of urgency in providing programs to foster youth that will help them succeed educationally. Foster youth are identified through the enrollment process. Both the student enrollment application and the meal application solicit student information that can identify foster youth. Homeroom, advisory, and/or classroom teachers also identify needs of foster youth and monitor their overall school progress through informal surveys, observations, assessments, and overall academic performance. CWCH utilizes a child-centered approach in all aspects of instruction, thus we are confident we will meet the needs of every child and help them to succeed. Our teachers, administrators and Student Support Coordinator plays an integral role in assisting each family ensure the educational success of their child, including making appropriate referrals to community organizations. Additionally, CWCH has designated a Foster Care Liaison on staff who would serve as an additional resource and advocate for that child, to ensure that any child or family who meet this criteria are connected to available programs and supports within the greater Los Angeles area.

### 29. A Typical Day

As visitors walk the halls of CWCH, they will hear sounds that are as diverse as our students themselves. Our program is designed to meet the needs of all students and our community is purposefully planned to support student learning. Those used to a quiet, orderly classroom of children sitting in rows of desks, all looking at the same page in a textbook, may at first be startled by the level of activity at CWCH. Students of all ages will be engaged in animated debate and discussion about group projects, science experiments, and mathematical equations – working at individual desks, round tables, and even on the carpeted floor. At CWCH, there are many different seating options allows for all students to select a workspace best suited to their needs.
Students will be engaged in using manipulatives to solve math problems, creating models and dioramas, and charting results from their tests of hypotheses. Student musicians, singers, dancers, artists, writers, and actors will be heard creating, practicing, performing, reading aloud, and critiquing. All of these serve as processes for learning and a means to demonstrate their understanding of the arts and core academic content. Students will be engaged with educational software on classroom computers, or researching on the internet and taking notes. Students will be exploring and experimenting in the school garden, planting indigenous foods of Native Americans as they study our nation’s history and development. 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.

Common Core State Standards and California State Content Standards form the clearly defined path for teachers to create the curriculum. The planning process provides for opportunities throughout for student-initiated questions, variations, diversions, or alternate methods of learning that are inspired by experiences with the students. As students engage in active learning and make the curriculum their own in their journey to mastering the Common Core and State Standards, teachers are formally and informally assessing their progress. The insights gleaned from that assessment informs both modest changes in instruction (such as supplemental small group lesson) to more substantive changes (such as reordering units, or purchasing additional curricular materials), as needed. Students will learn content and skills through a variety of different methodologies to ensure that each student’s individualized array of intelligences, 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 among ‘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. CWCH 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 standards.

This virtual tour of the school reveals a myriad of approaches and structures at play. Based on their reflective analysis of student behaviors, classroom dynamics, and learning outcomes, teachers draw on their rich repertoire of instructional strategies to meet the individual needs of their students. A seamless blend of whole group lessons, small group instruction, and individual student conferencing take place on a daily basis.

In a first grade classroom, many learning activities are happening simultaneously—and each one focused on ensuring that the students are prepared to meet the Common Core State Standards (CCSS). Some students read self-selected stories at their own reading levels in the book nook (CCSS, Reading Standards for Literature, Range of Reading and Level of Text Complexity 10). At the same time, a small group of students
work with a teaching associate to review strategies for figuring out tricky words before they start their independent reading as they strive to master the performance indicator “Know and apply grade level phonics and word analysis skills in decoding words.” (CCSA, Reading Standards: Foundational Skills (K-5), Phonics and Word Recognition 3).

As she finishes with that small group, the assistant calls a second group of three emergent readers who are English language learners. She leads them in reading a rhyming pattern book and focusing on phonetic awareness (CCSA, Reading Standards: Foundational Skills K-5, Phonological Awareness 2) and vocabulary development (CCSA, Language Standards K-5, Vocabulary Acquisition and Use 6). In a circle on the carpet, the teacher conducts a guided-reading lesson, modeling how expressive, fluent, oral reading promotes comprehension and enjoyment -- or in kid language reading like you’re talking makes the story more fun to read and easier to understand. While on the surface the purpose may appear to be to having a good time, the teacher knows that she is driving towards the performance indicator “Read with sufficient accuracy and fluency to support comprehension” (CCSA, Reading Standards: Foundational Skills K-5, Fluency 4).

After spending a few moments in several classrooms, it becomes clear that classroom spaces are set up to facilitate student access to resources, including supplies, a word wall, sample texts and their own folders of past work. Student-created resource materials are displayed throughout the classroom and children are encouraged to move throughout the room purposefully to access materials as needed. Students are taught how to find answers without always turning to an adult for support. The teacher alternates roles throughout the day, sometimes delivering instruction and frequently facilitating independent learning activities for individual and small groups of children. While much of this is visible to an observer, what may not be as apparent to a visitor are the standards that drive every aspect instruction across the school.

In a third grade classroom, students finish working independently and in pairs to complete the days’ math challenge in their journals. Then three pairs of student share out to the class the steps in their different approaches to the getting a solution, per the Cognitively Guided Instruction (CGI) framework that aims to build students ability to articulate their mathematical thinking. The teacher presents a 15-minute lesson on a third possible algorithm for solving 2-digit multiplication problems. Then students divide into their math groups. One group works on their ongoing statistics project, graphing the results of their student poll and preparing an analysis of the data. One group works with the teacher on a comparison of the three multiplication algorithms and taking a first step toward identifying the one that makes most sense to them as an individual learner. The other group uses the computers to access the online adaptive math software that is supporting and reinforcing students understanding of single-digit multiplication facts.

As one walks the hallways and drops into classrooms, it is notable that rigorous learning activities and student engagement are apparent in all aspects of the instructional
program. Teachers ask students to provide evidence for their reasoning. Children collaborate in small groups to work their way through the challenges presented by the teacher. Questions can be heard as they challenge each other to support their thinking and well-articulated statements soon follow as students work to refine their arguments.

As the tour transitions to the middle school, visits to the classrooms have a similar feel, but learning activities are adjusted to reflect student independence. In a sixth grade class, a brief, whole-group lesson on incorporating voice into memoirs comes to a close and students move into writing groups. Each student opens his or her personal writing folder to select a work-in-progress to share for peer response. Children read their work aloud as their partners actively listen, facial expressions of mirth, amusement, worry, confusion, or empathy revealing their reactions to the story being shared. On the second read, the writing partners jot down suggestions for their classmates based on the whole group writing lesson and often reference published memoirs that the class has read for inspiration. Every piece shared in the writing groups offers a glimpse of each student’s life, offering an authentic way for sharing personal stories, cultures, and learning processes. The teacher rotates through to each group recording comments for informal assessment and noting good examples. At their own pace, the partnerships split up and students return to their own desks to continue their revise their writing pieces. As the lesson closes, she asks a few students to share what they learned and highlights how other students could benefit from trying similar techniques when they return to their memoirs the next day.

Entering an eighth grade math/science classroom, one encounters the tail end of a brief lecture on motion and velocity. The students take notes and jot down questions in preparation for their hands-on investigations. Smoothly and quickly, the classroom morphs into a very active place. Four students are building ramps and cars with which they can test their theories and apply the mathematical formulas they’ve been practicing to real-life examples. Another group is preparing a presentation through which they’ll present Newton’s three laws of motion to parents at an upcoming open house, and others are on the computer engaged in research and typing reports of their learning. Two students, who have not mastered the core concepts on the last math/science project they completed independently, have just finished meeting with the teacher to create a detailed plan with deadlines for each step they’ll take to complete their project. The teacher then rotates from group to group, checking in with these two students periodically, engaging other individual students with targeted questions and taking notes to aide her reflection on where she would like to guide them in their next week’s lessons.
ELEMENT 2: MEASURABLE STUDENT OUTCOMES AND
ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, 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 Charter School.

1. Measurable Goals of the Educational Program

Please see Element 1, for the measurable goals of the educational program.

2. Measuring Pupil Outcomes: Summative Assessment Performance Targets

Please see Element 1, for the summative assessment performance targets.

3. Other Performance Targets

Please see Element 1, for all other student performance target.
4. Measuring Pupil Progress Towards Outcomes: Formative and Ongoing Assessment

CWCH aims to meaningfully integrate standards across the curriculum, and implements multiple and varied measures of assessment in order to ensure that school leaders have a holistic picture of academic progress and achievement.

CWCH defines assessment as the systematic and ongoing process of collecting, describing, and analyzing information about student progress and achievement in relation to curriculum expectations. We believe assessment serves a dual purpose:

1. To assess individual students or groups of students to note progress
2. To assess the quality of instruction to improve future learning

The data collected from assessment assists the school in analyzing progress so that we can modify and refine the teaching/learning cycle to better meet student needs.

CWCH believes that assessment is vital to ongoing school success and will use multiple measures of assessment to provide a richer and more in-depth view of each student’s progress. We use assessment data to evaluate the progress of the school as a whole, to drive instruction, to create differentiated instructional programs for individual students, to communicate with parents about their student’s progress, and to help empower students to self-reflect on their own learning.

At CWCH, we believe that assessment is a valuable informational tool used to gather data about the students we serve. We will use both ongoing and periodic assessment tools to provide a balanced assessment approach. Teachers will use a variety of strategies to provide a clear picture of student progress and how the instructional approach might be adjusted to increase student achievement. Our balanced assessment approach includes diagnostic, formative, and summative assessment strategies to monitor student progress and report on how students are meeting standards-based learning objectives.

The following is a listing of the standardized assessments to be used by CWCH:

- **California Common Core State Standards (CA CCST):** CWCH will meet and comply with all state testing requirements, once released (e.g., additional grades, taking additional portions, etc.).

- **California Modified Assessment (CMA):** Students with an individualized education program (IEP) who meet the State Board of Education-adopted eligibility criteria will take the CMA for ELA in grades three through eight, CMA for mathematics in grades three through seven, and CMA for science in grades five and eight instead of the corresponding grade-level and content-area state test.

- **California English Language Development Test (CELDT):** The California English Language Development Test will be administered every fall to all students whose primary language is not English (within 30 calendar days after they are enrolled in a California public school for the first time) and then once each year to English learners in grades 1-5 until they are reclassified. This test includes a Reading and
Writing section, which is administered in a whole class setting, as well as a Listening and Speaking section, which is administered individually. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed. The results from this test will be examined alongside other assessments by CWCH 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 re-designate from English Learners to Fluent English Proficient students. Re-designation will be one of the school’s primary goals and measures of success.

- **Fitnessgram:** The Fitnessgram, California’s state testing in physical fitness, will be scheduled and adopted as a measurement of physical fitness for students in grade 5 and 7. Other assessment tools will be used to measure physical fitness in grades K-8.

CWCH believes that standardized tests provide only a part – albeit, a key part – of the picture in determining student achievements. In addition to measuring student outcomes from standardized testing exams adopted by the State of California (CST, CAASPP, CELDT, CA Physical Fitness Exam, etc.), CWCH utilizes a variety of formative assessment measures consistent with our educational program outlined in Element 1 to track student progress towards mastery of the California academic content and performance standards, including CA CCSS. When the CCSS assessments are finalized and adopted, CWCH will administer those assessments as required.

In addition to the state assessments, CWCH will use the following assessments:

1. **NWEA MAP Assessments:** In the areas of Math, Language Usage and Reading, CWCH students will take the NWEA Measures of Academic Progress (MAP) assessments. This assessment will be taken 3 times a year and is one that is adaptive and taken online (via student computers or tablets). This assessment is Common Core aligned and nationally normed. The NWEA MAP tests are designed so that scores can be compared across grade levels and across years so it is much easier to see growth over time. NWEA MAP assessments generate reports and comparison data so that teachers/school leaders can see how students are doing compared with national averages for their age. The MAP tests adjust as students work, generating assessment questions that get harder or easier depending on how each individual student fares. Therefore, one can determine not only if a student is at grade level but how far below or above that child is. The data reports are broken down for each student so a teacher can see what areas the students has mastered, which help teachers align instruction specifically for what each student needs and is ready for at different points of the school year. Performance expectation: Students will perform at Proficient or above, according to the NWEA Projected Proficiency reports.

2. **Developmental Reading Assessment (DRA) & Fountas & Pinnell Benchmark**
**Assessment System (BAS):** The DRA and BAS are assessments that determine a student’s current reading level and progress along a gradient of text levels over time. They are designed to gauge student strengths and weaknesses against grade-level standards. The DRA and BAS provide: 1) quick feedback on how students are progressing; 2) information at the class or grade level on the strengths and weaknesses of particular writing strands; and 3) targeted strategies for helping students master grade-level skills. CWCH will administer the DRA/BAS three or four times per year.

Proficiency expectations: The following chart provides expectations for a student’s instructional level throughout the school year. The instructional level is the level that s/he can read with instructional support (i.e., text introduction).

- At levels A – K, the instructional level is the highest level a student can read with 90 – 94% accuracy and excellent or satisfactory comprehension, or 95 – 100% accuracy with limited comprehension.
- At levels L – Z, the instructional level is the highest level a student can read with 95 – 97% accuracy and excellent or satisfactory comprehension, or 98 – 100% accuracy with limited comprehension.

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<th>Trimester</th>
<th>BOY</th>
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<th>2nd Grade</th>
<th>3rd Grade</th>
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<td>D/E</td>
<td>J/K</td>
<td>M/N</td>
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<td>Trimester 2</td>
<td>C</td>
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<td>K</td>
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3. **Words Their Way Spelling Inventories /Fundations Unit Assessments/Letters, Words, and How They Work Assessment Checklists (Fountas & Pinnell):** These assessments offer a systematic approach to understanding students’ understanding of phonics, phonemes, word families and language patterns. These assessments are used on a consistent basis throughout the school year. Performance expectations: Each tool defines proficiency and normative benchmarks for each grade level. These tools provide further insight into a student’s ability to decode grade level text as assessed by the Developmental Reading Assessment and NWEA MAP Reading and Language Usage assessments (see above).

4. **Writing Pathways Rubrics based on the Units of Study for Opinion, Narrative and Informational Writing (K-8):** The Writing Pathways assessment is a series of rubrics (one per grade level K-5 for each genre: narrative, informational and persuasive writing) used to measure student’s growth in writing over the course of the year. While the rubrics are a part of the Units of Study in Opinion/Argument, Information, and Narrative Writing curriculum (a Common-Core aligned curriculum) these rubrics can be paired with any writing assignment by selecting the appropriate genre and grade. This rubric will be used four times a year, at the end of each unit. Proficiency expectations: students will score at least a 3 (on a 4-point scale) in each of the three
5. **Everyday Mathematics/TERC Investigations Progress Checks and End-of-Unit Summative Assessments:** In addition to the curriculum neutral assessment NWEA, students’ math knowledge and skills are assessed via assessments associated with their grade level’s primary curriculum. The TERC Investigations Curriculum and Everyday Mathematics program offers a variety of assessment tools to assess and monitor student learning. Throughout these programs, there are many opportunities to collect data to: 1) see how each student’s mathematical understanding is progressing; and 2) to provide feedback to the teacher about each student’s instructional needs. The end-of-unit summative assessments will be administered approximately every 4-to-6 weeks following the end of a unit, and the progress checks will be administered weekly or more to ensure students are mastering the content. Both of these tools are used to monitor student progress towards end-of-year proficiency on Common Core standards as assessed by the NWEA MAP and Smarter Balanced Assessments.

6. **Teaching for Understanding Rubrics & Checklists:** With the guidance of the principal, teachers will develop valid and reliable rubrics and checklists using the Teaching for Understanding approach to be used for evaluating student projects and word. These tools will provide ongoing data about students’ progress toward meeting state and grade-level standards and may incorporate additional learning goals for social emotional learning. Teachers refer to these assessment tools as they observe students and analyze student work. Students will also have access to assessment tools and will be guided in developing awareness of their own progress toward achieving standards mastery. Teachers will use performance-based rubrics and checklists that embed grade level expectations and content mastery at the end of a project.

7. **Observation & Documentation:** Documentation, written observations of student learning, will be used to help teachers evaluate students as both individuals and as participants in a group setting. Teachers will be guided in documenting student progress against criterion-referenced checklists and benchmarks that are derived from content standards. Documentation will play a role in assessing student learning in all areas of the curriculum. This method of assessment will be consistently used throughout the school year.

Teachers use these assessment tools to gather data in the areas of mathematics, writing, and reading skills three to four times per year to track individual student success and to give a profile of the overall success and development of achievement at the school. These data are then be aggregated by grade, classroom, and sub-groups to enable school leaders to identify trends and address specific needs.

Teachers are guided by principal-designated professional development programs to
specifically address the needs of learners who are not making adequate progress. Students who show a continued lack of progress toward meeting grade-level standards will be supported by additional resources.

5. Data Analysis and Reporting

CWCH uses School Pathways as its Student Information System, which has the capacity to capture data and create a variety of reports and analyses regarding such things as student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom, tailored to the needs of our school and our instructional methodologies. We ensure that our SIS produces the information required for reporting by the District.

Use of Data to Inform Instruction

Student performance data is utilized by all members of the CWCH community. Guided by the Executive Director (who is held accountable by the Board of Directors), the Principal is responsible for monitoring student progress towards identified goals and adjusting the academic program to meet those goals as needed. The Principal and CWCH staff will work together to implement an effective reporting system to share data with students, families, and the community. Data will be collected, analyzed and reviewed to monitor student progress toward meeting grade-level standards and to inform instructional practice. The following are ways in which data will be utilized and shared:

- **School Level Data:** School level data includes results generated and reported by grade, class, and subgroup from the assessments described in the prior section. This information informs school-wide decisions by the Board of Directors, Executive Director and/or Principal. Identifiable trends in student performance data form the basis for key leadership decisions, including changes in academic program, resource allocation, professional development foci, and targeted instructional coaching for teachers. A variety of school-level data is shared with the school community on an on-going basis during scheduled board meetings. The Principal reports progress toward the mission and vision of the school and school-wide achievement data. CWCH will demonstrate progress on the aggregate results of mandated state testing by providing a report for each grade level. This report will be disaggregated to show how sub-groups (socio-economic status, racial/ethnic, English proficiency) perform. CWCH will use the School Accountability Report Card (SARC) to share parent satisfaction data, student achievement data, and state testing data (AYP and API) as information becomes available.

- **Class Level Data:** Class-level data is used to inform decisions within the classroom and across the school, as needed. Teachers use the information gathered from the prior year’s assessments, along with the pre-assessments given at the beginning of the year, to design their instruction. Teachers also report student
achievement directly to the Principal throughout the school year. At the end of each trimester, the Principal meets individually with each teacher to review student progress toward grade-level standards and goals. In partnership with the Principal, teachers reflect on the progress each child is making and the appropriateness of the educational program being offered. Through this work, they are coached to modify instructional approaches based on student data. As a result of these meetings, teachers may choose to re-teach units and skills, condense upcoming lessons, or restructure student grouping. Teachers may also modify their instructional designs accordingly.

Longitudinal Analysis of Progress

Results

Longitudinal Analysis of Progress

Results from our 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, including, but not limited to summary data on the following key outcomes and milestones:

- **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).
- **Major Board decisions and policies** established or changed by the Board during the year.
- **Annual parent satisfaction survey**.
- **Major school community accomplishments**, including fundraising efforts, facility developments, service-learning activities, community partnerships and more.
- **Additional information**, including 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.

6. **Grading, Progress Reporting and Promotion/Retention**

**Progress Reports**: Progress reports are distributed twice in a year: once prior to winter break and once before summer break. CWCH’s Progress Report seeks to communicate the academic and social development of a child based on their ability to meet grade-level Common Core standards and developmental benchmarks. The grade level skills and standards listed in each grade level’s Progress Report are set at a level of performance equivalent to that which we strive for all students at the end of each grade level. Due to individual developmental differences among children, it is expected that some students may reach proficiency with some standards earlier than prescribed while other children may reach proficiency later. The teacher’s reflections on each child’s progress within these reports are based on a wide range of indicators including formal and informal assessments, observations, a student's portfolio and work samples. Each standard within our Progress Reports is grading according to the following descriptors:

- **Beginning** - Skill is rarely demonstrated
- **Developing** - Skill is sometimes demonstrated
- **Approaching** - Skill is often demonstrated
- **Meeting** - Skill is consistently demonstrated at grade-level
- **Exceeding** - Skill level goes beyond stated grade-level standard

**Parent Conferences**: Parent/teacher conferences will be held twice a year: once in the fall and once prior to spring break. Each school may schedule additional parent/teacher conferences. Please see the school calendar for specific dates.

**Student Assessment**: Students are regularly assessed at CWCH. Multiple measures are used at the beginning of the year and at the end of each trimester to determine a student’s progress. Teachers utilize the results of assessments so that instruction can be individualized and differentiated to meet each child’s needs. Ongoing assessment is a crucial aspect of an effective workshop-based classroom. CWCH values different forms of assessment: performance-based/rubric driven assessment, individualized assessment (1:1 interviews), whole group assessments as well as more formal tests. Aligned to our educational philosophy, assessment should not only be compromised of “paper and
pencil" traditional tests, but should also encompass opportunities for students to exhibit what they know in different creative manners as well.

Retention: CWCH staff’s hard work and mission will be dedicated to all students making suitable progress and achieving a level of proficiency that enables them to be promoted to the next grade level. CWCH prefers to not retain students and, instead, provide the targeted instruction and intervention necessary to ensure that students develop the skills to progress on-grade level. Because so much of our instruction is provided in small groups that are created on the basis of students’ instructional needs, more limited deficits in grade-level skills are addressed through supplemental, targeted instruction. However, we recognize that there are occasions when a student would benefit from an additional year before moving onto the next grade.

In such cases, school leadership will hold a conference with the child's parent or guardian during the spring to present information on the student's progress/proficiency in all areas, including our recommendation for retention. While family input is an important part of the decision process, the CWCH will make the final determination on student retention. If a parent or guardian wishes to appeal the Principal's decision for retention, a family may bring their appeal to the CWCLA Executive Director who would ultimately make a final determination.

In order to merit a recommendation of retention, a student must demonstrate:

- Performance that is one grade level or more behind in a minimum of two academic areas
- An equal delay in social-emotional development in grades K-3.
ELEMENT 4: GOVERNANCE

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Ed. Code section 47604(b).

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall 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 shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying 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 Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.
Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

**STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
Governance Structure

Attached, in Tab 3, please find The Citizens of the World Los Angeles Articles of Incorporation, By-Laws, and Conflict of Interest Policy. The Citizens of the World Los Angeles Board of Directors governs CWCH. Our governance structure is intentionally designed to be inclusive of all stakeholders: parents, teachers and the community. As detailed in this Section, and illustrated below in the organizational chart, the following will be involved in providing input and decision-making in school governance: The Board of Directors, the School Leaders (Executive Director and Principal), the Principal’s Council and the Family Council. The different responsibilities of each group are detailed below.

1. Organizational Chart and Roles/Responsibilities

![Organizational Chart]

Governance Board Composition and Member Selection

2. Board Composition

The Citizens of the World Los Angeles Board of Directors governs CWCH, as detailed in our By-Laws. The current Board has seven (7) Directors. At all times, the Board will have between five (5) and eleven (11) Directors, including at least one elected parent representative. An additional non-voting position will be reserved for a representative of LAUSD, if desired.
Citizens of the World Los Angeles is committed to ensuring that our Board is reflective of the diversity of the community we serve, in addition to having a broad range of relevant skills and expertise. All new Board members will receive detailed training on the obligations of public charter school board members, including Brown Act compliance, conflicts of interest and other applicable laws and regulations. The entire Board will participate annually in professional development relating to their role as public charter school board members, including training on charter school finances, governance and more.

The Board of Directors will provide external accountability, internal oversight and leadership, including the following responsibilities:

Mission & Strategic Direction
- Promote, guard and guide the organization’s mission and vision
- Engage in strategic planning and long term strategy
- Approve and monitor the implementation of all general policies
- Approve charter amendments (and submission to LAUSD for approval).

Resource Development & Financial Accountability
- Approve and monitor the annual budget
- Approve significant contractual agreements and the investments of funds
- Participate in fundraising
- Contract with an expert external auditor to produce an annual financial audit
- Approve annual fiscal audit and performance report
- Ensure sound risk management policies.

Oversight & Assessment
- Hire and evaluate the Executive Director and Principal
- Approve personnel decisions (hiring, discipline and dismissal) as necessary after consideration of recommendations by the Executive Director and Principal
- Regularly assess student achievement, staff performance, operations and compliance
- Develop, review, or revise performance measures, including school goals
- Participate in the dispute resolution and complaint procedures when necessary
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions when necessary.

Board Management
- Develop the schedule of Board meetings and ensure compliance with the Brown Act
- Develop Board of Directors policies and procedures
- Recruit, approve and provide orientation for new Directors
- Create officers or committees as needed, including but not limited to:
  - Executive Committee
  - Governance/Nominating Committee
The Citizens of the World Los Angeles Board recognizes that the Executive Director and Principal are responsible for the day-to-day management.

School Leaders

The Executive Director and the Principal will manage the day-to-day operations of CWCH. As detailed in their job descriptions, the Executive Director shall manage the business and operations of the school; the Principal will manage the instructional program and staff.

Principal’s Council

Led by the Principal, the Principal’s Council (PC) will be an advisory body comprised of:

- Two elected Family Council Co-Chairs (see below)
- Two elected teacher representatives
- One representative from each standing Family Council committee (Fundraising, Outreach/Family Support, Communications, Room Parents).

The Principal may invite other stakeholders to participate in the Principal’s Council (PC) at his/her discretion. The PC will meet every other week. The Executive Director will not participate in PC meetings or activities unless expressly asked to do so. The Principal will be responsible for reporting on the activities of the PC to the Board of Directors.

While the model of decision-making at Citizens of the World Los Angeles is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community, if agreement cannot be reached on any issue, the Executive Director will have final authority in all matters pertaining to operations. The Principal will have final authority in all matters pertaining to instruction.

Family Council

The Family Council (FC) will be comprised of all the parents/guardians of enrolled students and will be led by two elected Co-Chairs. The purpose of the FC will be to engage parents in issues affecting the school, fundraising and other school support activities. All parents will be encouraged to participate in FC meetings and activities. The FC will have the following standing committees, with others designated as needed:

- Fundraising (Pledge Drive, events, activities such as e-scrip, etc.)
- Outreach & Family Support (outreach to prospective parents, translation of
materials, support of non-English speaking families, family education activities, etc.)

- Communications (website maintenance, newsletter production, PR, etc.)
- Room Parents (coordinating parent volunteer activities in the classrooms and in support of individual teachers: each class will have a Room Parent, led by a single Room Parent coordinator)

The FC and Principal may work together to form other committees for such things as a school garden program, school lunch, after-school programs, technology committee, etc. based on the needs of the school.

The FC will meet – open to all enrolled students’ parents and Founding Parents – once monthly, with committees meeting as needed to perform their functions. The monthly FC meetings will be held in a time and place to maximize parent participation; childcare will be provided.

3. Criteria and Process for Selecting Board Members

At all times, the Citizens of the World Los Angeles Board will include individuals with expertise in a variety of areas to help fulfill the mission and vision of the school, including education, business/non-profit management and administration, finance, fundraising, real estate/construction, law, governance, public relations/marketing and other areas.

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

Each Director on our Board shall serve for a one year term, renewable at mutual consent for a maximum of four years. As detailed in our Bylaws, the initial Board includes some members who have agreed to serve an initial two-year term so as to ensure continuity in the oversight of the school; subsequently added members will serve for staggered terms to ensure stability of the Board.

The Board currently includes the following members:
JOSH MCLAUGHLIN, BOARD CHAIR & PARENT REPRESENTATIVE
Josh McLaughlin serves as both Citizens of the World Los Angeles Chair and parent representative to our Board of Directors. Josh, along with his wife Stacey, initially became involved with CWCH in 09-10 as Founding Parents prior to CWCH opening its doors. In his time away from CWCH, Josh is the Executive Vice President of Peter Chernin Entertainment. McLaughlin was formerly co-head of the motion picture division of The Mark Gordon Company where he produced the critically acclaimed film Talk To Me starring Don Cheadle and written/directed by Kasi Lemmons. Mr. McLaughlin began his career as an assistant at The Gersh Agency and later worked as a Creative Executive at The Mutual Film Company. In his role as a film executive, Josh is constantly working towards bridging both the creative and business sides of the industry in order to execute large-scale projects. In much the same way, Josh has been excited to lend that same expertise and skill-set to Citizens of the World Los Angeles, where there is ongoing and important work to make the inspiring philosophy and creative vision of our school sustainable for years to come.

HEATHER McMANUS, VICE CHAIR
Heather McManus is currently the principal of Camino Nuevo Charter Academy--Harvard. Prior to this current role, she spent three years as assistant principal. Ms. McManus originally moved to Los Angeles as a Teach For America Corps Member in 2005. As a teacher, Ms. McManus taught middle school English at the Foshay Learning Center. Under her leadership as assistant principal and principal, CNCA Harvard has grown over 125 points, from an overall API of 740 to 868. Additionally, the special education API has grown over 200 points, to 714 over the past two years. In 2010, CNCA Harvard was awarded the Effective Practices Incentive Community Gold Gain award for the achievement of students over time. Of the more than 180 national schools competing for the recognition, CNCA Harvard was ranked sixth overall in value add for reading and ranked first overall for value add in mathematics. During her past two years as school leader, CNCA Harvard has also been awarded the Title 1 Academic Achievement Award twice, been named a California Distinguished School, and received a six-year WASC Accreditation term. Ms. McManus was born and raised in Michigan and earned degrees in English, Psychology, and Secondary Education from the University of Michigan. She received her Masters in Educational Leadership and Policy Studies from California State University, Northridge.

SAMANTHA JOHNSTON, TREASURER
Samantha Johnston has had an extensive career in the private sector in both large organizations and start-up ventures. The early part of her career was spent in the finance business researching companies (stocks) at Banc of America Securities and at a small hedge fund venture. Samantha developed strong analytical abilities through her analysis and evaluation of public company investments. In these roles, she handled financial modeling, performed valuation analyses and conducted company due diligence, generally developing a strong quantitative toolbox. She left the finance business to earn her MBA at the Wharton School at the University of Pennsylvania where she focused her studies in marketing. Upon graduating from Wharton, Samantha worked on and managed global brands in a brand
management capacity at companies such as Nestle USA, E. & J. Gallo Winery and American Express. In these roles, Samantha developed a keen understanding of how to run a business and promote and market its products. After the birth of her two children (Avery & Matthew), Samantha shifted her professional focus to entrepreneurial ventures, including her work at Vita Products, Inc. (a start-up consumer product & technology company) and in her work as an independent legal recruiter.

**BRIAN C. JOHNSON, MEMBER**
Brian Johnson serves as a Vice President at Leadership for Educational Equity (LEE) where he works to grow the organization’s field presence in communities across the nation. He began his career as a 1st grade teacher in Baton Rouge, Louisiana, and later went on to serve as Executive Director of Teach For America Los Angeles, a role in which he oversaw the placement of nearly 800 teachers in schools throughout the LA area. Brian also served as the Executive Director of the Larchmont Schools, a small public charter school network whose 2 schools were among the highest performing schools in Los Angeles during his tenure. Brian was also 2012 a candidate for the California State Assembly representing California’s 46th District. He earned his AB from Princeton University and his JD and MBA from Stanford University.

**STACY ROSSLEY STAPLES, MEMBER AND FUTURE FOUNDING PARENT**
Stacy Staples is committed to improving education access and equity, with a focus on helping organizations secure the resources they need to fulfill their missions. Prior to joining the Board of Directors of Citizens of the World Charter Schools, Los Angeles, Stacy served as Development Director for KIPP LA Schools. She has worked for several other education and nonprofit organizations, including the Joseph Drown Foundation and College Match. Stacy holds an MBA from the UCLA Anderson Graduate School of Management and a Bachelor of Arts from Amherst College.

**JESSICA CASTILLO, MEMBER, PARENT REPRESENTATIVE**
Jessica Castillo has had an extensive career in the non-profit sector in Los Angeles, most recently as the Regional Manager at the Youth Policy Institute. She is committed to supporting students and their families through education and technology services, enabling a successful transition from cradle to college and career, working with the organizations Students First, Parent Revolution, Latinos on a Fast Track (LOFT) and Urban League. As a CWCH parent, Jessica has contributed and volunteered in a variety of ways and is honored to work side by side with the amazing parents and staff present at each Citizens of the World Los Angeles school. Jessica received her B.A. in 2010 from California State, Los Angeles.

**JAMES ROSENBLATT, PARENT REPRESENTATIVE**
Jamie Rosenblatt has spent over 15 years in the entertainment industry working as an award winning actor, writer and producer. He received his BA from Duke University and his Masters from the prestigious American Conservatory Theater in San Francisco. He is a Founding Parent for Citizens of the World Silver Lake/Echo Park and has been involved in numerous non-profits. He is a co-founder of the Los Angeles based charity Support the Cure, spent four years as a board member of the Silver Lake
Independent Jewish Community Center, and currently serves as Treasurer for the Alumni Board of the American Conservatory Theater. He spent the first year of Citizens of the World Los Angeles’s existence co-creating and co-chairing the Parent Action Committee that allowed the parents and administration to work together more effectively. He is also the co-owner and founder of H2R Productions here in Los Angeles.

**Governance Procedures and Operations**

4. **Meeting Requirements and Procedures**

In accordance with the Bylaws that were adopted at the first meeting, the Board will hold meetings at least once a month, with an annual meeting each year. The Board will meet more often as necessary.

**Board Meeting Agendas, Meetings and Record Keeping**

**Meetings:** As described herein and in the corporate bylaws, all meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. Meetings of the Board shall be held within the jurisdiction of the school. The majority of regular board meetings shall be held on a rotating basis on the campus of each of the CWC Los Angeles schools.

**Annual Calendar:** Once a year the board will vote to adopt an annual board meeting calendar. The board will make effort to agendize this action in coordination with adoption of the annual school budget.

**Board Postings:** Board agendas, proposed minutes and other business, is posted on the school's website [www.cwchollywood.org/governance](http://www.cwchollywood.org/governance). In addition, agendas and board notices are physically posted on the school's campus. The posting locations are: on the doors of the school building, and on the gate leading to the school.

**Annual Meetings:** The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors in compliance with the provisions of the Brown Act.

**Regular Meetings:** Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be set by the board, with such meetings to be held within LAUSD boundaries. At least 72 hours before a regular meeting, the Board, or its designee shall post a meeting notice and an agenda at the school site containing a brief general description of each item of business to be transacted or discussed at the meeting.

**Special Meetings:** Special meetings of the board for any purpose may be called at any time by the Chairman of the Board, if there is such an officer, or the Board President or
the Board Secretary, or any two directors. The party calling the meeting shall determine the place (within LAUSD boundaries), date and time thereof.

**Notice of Special Meetings:** In accordance with the Brown Act, special meetings of the board may be held only after 24-hour notice is given to each director and to the public through the posting of a notice and an agenda. Pursuant the Brown Act, the board shall adhere to the following notice requirements for special meetings:

Any such notice shall be addressed or delivered to each director at the director’s address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for the purposes of notice, or, if an address is not shown on the Corporation’s records or is not readily ascertainable, at the place at which the meetings of the board are regularly held. The public is notified of special meetings through posting of the notice and agenda on campus, email blast, and through an automated phone message.

Notice by mail shall be deemed received at the time of a properly addressed written notice deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by a person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

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

**Closed Sessions:** All meetings of the Board shall be held in public and open to all members of the public who wish to attend, in accordance with the Brown Act. The Board shall only meet in closed sessions when it is allowed, in accordance with the Brown Act or other applicable law.

**Brown Act Compliance**

Citizens of the World Los Angeles will comply with the Ralph M. Brown Act and all other relevant laws and codes relating to public agencies, both state and federal. Members of the Citizens of the World Los Angeles 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 LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

CWC - Hollywood and the board shall comply with conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq.
Government Code Section 1090” as said chapter may be modified by subsequent legislation.

5. Decision Making Procedures

Citizens of the World Los Angeles will only make decision when fulfilling the requirements of quorum, and only when fully compliant with the Brown Act. Per the Board’s bylaws, section 11, which states a quorum is a majority of the directors then in office constitutes a quorum of the Board for the transaction of business, except to adjourn as provided in Section 13 of this Article. All matters shall be decided by the vote of a majority of directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is required by Law, the Articles or these Bylaws. Without limiting the foregoing and subject to the powers reserved to the Member, if any, the actions listed in Section IS(a) through Section IS(g) shall require the vote of at least two-thirds of all directors then in office in order to be effective. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Board Member Voting by Telephone

In the case in which a board member must join the meeting by phone, the following rules will be followed

1. All votes taken shall be by roll call.
2. Agenda must be posted at all teleconference locations.
3. Each teleconference location shall be identified in the notice and agenda of the meeting.
4. Each teleconference location shall be accessible to the public.
5. Members of the public shall have the right to address the board directly at each teleconference location.
6. A Quorum of the Board must participate from within the School’s “jurisdiction”.

Significant Policy Changes and Charter Material Revisions

In the event the Citizens of the World Los Angeles Board of Directors determines that a significant policy change warrants a material revision to CWCH’s charter, such changes shall be submitted to LAUSD within 30 days. Material revisions are subject to LAUSD approval.

Grievance Procedure for Parents and Students
Citizens of the World Los Angeles will designate at least one employee of CWCH 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 CWCH alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. CWCH will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

CWCH 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.

CWCH 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**

Citizens of the World Los Angeles will comply with the District policy related to charter schools, as it may be change from time to time.

**Responding to Inquiries**

Citizens of the World Los Angeles 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. CWCH acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

**6. Improvement Plan and Process**

In addition, there will be regular parent meetings, and faculty and staff will continue to be engaged through staff meetings, professional development meetings during the school year and summer, as well as informal and ad hoc meetings to address issues.

Staff and Faculty are actively engaged in issues related to:

- Facilities
- Finances & Budget
- Benefits/Health and Welfare
- Grade Configuration
- Curriculum
- Technology
Professional Development
Policies and Procedures
Special Education
Behavior and Safety

Faculty and staff will continue to be engaged through staff meetings, professional development meetings, as well as informal/ad hoc meetings to address issues.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(f). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

CWCH 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. Regardless of his/her role in the school, every person hired by CWCH will actively help to promote the curricular philosophy, instructional program and the school community’s guiding principles.

The Executive Director and Board will be responsible for hiring the Principal. The Principal in turn will be responsible for hiring all teaching and educational staff; the Principal and Executive Director will work together to hire administrative staff.

All employees will be compensated commensurate with their experience and job responsibilities, and will receive benefits, including health insurance and retirement plans, as detailed in the Employee Handbook which all employees will receive. 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.
1. List of all Positions

CWCH has the following primary staff positions:

- Executive Director
- Founding Principal
- Assistant Principal
- Office Manager
- Office Assistant
- Classroom Teachers
- Teaching Associates
- Resource Specialist Program Teacher & Coordinator
- Visual Arts Teacher
- Music/Performing Arts Teacher
- Spanish Language Teacher
- Playworks Coach (PE)
- Lunch Program Coordinator

2. Job Descriptions

CWCH is committed to recruiting and hiring a community of professionals who are dedicated to the best educational practices of all students. Regardless of their role in the school, every person hired will actively promote the curricular philosophy, instructional program and the school community’s guiding principles. Job descriptions have been developed for the Executive Director, Principal, Assistant Principal, teachers and certificated staff, office personnel, and classified staff. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and students. The job descriptions for the primary employees are listed below.

Executive Director

The Executive Director of Citizens of the World Charter Schools Los Angeles is a visionary instructional leader who will lead and grow our region of schools. In addition, to our growing elementary schools, in the fall of 2015, we will open our first middle school. S/he will have a sophisticated understanding of and experience with managing or leading an outcomes driven, multi-site organization, preferably related to or directly impacting education reform.

The Executive Director will create and maintain an organizational culture that challenges and motivates our diverse leaders, students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live. S/he will have a commitment to the educational
philosophy of our school that includes a constructivist approach, project-based learning, and the mission and core purpose of our organization.

**Responsibilities**

**Strategic Planning and Goal Setting**

- Work with the local Board, key funders and partners, and the leadership team to hone the strategic vision and develop the implementation plan to accomplish it.
- Set clear academic, growth, operational, and financial goals and manage them; adapting as necessary given changes in internal and external environment.
- Set racial and economic diversity targets equal to that of each school’s neighborhood, and ensure that the targets are met.
- Ensure that the region has a viable long-term financial plan and a diversified and sustainable funding base. Manage development efforts to meet ambitious annual goals by identifying, cultivating, and soliciting public, individual and foundation sources of giving. In particular, ensure that schools are maximizing all public revenue sources.

**Culture**

Defines and builds a transformative school culture consistent with the CWCLA mission, core values, core purpose and operating norms. Ensures that schools develop a school culture that includes student social-emotional learning and data-informed decision making.

**Team Management and Development**

Recruits, hires, manages, and develops the Regional Office Team and the school’s leadership teams. Advises and supports Principals on hiring of other school-based instructional and operational leaders, and specialized support staff.

- Builds a culture of relentless self-improvement and adaptive leadership among the entire school.
- Recruits and hires mission aligned, qualified instructional and operational staff.
- Implements CWC’s performance management system for the regional office team and all school-based leaders.
- Addresses staff concerns urgently and with mission-aligned, student-focused responses.
- Ensures on-going design and implementation of staff professional development.

**Community**
Establishes and maintains strong relationships with teachers, students, parents, community members, and staff at all CWCLA Schools.

- Serves as the public face of CWCLA and increases awareness of CWCLA’s mission and vision.
- Develops a strong, engaged and active Board in close partnership with the Board chair.
- Ensures that all members of the school community are engaged and valued.
- Communicates the school’s vision and goals in a way that ensures understanding and commitment from a racially, culturally, and socioeconomically diverse community of parents, students, faculty, staff, and board members.
- Oversees the development and implementation of varied forms of communication with CWCLA families.
- Maintains positive relationships with Los Angeles Unified School District (LAUSD), and charter organizations, serving as an active leader in the charter community—learning from others and sharing CWC School’s best practices.

Operations, Finances, and Compliance

Ensures compliant, effective, and efficient school-based operations that support an academically high-performing school environment.

- Manages and supports school operations staff.
- Reports on activities, organizational development progress, and student achievement to the school’s board, CWC Schools, LAUSD, and other applicable state and federal reporting agencies.
- Works with the principals and Finance Committee to draft and monitor the school’s budget and ensure daily financial and business activities are compliant with the school’s fiscal policies.
- Ensures school alignment and/or progress toward alignment with organizational goals for diversity.
- Oversees operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of a third party back-office service provider.

Qualifications

Candidates must have:

- A track record of leadership including at least five years of professional experience with success managing a high-performing, organization, division or project. Specific experience in a multi-site and/or start-up environment is preferred;
- A deep understanding of and commitment to the Citizens of the World
Charter Schools mission and a demonstrated commitment to ensuring high academic achievement for diverse student communities;

- Proven capacity for leadership including ability to effectively assemble and motivate a team of professionals to achieve ambitious and measurable results;
- Experience developing meaningful relationships with diverse stakeholders;
- A track record of being able to strategize at a high level while also executing that strategy on the ground;
- A willingness to develop and secure resources through philanthropy and other funding opportunities, strategic partnerships, and mobilization of stakeholders;
- A background in education. More specifically, s/he will have experience leading a classroom, a high performing school or system of schools, and/or a successful nonprofit supporting schools or school reform efforts. Additionally, the ideal candidate may have experience as a senior leader in a public school district or a CMO that has made significant academic gains;
- Bachelor’s Degree from an accredited, four-year university with an advanced degree preferred (e.g. MBA, MPA, JD, MEd);
- Ability to communicate in writing and verbally in Spanish, strongly preferred.

Skills/Traits

The Executive Director:

- Has an entrepreneurial spirit and is capable of managing many complex tasks with competing priorities.
- Possesses strong leadership and team management skills.
- Possesses strong interpersonal and communication skills.
- Is organized and self-managed; is able to handle many responsibilities simultaneously.
- Has excellent problem-solving skills.
- Is committed to building a community of collaboration with a diverse group of stakeholders.
- Is a self-aware leader who knows how to treat all members of the school’s community with respect, appraises accurately his or her strengths and weaknesses, and is perceptive about how he or she is regarded.
- Is dependable and has excellent follow-through.
- Is aligned with the education philosophy and the school’s mission.
- Has a strong personal commitment to ongoing learning and growth.
- Is an effective and persuasive communicator, orally and in writing.

Principal

The Principal of CWCH is a visionary instructional leader who will create an engaging, joyful, academically rigorous school built on our fundamentals of academic excellence, community, and diversity. S/he will have a sophisticated understanding of
and experience with a constructivist approach, balanced-literacy, multiple intelligence theory, backward design, the creation of project-based curriculum, and building and/or working in diverse communities.

The Principal will create and maintain a school culture that challenges and motivates our diverse students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live. S/he will have a commitment to the educational philosophy of our school that includes a constructivist approach, project-based learning, and the overall culture of our organization.

Responsibilities

Academics and Instruction

Guides instructional staff to improve teaching and learning by providing teacher support and designing professional development. Ensures that all students are learning and that there are no gaps in student achievement among subgroups.

- Provides instructional leadership, coaching, and support to teachers who are working with a diverse student body.
- Ensures the use of a wide array of assessments that, together, reflect the educational philosophy of CWC Schools that also prepare students to excel on standardized measures.
- Uses multiple sources of data to develop a plan for the ongoing improvement of student achievement.

Culture

 Defines and builds a transformative school culture consistent with CWC LA's principles; manages student discipline; and promotes social emotional learning and assessment as part of the school’s culture.

Staff

Recruits, hires, manages, and develops the school’s leadership, instructional team, operational, and support staff.

- Builds a culture of relentless self-improvement and adaptive leadership among the entire school.
- Recruits and hires mission aligned, qualified instructional and operational staff.
- Manages the staff performance review and compensation review processes.
- Addresses staff concerns urgently and with mission-aligned, student-focused responses.
- Ensures on-going design and implementation of staff professional development
Community

Establishes and maintains strong relationships with teachers, students, parents, community members, and the staff at of the CWC Schools.

- Ensures that all members of the school community are engaged and valued.
- Communicates the school’s vision and goals in a way that ensures understanding and commitment from a racially, culturally, and socioeconomically diverse community of parents, students, faculty, staff, and board members.
- Oversees the development and implementation of varied forms of communication with families.
- Maintains positive relationships with LAUSD, CA CDE, US DOE, and charter organizations, serving as an active leader in the charter community—learning from others and sharing CWC School’s best practices.

Operations, Finances, and Compliance

Ensures compliant, effective, and efficient school-based operations that support an academically high-performing school environment.

- Manages and supports school operations staff.
- Reports on activities, organizational development progress, and student achievement to the school’s board, CWC Schools, LAUSD, CA CDE, and US DOE.
- Works with the Executive Director to draft and monitor the school’s budget and ensure daily financial and business activities are compliant with the school’s fiscal policies.
- Ensures school alignment and/or progress toward alignment with organizational goals for diversity.

Staff and Reporting Relationships

The Principal shall formally report to the Executive Director. S/he will work closely with other stakeholders, including the school’s board of directors; LAUSD, CA CDE, and US DOE.

Qualifications

Candidates must have:

- A clear record of elevating student achievement in an urban classroom, with a strong understanding of pedagogy that drives results or of exceptional leadership working with young people in urban communities.
- Master’s degree or PhD in education
At least 5 years of relevant teaching experience, with demonstrated student results
CA educational leadership or building leader credential preferred

Skills/Traits

The Principal must:

- Have an entrepreneurial spirit and be capable of managing many complex tasks with competing priorities.
- Possess strong leadership and team management skills.
- Possess strong interpersonal and communication skills.
- Be organized and self-managed, be able to handle many responsibilities simultaneously.
- Have excellent problem-solving skills.
- Be committed to building a community of collaboration with a diverse group of stakeholders.
- A self-aware leader who knows how to treat all members of the school’s community with respect, appraises accurately his or her strengths and weaknesses, and is perceptive about how he or she is regarded.
- Be dependable and have excellent follow-through.
- Be aligned with the education philosophy and the school’s mission.
- A strong personal commitment to ongoing learning and growth.
- An effective and persuasive communicator, orally and in writing.

Assistant Principal

The Assistant Principal is a visionary instructional leader who will create an engaging, joyful, academically rigorous school built on our fundamentals of academic excellence, community, and diversity. S/he will have a sophisticated understanding of and experience with a constructivist approach, balanced-literacy, multiple intelligence theory, backward design, the creation of project-based curriculum, and building and/or working in diverse communities.

The Assistant Principal will create and maintain a school culture that challenges and motivates our diverse students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live. S/he will have a commitment to the educational philosophy of our school that includes a constructivist approach, project-based learning, and the overall culture of our organization.

Responsibilities

Academics and Instruction
Guides instructional staff to improve teaching and learning by providing teacher support and designing professional development. Ensures that all students are learning and that there are no gaps in student achievement among subgroups.

- Manages non-instructional staff including office manager, office assistant and other operations personnel
- Manages the school’s Teaching Associates and provides for them instructional leadership to help guide them in their work
- Oversees and implements compliant student support services including but not limited to Special Education, English Language Instruction programs, and other at risk services in the school
- Works closely with the Principal and leadership team to recruit, select, and on-board staff for the school
- Ensures the use of a wide array of assessments that, together, reflect the educational philosophy of CWC Schools that also prepare students to excel on standardized measures.
- Uses multiple sources of data to develop a plan for the ongoing improvement of student achievement.
- Maintains frequent communication with students, students’ families, colleagues, and other school stakeholders.

Culture

Defines and builds a transformative school culture consistent with CWC LA’s principles; manages student discipline; and promotes a social emotional learning and assessment as part of the school’s culture.

Staff

Recruits, hires, manages, and develops the school’s leadership, instructional team, operational, and support staff.

- Builds a culture of relentless self-improvement and adaptive leadership among the entire school.
- Recruits and hires mission aligned, qualified instructional and operational staff.
- Manages the staff performance review and compensation review processes.
- Addresses staff concerns urgently and with mission-aligned, student-focused responses.
- Ensures on-going design and implementation of staff professional development.

Community

Establishes and maintains strong relationships with teachers, students, parents, community members, and the staff at of the CWC Schools.
• Ensures that all members of the school community are engaged and valued.
• Communicates the school’s vision and goals in a way that ensures understanding and commitment from a racially, culturally, and socioeconomically diverse community of parents, students, faculty, staff, and board members.
• Maintains positive relationships with Los Angeles Unified School District (LAUSD), and charter organizations, serving as an active leader in the charter community—learning from others and sharing CWC School’s best practices.

Staff and Reporting Relationships
The Assistant Principal shall formally report to the Principal. S/he will work closely with other stakeholders, including the school’s board of directors; CWC Schools; LAUSD; and CA CDE and the US Department of Education.

Qualifications
Candidates must have:

• A clear record of elevating student achievement in an academically, high-achieving classroom for at least three years, with a strong understanding of pedagogy that drives results or of exceptional leadership working with young people in urban communities.
• Master’s degree or PhD in education and a CA administrator’s credential
• At least 5 years of relevant teaching experience, with demonstrated student results
• Experience working in a mixed socio-economic school (SES), strongly preferred
• State educational leadership or building leader credential required
• Fluency in a second language preferred (Spanish and Korean as priority languages).
• Experience developing caring classroom environments where instructional time is dedicated to community building, conflict resolution skill-building and empowering students to be peacemakers and agents for positive social change
• Excellent communications/interpersonal skills as well as a desire to collaborate with various different stakeholders to help develop a whole-school community in its early years.

Skills/Traits
The Assistant Principal must:

• Have an entrepreneurial spirit and be capable of managing many complex tasks with competing priorities.
• Possess strong leadership and team management skills.
• Possess strong interpersonal and communication skills.
• Be organized and self-managed, be able to handle many responsibilities simultaneously.
• Have excellent problem-solving skills.
• Be committed to building a community of collaboration with a diverse group of stakeholders.
• A self-aware leader who knows how to treat all members of the school’s community with respect, appraises accurately his or her strengths and weaknesses, and is perceptive about how he or she is regarded.
• Be dependable and have excellent follow-through.
• Be aligned with the education philosophy and the school’s mission.
• A strong personal commitment to ongoing learning and growth.
• An effective and persuasive communicator, orally and in writing.

Classroom Teachers

Responsibilities will include:

• Developing lessons and units of study that incorporate the multiple intelligences while running a workshop based classroom.
• Engaging in ongoing assessment of student progress using a variety of means, maintaining accurate records, and using assessment data to tailor instruction to individual student needs to increase student performance.
• Participating in extensive professional development activities, both internal (led by the principal, lead teachers and visiting lecturers) and external (visiting similar schools, attending conferences, etc.).
• Maintaining frequent communication with students, students’ families, colleagues, and other school stakeholders.
• Participate as an active member of the staff to provide stewardship of the school and adherence to its mission and guiding principles.

The ideal teacher will have:

• A Bachelor’s degree and California multiple subject credential.
• A Masters degree in education.
• CLAD or BCLAD.
• Successful completion of CBEST exam.
• Minimum of two years experience teaching early elementary grades.
• Ability to effectively supervise both small and large groups of children.
• Demonstrated skills related to helping young students with conflict resolution skill-building and empowering children to be peacemakers and agents for positive social change.
• An exhibited ability to work with children in a caring and respectful manner, adhering to a more “positive discipline” approach of interaction.
• Demonstrated subject-matter competency through appropriate examination or coursework.
• Experience with and passion for pedagogical practices grounded in constructivism, project-based learning and the multiple intelligences theory
and in creating appropriate standards-based curriculum in accordance with these philosophies.

- Experience developing interdisciplinary units and lessons using “backwards design” curriculum development tools.
- Experience working with diverse populations, including English language learners and students with special needs.
- Experience organizing and managing a student-centered classroom that includes age-appropriate, culturally responsive classroom management practices.
- Experience developing caring classroom environments where instructional time is dedicated to community building, conflict resolution skill-building, and empowering students to be peacemakers and agents for positive social change.
- Eagerness to collaborate with and mentor a teaching assistant in the classroom.
- Excellent communication/interpersonal skills as well as a desire to collaborate with various stakeholders to help develop a whole-school community.
- Maturity, humility, strong work ethic, sense of humor, and a can-do attitude.
- Fluency in a second language (ideally Spanish or Korean) is preferred.

**Teaching Associates**

Responsibilities will include:

- Supporting the classroom teacher’s curricular and behavioral goals as well as assisting with planning and instruction.
- In cooperation with the classroom teacher, developing and implementing engaging lessons that incorporate the multiple intelligences while running a workshop-based classroom.
- Promoting safe and supportive school and classroom communities.
- Engaging in ongoing assessment of student progress using a variety of means, maintaining accurate records, and using assessment data to tailor instruction to individual student needs.
- Participating in extensive internal (led by the principal, lead teachers and visiting lecturers) and external (visiting similar schools, attending conferences, etc.) professional development activities, both internal (led by the principal, lead teachers and visiting lecturers) and external (visiting similar schools, attending conferences, etc.).
- Maintaining frequent communication with students, students’ families, colleagues, and other school stakeholders.

The ideal Teaching Assistant will have:

- A Bachelor’s Degree.
- Multiple Subject Teaching Credential, enrollment in a teacher credential program or working towards obtaining one in the near future.
• Two years of experience teaching in a progressive school.
• Successful completion of CBEST exam.
• A commitment to the mission and culture of Citizens of the World Los Angeles.
• Ability to effectively supervise both small and large groups of children.
• Demonstrated skills related to helping young students with conflict resolution skill-building and empowering children to be peacemakers and agents for positive social change.
• An exhibited ability to work with children in a caring and respectful manner, adhering to a more "positive discipline" approach of interaction.
• Experience with and passion for pedagogical practices grounded in constructivism, project-based learning and the multiple intelligences theory and in creating appropriate standards-based curriculum in accordance with these philosophies.
• Experience developing interdisciplinary units and lessons using “backwards design” curriculum development tools.
• Experience working with diverse populations, including English language learners and students with special needs.
• Experience organizing and managing a student-centered classroom that includes age-appropriate, culturally responsive classroom management practices.
• Experience developing caring classroom environments where instructional time is dedicated to community building, conflict resolution skill-building, and empowering students to be peacemakers and agents for positive social change.
• Eagerness to collaborate with and mentor a teaching assistant in the classroom.
• Excellent communication/interpersonal skills as well as a desire to collaborate with various stakeholders to help develop a whole-school community.
• Maturity, humility, strong work ethic, sense of humor, and a can-do attitude.
• Fluency in a second language (ideally Spanish) preferred.
ELEMENT 6: HEALTH AND SAFETY OF PUPILS

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be
required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**Safe Place to Learn Act**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq and including AB 1432, effective Jan 1, 2015, which requires proof of training to be provided within first 6 weeks of the school year OR within the first 6 weeks of that person’s employment.

We are committed to providing a safe, nurturing, healthy, and protective atmosphere in which every member of the community will grow and prosper. CWCH will ensure the safety of the students and staff by complying with the current LAUSD independent charter school standards and policies for health and safety as well as all state and federal laws, including Education Code Section 44237.

1. Custodian of Record

In accordance with California Department of Justice requirements, the Business Manager serves as the CWCH Custodian of Record.

2. Health and Wellness Promotion

General Emergency Procedures

CWCH will work to ensure the safety of its children and staff members and to be prepared for any sort of emergency. On shared co-located campuses, CWCH will work in partnership with the District school to implement and be integrated into the campus’ Site Safety and Disaster Plan. If the Emergency is a fire, classroom teachers will escort their students to the Emergency Evacuation Area (blacktop or field). In case of an earthquake, teachers will instruct students to drop/cover until the shaking stops, before evacuating students to the Emergency Evacuation Area. Teachers or assigned staff will join each class and continue with emergency procedures. Staff without an assigned class will report to the Evacuation Area as well.

If the Emergency is a lockdown, teachers will lock doors, close blinds, move everyone away from windows. Teachers will remain indoors with students until an all-clear announcement is made. If students are in an enrichment class, students will follow appropriate emergency procedures for that location and emergency (i.e. for fire, earthquake, lockdown, etc.). When it is safe to evacuate, and it is appropriate to do so, the teacher will lead students to the Emergency Evacuation Area. If an emergency occurs during recess or lunch, students should line up at the designated spot and proceed to the Emergency Evacuation Area. If students are on the yard during recess or lunch, teachers and staff will meet students on the yard. If a lockdown occurs, teachers will escort students back to classrooms to secure doors as quickly as possible. In the case that a school building is not safe enough to return to, students will remain at the Emergency Evacuation Area until told otherwise. If the school is evacuated for an extended period, parents may pick up their children at this location.
Evacuation Area. Release of a child to a family members or designated adults, will require proof of identification.

Safety Drills

Safety drills of all kinds will take place once a month. Some of these drills will be in concert with our collocating school, while others may be independent of them.

Student Emergency Cards

Each child must have all enrollment forms and an emergency card on file in the office. This card identifies other adults, authorized by the parent, who may take your child from school. This includes normal pick-up days, or in the case of any family emergency illness or any disaster situation. Students are not permitted to leave school with anyone other than a parent or legal guardian, unless his or her parent has listed them on the Emergency Card. This release may be changed and updated by a legal guardian at any time during the school year. If there are changes during the year please immediately fill out a correction form (in the office). Cards must be filled out in their entirety and office personnel must be able to contact at least one adult on the emergency form at any time of the day.

Emergency Kits

All classrooms will be equipped with emergency supplies and stocked with first-aid equipment and water. Families will also be asked to create, each school year, a personal emergency kit for his/her child. Instructions and a checklist of what to include in the emergency kit will be distributed to families each year.

Illness Policy

CWCH wishes to keep all children as healthy as possible. Please help us in keeping your child healthy by encouraging a full night’s sleep and a healthy diet. Please keep your child at home if he/she shows any signs of illness (see above Sickness Policy). The school will send a student home when it appears necessary. Children who have run a fever should be fever-free for 24 hours before returning to school.

Immunizations

CWCH will adhere to all guidelines related to legally required immunizations for entering students pursuant to health and safety code sections 12035-120375, and Title 17, California Code of Regulations Sections 6000-6075. California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. CWCH requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria
- Measles
- Mumps - except for children who have already reached the age of 7 years old
- Pertussis (Whooping Cough) – except for children who have reached the age of 7 years.
- Beginning July 1, 2012, all rising 7th grade students must be immunized with a Pertussis Vaccine
- Booster called Tetanus Toxoid, Reduced Diphtheria Toxoid and Acellular Pertussis (Tdap).
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (Chickenpox) – persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school.

CWCH verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. Exemptions for immunizations are allowed under the following conditions:

- Parent provides a signed doctor’s statement that the child is to be exempted from immunization for medical reasons. The statement identifies the specific nature and probable duration of the medical condition; or
- A parent requests exemption of their child from immunization for personal beliefs. A parent may file a letter or affidavit with CWCH stating which immunizations have been given to the child and which immunizations have not been given to the child, on the grounds that the immunization is contrary to his or her personal beliefs. This letter or affidavit must be accompanied by a form from the State Department of Public Health, filled out by the student’s health care practitioner, indicating the health care practitioner has informed the parent or guardian of the benefits and risks of immunizations, and the health risks of specific communicable diseases. The parent or guardian must also sign this form. Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed. Any child leaving the United States for a short vacation to or a long stay in any country considered by the Center for Disease Control and Prevention to have increased risk of TB exposure must contact the County Tuberculosis Clinic for a TB screening upon return.

**Injuries and Accidents**

If your child sustains any type of major injury (i.e. broken bone, severe gash), a note from your doctor upon return to school is required before your child may return to
school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. All school staff must be apprised of any information or specific set of directions that will be helpful to us as we care for your child in the case of any more serious injury. If a child with an injury is not allowed to participate in physical-education activities and play at recess, alternative activities can be arranged. Aside from the more low-level scrape or bruise that might take place at school, any more serious injuries or health incidents that occur at school will be communicated as soon as possible to families over the telephone and, in some cases, in writing as well. Whenever exposed to blood or other body fluids through injury or accident, students and staff will follow appropriate protocol for disinfecting. CWCH staff are officially certified and trained in CPR/First Aid. Additionally, if a student is involved in an accident or injury in which his or her clothing becomes soiled and unhygienic for the child to wear, CWCH will allow the student to clean him or herself, with CWCH assistance as necessary, and provide the student with a clean set of clothing. In such cases, CWCH will attempt to contact the parent or guardian immediately.

**Head Lice**

Head lice pose no health risk, they are not known to spread disease and they are not a sign of poor hygiene. Children with active, adult, head lice are excluded from school and all school activities until all nits/eggs are removed and clearance is given by the school office for the child to return to class. If you suspect your child of having lice, please inform your CWCH Main Office so that the school can notify your child’s classmates and take proactive measures to lessen a spreading of the problem. Your child’s name will not be shared in any lice-related notifications sent out. Occasionally, more preventative routine screens will be administered. Additionally, before a child returns, someone from the office will do another screen to ensure that treatment has been effective. CWCH works with all families to educate them about the various ways in which lice treatment can happen and has a Lice Prevention Guide that they offer families as an additional resource to help with prevention.

**Administration of Medication at School**

Any student required to take medication prescribed to him or her by a physician or surgeon, during the regular school day, must have a detailed doctor’s note with proper written instructions. Designated staff (in the Main Office unless noted otherwise by a doctor) shall keep records of medication administered at school. CWCH shall also return any surplus of medication upon completion of the regimen or prior to extended holidays/vacations. Families and staff shall establish emergency procedures for specific medical conditions that require an immediate response. An emergency supply of medication should also be stored in the Main Office. If CWCH receives appropriate written statements, designated school personnel may administer medication like injectable Epinephrine. In order for a pupil to carry and self-administer auto-injectable Epinephrine, CWCH shall obtain both a written statement from the physician or surgeon detailing the name of the medication,
method, amount, and time schedule for administration. The note should also confirm that the pupil is able to self-administer such injections, per a doctor’s and a parent’s permission. Notifications such as those regarding student self-administration of medication at school releases CWCH and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

**Communicable, Contagious or Infectious Disease Prevention**

CWCH recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids. CWCH desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty and staff. Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students. Appropriate notices of any health risks will be shared with the community when necessary. CWCH shall meet State and Federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Employees having occupational exposure shall be trained in accordance with applicable State regulations.

**Vision, Hearing and Scoliosis**

CWCH shall occasionally screen for vision, hearing and scoliosis, as required by Education Code Section 49450, Et. Seq., per appropriate grade levels.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 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 lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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 Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. 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 all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher

- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
A student population that reflects the demographics of Los Angeles – and the remarkably diverse neighborhood we intend to serve -- is integral to our mission. As described in Element 1, we have successfully proven our ability to recruit students who reflect the community in which our school resides. CWCH will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school and the school’s efforts to achieve racial and ethnic balance.

1. Plan for Achieving and Maintaining LAUSD’s Ethnic and Racial Goal

CWCH intends to build upon the successful model of community partnerships and outreach that we’ve developed in recent years, as described in Element 1 with our waitlist numbers. That said, we know that we must still be intentional and proactive in our outreach so that our schools more closely approximate the demographic of the local community.

Our website will be a valuable source of information and outreach for our school. Our Executive Director, Principal, Board Members and specifically trained “School Ambassadors” (parents, teachers, and other volunteers) will continue to host the
following key activities:

Meet with the leadership of local preschools, day care centers, businesses, service and community organizations in order to:

- Inform leaders and their constituents/clients/acquaintances of the school’s mission, programs, services;
- Hear and address the needs, questions and concerns of all community members;
- Foster an ongoing mutually beneficial relationship with other organizations that are serving the community;
- Hold informational/orientation sessions for parents and community members at local preschools, religious centers, community centers, parks, libraries and more to reach out to families of young children and inform them about CWCH mission and operations; and
- Ensure placement of CWCH informational brochures and promotional fliers about school/community events in each of these local preschools, religious facilities, libraries and businesses (grocery stores, drug stores, etc.), community organizations.
- Form mutually-beneficial partnerships with organizations in our area to offer referrals and services to the children and families we serve.

CWCH will continue to work diligently to ensure that individuals conduct these efforts with appropriate language fluency for the target audience at each event/location. We currently conduct outreach in three languages (Spanish, English, and Korean) and will continue to evaluate additional translation needs. If school leaders are not themselves proficient in the needed languages, a translator will be involved at every step of the communication process, and will be hired to translate school materials and websites as well. It is anticipated that translations will be needed into Spanish and Korean, but other languages may also be considered essential (Armenian, Chinese, etc.).

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

- Internet: Our website - www.cwchollywood.org - will serve a central hub for school information (and will include translation in Spanish, Korean and other languages as needed), along with email blasts via constantcontact.com and other yahoo-type, message boards, and other virtual communities that will be contacted and/or created;
- Branding: Our logo (as seen on the cover page) is being used to identify the school and CWC Los Angeles will use its reasonable best efforts to ensure that the logo is prominently displayed on all materials distributed in conjunction with the school;
- Community events/fairs/festivals: local events including fairs, festivals,
farmers markets, and other local events;

- **Multilingual Park Information Sessions**: throughout the coming months, and prior to the lottery each spring, school representatives will hold multilingual events at local parks, near playgrounds. School representatives will advertise these events via various (free) avenues prior to each event, and then create a celebration-like atmosphere with food, decorations to draw attention, organized activities for kids, and more. School representatives will speak with potential parents about the school, and will hand out school brochures/registration information; and

- **Meet & Greets/Town Hall Meetings**: CWC Los Angeles Board members have already held meet & greets with prospective parents and community members in the target area. We anticipate, and are fully intending to continue this dialogue with parents, and expand to larger meetings as our outreach engages with more and more of the community. We view these meetings as crucial forums for parents to ask questions of, and offer guidance to, staff and board members.

After initial outreach meetings and events are held, school leadership will assess the experiences and the results in order to plan for ongoing and annually-updated outreach strategies. A calendar will be created denoting the times of year to follow up with each organization and/or individual in order to schedule outreach events with potential future parents and hear feedback and constructive criticism from the organization’s constituents about the school, timing of Multilingual Park Info Sessions and other activities. Regular training sessions will also be scheduled so that school leaders can train more parents who wish to volunteer as School Ambassadors.

Our Executive Director will continually monitor the community for new community organizations and businesses with which to form relationships, and serve as the lead in conducting initial outreach with new contacts and forming new partnerships. Our Principal will hold primary responsibility for planning orientation and outreach meetings and events with prospective families.

We have already begun to reach out to the following organizations, among others:

**Preschools/Daycare**

ABC Educational Ctr. Inc.
1129 Cole Ave
Los Angeles, CA 90038-1501
(323) 466-9984

Arshag Dickranian Armenian
1200 N Cahuenga Blvd
Los Angeles, CA 90038-1604
(323) 461-4377
Blessed Sacrament School
6641 W Sunset Blvd
Los Angeles, CA 90028-7121
(323) 467-4177

Canyon Co-Op School
1820 North Las Palmas
Hollywood, CA 90028
(323) 464-7507

Carroll-Rees Academy & Arts
1717 N Gramercy Pl
Los Angeles, CA 90028-5802
(323) 469-4410

Christopher Robin Preschool
815 N. Alta Vista Blvd.
Los Angeles, CA 90046
(323) 934-9512

Delaney Wright Fine Arts Preschool
6125 Carlos Ave.
Los Angeles, CA 90028
(323) 871-2470

First Presbyterian Church of Hollywood Pre-School
1785 La Baig Ave.
Los Angeles, CA 90028
(323) 461-3429

French Nursery & Kindergarten
5262 Fountain Ave.
Los Angeles, CA 90029-1310
(323) 663-4038

Hollywood Schoolhouse
1248 N Highland Ave.
Los Angeles, CA 90038-1207
(323) 465-1320

Immaculate Heart of Mary
1055 N Alexandria Ave.
Los Angeles, CA 90029-2517
(323) 663-461

Montessori Shir-HaSharim
6047 Carlton Way
Los Angeles, CA 90028-6508
(323) 465-1638

Sunset Montessori
1432 N. Sycamore Ave.
Los Angeles CA 90028
(323) 465-8133

Wagon Wheel School
653 N. Cahuenga Blvd.
Los Angeles, CA 90004
(323) 468-8994

**HEAD START**

Wilton Place Head Start
1528 N. Wilton Pl.
Los Angeles, CA 90028-6716

Fountain I
5636 Fountain Ave.
Los Angeles, CA 90028-8514

La Mirada I
5637 La Mirada Ave.
Los Angeles, CA 90038-2209

La Mirada II
5637 La Mirada Ave.
Los Angeles, CA 90038

Berendo Head Start
1220 N. Berendo St.
Los Angeles, CA 90029-1602

**ORGANIZATIONS**

Assistance League of Southern California
1375 N St Andrews Pl.
Los Angeles, CA 90028-8530
Operation School Bell (part of the Assistance League)
1360 N St Andrews Pl.
Los Angeles, CA 90028
(323) 469-6017

Boys and Girls Club of Hollywood
850 N Cahuenga Blvd
Los Angeles, CA 90038-3704
(323) 467-2007

Covenant House of CA
1325 N. Western Avenue
Hollywood, CA 90027-5615
(323) 461-3131

Nat’l Charity League LA
5000 Hollywood Blvd
Los Angeles, CA 90027-6193
(323) 665-5981

Project ABC
155 N Occidental Blvd
Los Angeles, CA 90026-4641
(213) 383-5992

YMCA – Hollywood-Wilshire
1553 North Schrader Boulevard
Hollywood, CA 90028
(323) 467-4161

**Religious Organizations**

Beverly Presbyterian Church
4639 Beverly Blvd.
Los Angeles, CA 90004

Church of the Blessed Sacrament
6657 Sunset Boulevard
Hollywood, CA 90028
(323) 462-6311

Hollywood Adventist Church
1711 N. Van Ness Ave.
Hollywood, CA 90028

Hollywood Presbyterian Church
1760 N. Gower St.
Hollywood, CA 90028
(323) 463-7161

Hollywood United Methodist Church
6817 Franklin Ave.
Hollywood, CA 90028
(323) 874-2104

Holy Spirit of Korean Church
6682 Selma Ave.
Los Angeles, CA 90028
(323) 464-0800

Holy Virgin Russian Orthodox Church
2041 Argyle Ave.
Los Angeles, CA 90068
(323) 466-4845

Hope Lutheran Church
6720 Melrose Avenue
Los Angeles, CA 90038
(323) 938-9135

Korean American Presbyterian Church
125 S. Vermont Ave.
Los Angeles, CA 90004

St. John Armenian Church, Hollywood
1201 North Vine Street
Hollywood CA 90038
(323) 465-9008

St. Stephen's Episcopal Church Hollywood
6128 Yucca Street
Los Angeles, CA 90028

Temple Israel of Hollywood
7300 Hollywood Blvd
Los Angeles, CA 90046
(323) 876-8330

United Armenian Congregational Church
3480 Cahuenga Blvd. West
Los Angeles, CA 90068
(323) 851-5265
West Bethel Presbyterian Church
857 S. La Brea Blvd.
Los Angeles, CA 90036

Geographic Area Targeted

As detailed fully in Element One, CWCH’s outreach will focus on three zip codes: 90028, 90038 and 90068, which includes the area from La Brea Avenue to the West to Western on the East and Melrose to the South to the top of the hill at the North. We will also include preschools, day care centers, churches, community organizations, festivals and other activities in the adjacent areas.

2. Achieving and Maintaining Racial and Ethnic Balance

As noted in the introduction, our mission is based on a concept of creating a truly diverse school that reflects the neighborhood it serves, and the broader demographics of Los Angeles. As detailed in Element 1, central Hollywood is perhaps more diverse than any other area of this City, and indeed, the nation. As “Citizens of the World” we seek to embrace this diversity in our student enrollment and ensure a multi-cultural environment rich with unique experiences for our students to learn from one another.
ELEMENT 8: ADMISSIONS REQUIREMENTS

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

McKinney-Vento Homeless Assistance Act

Charter School shall 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admissions Requirements

1. Requirements for Admission and Enrollment

CWCH will enroll all pupils who wish to attend (Education Code Section 47605 (d)(2)(A)) to the extent that space allows. If the number of students applying for enrollment exceeds the 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.

2. Plan for Recruiting Students

CWCH will actively recruit a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the school’s educational philosophy and instructional practices. As detailed in Element 7, our Outreach Plan includes targeted efforts to recruit all types of students, including those who are at-risk of low achievement, special education students, and economically disadvantaged students. Our child-centered approach to education will be
particularly impactful for these children. Furthermore, our management structure is intentionally designed to ensure that our Principal is free to devote him or herself entirely to the education of a diverse student body, including significant numbers of “at-risk” children.

CWCH will comply with the McKinney Vento Homeless Assistance Act for homeless children.

**Lottery Preferences and Procedures**

**3. & 4. Lottery Preferences, Procedures and Rationale**

**Student and Community Outreach**

The mission of CWCH is to create a high-achieving, community-based public schools that reflect the abundant socioeconomic, racial, and cultural diversity of local communities. Our schools are intellectually challenging, experiential learning environments that develop each student’s abilities, confidence, and sense of communal responsibility. In this spirit, we work conscientiously to build strong communities both within and outside the classroom.

At CWCH we strive to serve a student population reflective of the neighborhoods in which our schools are located. To achieve this goal the enrollment process includes outreach to local families who are in greatest need and may be least likely to hear about new educational opportunities. Our community outreach efforts are conducted by school leaders, staff, parents, and volunteers. This outreach takes place in a wide variety of community venues, from houses of worship to Head Start programs to local libraries to local stores.

Student recruitment and community outreach efforts are targeted to neighborhoods in which are schools are located which includes households that are socioeconomically distressed according to census tract analysis. We strive to share information about our program as broadly as possible, especially to students currently attending underperforming schools.

**Student Application Procedures**

Student applications will be accepted during a publicly advertised application period each year for enrollment in the following school year. Following the application period each year, applications shall be counted to determine whether any grade level in any school has received more applications than availability. In the event that this occurs, CWCH will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of the specific school’s existing students (2nd year forward) who are guaranteed enrollment the following school year.

The application process simply requires submission of a student application that collects basic information as required to enter the student into random drawing lotteries if they
are needed (e.g. name, date of birth, grade) and contact the student/family after the lotteries (e.g. parent/guardian name and contact information). Materials may be submitted by hand to the Main Office at each of the campuses, via email, or by the online electronic form. Prior to the lottery, no information is collected on demographic features such as income, home language, ethnic background, or any special needs a student may have, as these do not factor into the lottery process. No test or assessment shall be administered to students prior to acceptance or enrollment.

The application pertains only to CWCH. Families are welcome to apply to more than one CWC LA School, but must complete a separate application for each school they are considering.

**Student Lottery & Admission Procedures**

If the number of pupils who wish to attend CWC Hollywood exceeds the schools capacity, except for existing pupils of the charter school, enrollment shall be determined by a public random drawing. The following preferences shall be given in the lottery:

1. Students residing with the Los Angeles Unified School District
2. Siblings of students currently enrolled in the school. Siblings are defined as any two students who share a legal parent/guardian. Legal documentation is required.
3. Children of the Founding Parents of CWC Hollywood (see description below)
4. Children of CWC staff and members of the board of directors of CWC LA
5. Children who qualify for free and reduced lunch

**Founding Parents/Founders Preference**

The founders admission preference must be described in the initial charter petition filed with the District, in accordance with Education Codes section 47605(d)(2)(A), and should provide a reasonably comprehensive description as follows:

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 lead petitioner team is developing the charter school prior to action by the District (typically 12-18 months prior to charter approval). The petitioners must submit to the Charter Schools Division documentation establishing the founding period at the time of charter petition submission (i.e., board minutes).

A school may not add to the founding group once the charter has been approved.

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.

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 admission 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 charter schools receiving funding pursuant to the federal charter school grant program, no more than ten percent of the school enrollment during a school year shall be comprised of students exempted from the student admission lottery.

Students qualifying for more than one preference group will be considered part of the highest preference in which they qualify. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a waitlist in an order according to their draw order in the public random drawing. This waitlist will allow students the option of enrollment in the case of an opening between the lottery and the start of the school year, or a new opening during the school year once underway. The waitlist will not be carried over to the next school year.

CWCH shall hold its lotteries for each grade in each school on a single predetermined date during the prior school year; this date will be made publicly available on the following website, by November 1st of each year: www.cwchollywood.org.

**Lottery Procedures**

The CWC Hollywood student lottery is a public random drawing to enroll students in to open seats in the school, and to establish the school’s student wait list for enrollment. The public and CWC families are notified of the lottery date through our website at www.cwchollywood.org, as well as formal written communication from the school to parents who have submitted a lottery application form.

On the day of the lottery, the following procedures are followed:

- Students who completed a lottery enrollment form are separated and organized by grade level and preference group. The student preference groups are pulled in the following order:
  - Students residing with the Los Angeles Unified School District.
  - Siblings of students currently enrolled in the school. Siblings are defined as any two students who share a legal parent/guardian. Legal documentation is required.
  - Children of the Founding Parents of CWC Hollywood (see description below)
  - Students who qualify for free and reduced lunch

Students are assigned to the wait list in the order in which they are selected from the lottery. Student positions on the waitlist move as students are taken off of the wait list to fill open spots in the school.

**Student Enrollment Procedures**
After completion of the public random drawing, CWCH will make their best efforts to contact the parent/guardians of all lottery entrants to notify them of their accepted and/or waitlist status within one week of the drawing. To confirm a spot in CWCH, the parents/guardians must submit all required enrollment documents to the Office Manager of the school within two weeks of receiving their acceptance letter.

If the CWCH does not receive the required enrollment documents for a student by the stated deadline, after making the best attempt to contact the student, the student will be considered as declining his/her spots in all CWC Los Angeles and waitlists, and will forfeit these spots. Notwithstanding the above, CWCH will not penalize a homeless student for inability to present some part of the required enrollment documents, consistent with our Homeless Education Policy.

CWCH enters an “open enrollment” period for each school after the lottery application period has ended. In this period, all applications received will be entered in chronological order into the enrollment system in an ongoing process after the lottery, and applying students will be added into schools and/or onto waitlists as space permits. All other aspects of the policies outlined above will be followed for these students, e.g. sibling preference policies, enrollment document policies.

Decisions on any aspects of applications, lotteries, or enrollment not outlined specifically in this document nor in the school charter may be made by CWCH, following the letter and spirit of the law, and of all guidelines and policies outlined in this document and in the applicable charters.
ELEMENT 9: FINANCIAL AUDITS

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

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(l) as it is amended from time to time.

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to school’s Calendar
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- Instructional Calendar – annually five weeks prior to first day of instruction
- Other reports as requested by the District

Annual Audit Procedures

CWC Los Angeles’ Board of Directors will ensure that an annual, independent financial audit will be conducted in accordance with generally accepted accounting principles applicable to the school and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. To the extent required under applicable laws or the requirements of specific funding sources, the audit scope will expand to be in compliance with the requirements of U.S. Office of Management and Budget (OMB) Circular A-133 and any other state, local government or private funding requirements. Should OMB Circular A-133 be rescinded, audits of major federal programs will be conducted in compliance with standards and provisions approved by OMB.

It is anticipated that the annual audit will be completed each year within four months of close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the chief financial officer of LAUSD and the California Department of Education by December 15th.

1. Position Responsible for Contracting with Accountant
CWC - LA’s Board of Directors, led by the Chief Executive officer, will select an independent auditor and oversee an annual audit to verify the accuracy of the school’s financial statements as well as attendance and enrollment accounting practices. All auditors will report directly to the Chief Executive Officer (and Finance and Audit Committees, if applicable) of the Board of Directors.

2. Position Responsible for Working with Auditor

All auditors will report directly to the CWCLA’s Board of Directors. Pursuant to AB 1137, CWCH will provide any necessary financial statements to LAUSD and the Los Angeles County Office of Education (LACOE), and the respective state agencies.

3. Procedures to Ensure the Selected Auditor is on the State Controller’s List

The audit will be conducted by a Certified Public Accountant familiar with school finances and operations, including the Audit Guide for Charter Schools. In addition, CWCLA’s Board of Directors will retain auditors to conduct independent financial audits that will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States.

4. Process to Address and Resolve Deficiencies

CWCLA’s Board of Directors will review any audit exceptions or deficiencies and determine means to resolve them. The Board of Directors will report to LAUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be resolved to the satisfaction of the District.

5. Position Responsible for Ensuring the Auditor Sends the Audit by Deadline

In conjunction with the CWCLA’s Board of Directors, the Executive Director will comply with all LAUSD reporting requirements in a timely and complete fashion, including submission of provisional and final budgets, interim projections, unaudited and audited actual financials, classification reports, statistical reports and all other required reports. In addition, the Executive Director will ensure that all deadlines related to the Board’s review of the Audit and the submission of the Audit to all relevant agencies are met. The Executive Director will work with the Chair of the Audit Committee to advise and update the Board.
ELEMENT 10: PUPIL SUSPENSION AND EXPULSION

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

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows 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 Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, 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?
**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page o the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted 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 Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by 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 apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**
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, Charter School’s governing board shall readmit the pupil, unless 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.

**RESTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

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

**Discipline Foundation Policy**

We believe that students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe, cared for, and respected. In order to maintain a positive learning community and embrace our school mission of developing good global citizens, CWCH has developed and maintained a comprehensive set of student discipline policies for actions by students that would violate California Education Code Section 48900. CWCH will follow the procedures as outlined herein rather than using the procedures in Education Code 48900, et seq, except where specifically indicated in this section. These policies meet the intent and purpose of the Education Code and provide ample due process and clarity of procedure. Parents, teachers, and students will all be encouraged to offer input on the school’s disciplinary policies and implementation to ensure that all stakeholders are valued and respected. These policies will be periodically reviewed and modified as necessary to comply with applicable law.

**SOCIAL EMOTIONAL DEVELOPMENT & STUDENT DISCIPLINE OVERVIEW**

CWCH is committed to the building of a safe and nurturing environment for every child. It is the development of this mutually respectful and caring community that we know to be the crucial foundation for developing connected, capable, and courageous people who believe they really count. We do this work not only cultivate students who can succeed academically, but to create a new generation of world citizens that have invaluable leadership, problem-solving, and peacemaking skills.
With our focus on the social emotional aspects of learning, CWCH encourages students to become aware of their role as essential members of our learning community. As part of this, CWCH’s approach to social-emotional learning, and our discipline framework and policies, as outlined below, are the crucial ingredients to the development of our larger positive culture. This document aims to describe all of the ways in which we proactively build this culture and engage students in this work as well as how CWCH approaches misbehavior, discipline, and consequences.

With workshop-based classrooms and a positive approach to discipline, our goal is to encourage students to take charge of their lives and manage their own learning. As part of this, we expect that all students behave in a respectful way toward their teachers, all adults, their classmates, and the property of others. Additionally, students will be treated and spoken to respectfully and with care. With a great focus on community, it is our goal that every student possesses a clear understanding of how their actions affect others. When a child acts in a thoughtless or harmful ways, the entire community suffers. While our larger goal is to discourage misbehavior pre-emptively, when misbehavior does occur, we use missteps as opportunities for learning and reflection. Our philosophy towards social-emotional education and discipline will focus on responses to misbehavior that are educative and logical while always maintaining the emotional and physical safety for our whole community. Each CWCH school utilizes site selected tools and curricula to support social emotional development. Peacemaking, mindfulness, Connected and Respected, Cool Tools, and Responsive Classroom are just a few of the different programs/models/frameworks/curricula in use.

**PEACE TALKS AS A FIRST LINE STRATEGY FOR CONFLICT RESOLUTION**

Students, staff, and families will be taught and reminded to use the following guidelines for problem solving and/or resolving conflicts. While Peace Talks are certainly not the only tool whatsoever we use when responding to misbehavior or a conflict between students, it is an important first-line strategy for bringing students together to discuss problems they might be having with peers. The reflective, problem-solving and conflict-resolution tools that students develop and practice in a Peace Talk are invaluable life skills that prepare our students for the countless problem solving moments they will encounter at CWCLA and beyond their experience at our school.

Peace Talks have multiple purposes but, most importantly, they are crucial conversations where students reflect on incidents and determine what steps can be taken to avoid such problems in the future. They are also important tools for adults to gather information about what happened. Several other important things take place during a Peace Talk. In these conversations, each participating student focuses on taking responsibility for their role as part of the conflict at hand. Students are held accountable for their actions and develop a clearer understanding of the expectations and standards of behavior at CWCLA. Taking responsibility helps to determine what consequences are appropriate for any student’s misbehavior, which ultimately helps in developing a plan for how any student can restore trust, repair friendships, take ownership for their actions and help to maintain the safety of our community in the future. As part of this, students build an awareness of how actions and words affect others. In these conversations, students at CWCLA are expected to be active listeners who demonstrate their respect and engagement by focusing their attention, body, and eyes toward the speaker. Listening is also demonstrated when one can repeat and paraphrase what others in the Peace Talk have expressed.
Our positive behavior and school culture model are detailed in our CWCH Family Handbook. Each enrolled family will receive a copy of the CWCH Family Handbook at the beginning of each school year. Each family will be required to acknowledge in writing that they have reviewed the policies in the Handbook, and similarly acknowledge any significant policy changes that may be made throughout the year.

**BEHAVIOR EXPECTATIONS/CODE OF CONDUCT**

CWCH’s Student Discipline Guidelines are based upon a philosophy of respect, which encompasses:

- Respect for the Earth and all living things
- Respect for all human beings
- Respect for the guidance provided by teachers, staff, volunteers and parents
- Respect for all school and personal property
- Respect for our school community
- Respect for our neighbors

When appropriate, CWCH attempts to provide learning opportunities for misbehavior rather than immediately suspending or expelling a student. If a student violates school policies enumerated in the Family Handbook that are not specified as grounds for mandatory suspension or expulsion, and the student is not threat to safety of him/herself or others, CWCH first considers the interventions listed below as positive behavior supports, including but not limited to:

- Positive behavior support plan with tiered interventions that occur during the school day, on campus
- Positive reinforcement
- Goal oriented behavior action plans and charts
- Working with a peer buddy to establish supportive partnerships
- Intensive role play with Peacemaking instruction embedded
- Time in a buddy classroom
- Development of a community repair plan (student redirected to do accomplish a service project or goal at school that betters our community)
- Engaging the Student Success Team (SST) process.

If necessary, the School’s progressive discipline plan will move to implement the following responses to student behavior:

- Warning
- Loss of Privileges
- Notices to parents by phone/letter
- Referral to the Principal
- Request for Parent Conference
- SST Process
If these interventions are not appropriate given the nature of the offense or are unsuccessful, CWCH will consider:

- Suspension
- Expulsion

The Principal will bear primary responsibility for overseeing all student discipline. CWCH’s Principal’s Council will assume responsibility for considering recommended changes in its discipline policies (to the extent permitted by law) suggested by students, parents, and other members of the community. The Principal’s Council will review the CWCH discipline policies at least once annually to determine whether changes are warranted. CWCH will submit any changes to the District in the event a material revision is made to the discipline policy.

**Grounds for Suspension and Expulsion**

**1. and 2. Suspension and Expulsion**

**Discretionary Expulsion/Suspension Offenses**

In addition to the Mandatory Suspension/Expulsion Offenses (included below), the Principal may immediately suspend and recommend for expulsion a student at CWCH 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
- Committing or attempting to commit robbery or extortion
- Causing, attempting to cause, threatening to cause, or participating in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive
- Unlawfully possessing, using, selling or otherwise furnishing, or being under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, any alcoholic beverage, or other intoxicant of any kind
- Unlawfully offering, arranging, or negotiating to sell any controlled substance as defined in Health and Safety Code 11053-11058, any alcoholic beverage, or any other intoxicant of any kind, and then selling, delivering or otherwise furnishing to any person a liquid substance or material and representing same as a controlled substance, alcoholic beverage or intoxicant
- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Possessing or using tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This
section does not prohibit a pupil from using his/her own lawfully prescribed products.

- Harassing, threatening, or intimidating 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.

- Possessing 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.

- Causing or attempting to cause damage to school property or private property.

- Stealing or attempting to steal school property or private property.

- Committing an obscene act or engaging in habitual profanity or vulgarity.

- Knowingly receiving stolen school property or private property.

- Engaging in, or attempting to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- Aiding or abetting the infliction or attempted infliction of physical injury to another person.

- Committing sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- Intentionally harassing, threatening, or intimidating a student or group of students or staff members or volunteers to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student/staff/volunteer rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- Making terrorist threats against school officials and/or school property. For purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually
carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

- Possessing, selling, or otherwise furnishing any knife or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence
- Unlawfully offering, arranging to sell, negotiating to sell, or selling the prescription drug Soma
- Engaging 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 of the Education Code, directed specifically toward a pupil or school personnel.

**Mandatory Expulsion/Suspension**

It is a federal mandate that a school expel, for a period of not less than one year, any student who is determined to have brought a firearm to school.

The Principal must immediately suspend and recommend expulsion of any student at CWCH for:

- Possessing, selling, or otherwise furnishing a firearm:
- Brandishing a knife
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault, as defined in subdivision (n) of Section 48900 or committing a sexual battery, as defined in subdivision (n) of Section 48900
- Possession of an explosive

**3. In School Suspension**

CWCH offers in-school suspension as a means of reducing time missed from learning for behavioral issues. The same procedures for out of school suspension (written notice, parent conference, days of suspension, suspension appeals), which are described in this policy will apply to in-school suspension. At CWCH, in-school suspension is supervised by an aide or a credentialed teacher. This supervisor is responsible for gathering assignments from the student’s teachers of record and providing a small group environment with close supervision and assistance in completing the work. To the extent that some work cannot be duplicated in the smaller environment, students
will be given an alternative assignment. The supervisor remains in the room so he/she can monitor on-task behavior and provide assistance when needed. If a student with an IEP participating in the in-school suspension program, CWCH will provide any required special education instruction or related (DIS) services.

**Suspension Procedures**

4. **Rules and Procedures**

The Principal shall have the authority to suspend a student, according to the following procedures:

- **Conference:** Suspension shall be preceded by a conference by the Principal, School Counselor or administrative designee with the student and, if necessary, the teacher, supervisor or school employee who witnessed the behavior(s) leading to suspension. The conference may be omitted if the Principal, School Counselor or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. In such cases, the conference shall be held within two (2) days, unless the pupil is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. At the conference the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

- **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such request without delay. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to respond to such requests.

5. **Maximum Days**
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, and no more than twenty (20) school days within one school year.

6. Access to Education

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

7. Suspension Pending Expulsion

Upon a recommendation of Expulsion by the Principal or Principal’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or Administrative Designee based on whether:

1. the pupil’s presence will be disruptive to the education process; or
2. the pupil poses a threat or danger to others.

Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

8. In School and Out of School Suspension Appeal Process

If a parent or guardian disagrees with a suspension, he/she must file a written objection to the suspension within five (5) school days, explaining the reason for the disagreement. The Executive Director or designee will meet with the parent/guardian within five (5) school days of receipt of the written objection. Considering the information provided by the parent/guardian and any other relevant information, the Executive Director will have authority to determine whether:

a. Uphold the suspension in all respects.
b. Modify the suspension imposed (e.g., reduce suspension duration, if possible).
c. Overturn the suspension and expunge the suspension from the student’s records.

The Executive Director or designee’s decision shall be final. If no changes are made, the parent/guardian’s written objection will be placed in the student’s file along with the notice of suspension.
Expulsion Procedures

9. Rules and Procedures

As set forth above, students must be recommended for expulsion for all mandatory offenses. For non-mandatory offenses, it is within the Principal or designee’s discretion to recommend expulsion. The Principal or designee may make a recommendation for expulsion when (1) other means of correction are not feasible or have not been effective in the past and/or (2) the student’s presence causes a continuing danger to the safety of the student or others.

A student recommended for expulsion is entitled to a hearing to determine whether the student should be expelled. The student will be suspended during the expulsion process. The hearing shall be held in a timely manner, not to exceed thirty (30) school days after the Principal or Principal’s Designee recommended expulsion because one of the acts listed under “Grounds for Suspension and Expulsion” has occurred. The hearing shall be held in closed session unless the parent/guardian makes a written request for a public hearing three (3) days prior to the hearing.

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Principal or designee. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School’s governing board. The Charter School’s Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School’s Board, which will make the final determination.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) days before the date of the hearing. The notice shall include:

- The date and place of the hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of CWCLA’s Charter School’s discipline guidelines and/or grounds for suspension and expulsion, which relate to the alleged violation;
- The right to request at least one postponement of the expulsion hearing for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the Principal or designee.
- The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses; and
- Notification of the student’s or parent/guardian obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including (if possible) an electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely on as connected to the matters being discussed. The decision to expel must be supported by substantial evidence that the student committed any of the acts that might warrant expulsion. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at as a public hearing, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Written Notice to Expel

The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

The Principal or Principal’s Designee shall send written notice of the decision to expel to the student and their family. This notice shall include the following:

- The specific offense committed by the student that warranted expulsion;
- The term of the expulsion, including the possible readmission date;
- A rehabilitation plan and
- Notice of the student or parent/guardian’s obligation to inform any new district/school in which the student seeks to enroll of the student’s status with CWC Los Angeles upon dis-enrolling.

Rehabilitation Plans

Students who are expelled from CWCH shall be given a rehabilitation plan upon expulsion as developed by the charter school’s Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan may include, but is not limited to, improved behavior, attendance and academic performance, and shall include a date no later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

**Appeal of Expulsion Decision**

The pupil shall have the right to appeal an expulsion decision of the Administrative Panel to the Charter School Board. The appeal must be submitted in writing within ten (10) school days of the date of the written decision to expel. The Charter School Board will consider the appeal within ten (10) school days of receipt of the written appeal. The Charter School Board’s decision shall be final.

**Disciplinary Records**

CWC Los Angeles shall maintain records of all student suspensions and expulsions within our Main Office. Such records shall be made available to the District upon request.

**Assurances Regarding List of Offenses**

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

**Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

CWCH may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this
determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by CWCH or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- CWCH must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, CWCH must present evidence that the witness' presence is both desired by the witness and will be helpful to CWCH. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative
procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

9. Rehabilitation, Reinstatement and Readmission

Pupils who are expelled from CWCH shall be given a rehabilitation plan upon expulsion as developed by Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan may include, but is not limited to, improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply for readmission.

The readmission process will include a meeting with the Principal or designee, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal or designee shall make a recommendation the Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is issued. CWCH is responsible for reinstating the student upon the conclusion of the expulsion period.
CERTIFICATED STAFF MEMBERS

Certificated employees of CWCH will participate in the State Teachers' Retirement System (STRS) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems.

CWCH works directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and CWCH are forwarded to the appropriate agency (STRS, Social Security Administration, etc.) as required.

CLASSIFIED, AND OTHER STAFF MEMBERS

Non-certificated and other employees of the CWCH will participate in the federal Social Security system in accordance with applicable law. CWCH does not participate in PERS.

COMPENSATION AND OTHER BENEFITS

The CWC Los Angeles Board of Directors ratifies the final compensation and benefits plans for all staff at CWCH as part of the annual budget approval process. Benefits may include, among other offerings, health, vision and dental coverage for employees and their families, life insurance, a flexible spending accounts (FSA) and a 403(b) plan. CWCH reserves the right to change/add/delete coverage and offerings at any time. CWCH intends to pay competitive salaries for all positions.

OVERSIGHT OF BENEFITS

The Executive Director is responsible for ensuring appropriate arrangements for coverage have been made. The human resources department, under the supervision of the Executive Director, manages the benefits program for all employees.

EMPLOYEE POLICIES

Employee Policies relating to the terms and conditions of employment are included in Element 13. All CWCH employees terms are at-will; either the school or the employee may terminate the employment relationship at any time, for any reason, with or without cause, and with or without advance notice.
“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers 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.” Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT 14: DISPUTE RESOLUTION

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and 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 Charter School shall be resolved in accordance with the procedures set forth below:

Any Dispute shall be communicated 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 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

To Director of Charter Schools:

Jose Cole-Gutierrez, Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Citizens of the World Charter School Hollywood

Jana Reed, Chief of Schools
1316 Bronson Avenue
Los Angeles, California 90028

1) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
2) 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.

3) 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 purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16: SCHOOL CLOSURE

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

REVOCATION OF THE CHARTER

The District may revoke the Charter if 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 Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give 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.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.
**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.
Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

In addition to the four required items above, notification of the CDE shall 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 of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’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

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer
Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student 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, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s 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. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, 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 also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of student(s) in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar 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.
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.

Charter School shall pay for the financial closeout audit of 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 Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. 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 Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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 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 identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, 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. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

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

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

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing 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.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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 a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).
e. File its 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 authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves 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.
ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

In the event of an emergency, all District 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 District facilities with other District user groups, Charter School agrees it will participate in and
observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  1. Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  2. Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**
  1. Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  2. 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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District 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.

Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 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.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall
resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. 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 Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/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 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect 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 Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by 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 its Board of Education 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division 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:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

Should 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 Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, 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. 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 Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**

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

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**

In the event that 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 Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, 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**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its 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 the District, among other things, monitors the fiscal condition of Charter School. 

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School 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 Charter School’s financial information;
- Charter School’s debt structure;
- Governance policies, procedures and history;
- The recording and reporting of attendance data;
- Charter School’s enrollment process;
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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.

**Internal Fiscal Controls**

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

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).
Assurances and Affirmations

Citizens of the World Charter Hollywood (also referred to herein as “CWCH” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil 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. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).
Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
**Element 1 – The Educational Program**

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th>Jana Reed, Chief of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>The contact address for Charter School is: 1316 N Bronson Ave, Los Angeles, CA 90028</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>(323) 454-2220</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>The number of students in the first year will be: 480</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>The grade level(s) of the students in the first year will be: K-6</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>The scheduled opening date of Charter School is: July 1, 2015</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency): 660</td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional/Single Track</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>The term of this charter shall be from: July 1, 2015 to June 30, 2020</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td>202</td>
</tr>
</tbody>
</table>
Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

**ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

**WASC ACCREDITATION**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

**ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) 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 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), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and
implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**

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 LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPAA”) Local Plan for Special Education.

**SELPAA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. 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 commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to 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 had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have 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.

**Modified Consent Decree Requirements**

All charter schools approved by the 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 the 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 MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
The usual file including District ID.

- Norm day
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS (Including Charter Schools)

- All Students enrolled as of December 1 of each school year

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout (Including Charter Schools)

  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data (Including Charter Schools)

- Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, 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 Charter School.

Element 4 – Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall comply with the Brown Act and the Public Records Act.
All employees and representatives of Charter School, including members of Charter School’s
governing board, members of school or governing board committees or councils, school
administrators, and managers, shall comply with federal and state laws, nonprofit integrity
standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its
governing board and/or nonprofit corporation are and remain consistent with the provisions of
this Charter. In the event that the governing board and/or nonprofit corporation operating Charter
School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD
within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same
time that they are posted in accordance with the Brown Act. Charter School shall also send to the
CSD copies of all board meeting minutes within one week of governing board approval of the
minutes. Timely posting of agendas and minutes on the school website will satisfy this
requirement.

The District reserves the right to appoint a single representative to the Charter School governing
board pursuant to Ed. Code section 47604(b).

**Title IX, Section 504, and Uniform Complaint Procedures**

Charter School shall 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 shall notify all its students and
employees of the name, office address, and telephone number of the designated employee or
employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable
resolution of student and employee complaints alleging any action that would be prohibited by
Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying
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 Charter School, that Charter School does not discriminate on the basis of sex or mental or
physical disability in the educational programs or activities which it operates, and that it is
required by Title IX and Section 504 not to discriminate on any such basis.
Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.
STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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 Section 44237.” Ed. Code § 47605(b)(5)(F).

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically
review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

**Element 7 – Means to Achieve Racial and Ethnic Balance**
“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

**COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 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 lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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 Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. 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 all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher

• Notify each individual parent, in a timely manner, 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 Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**Element 8 – Admission Requirements**

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

**McKinney-Vento Homeless Assistance Act**
Charter School shall 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

**Element 9 – Annual Financial Audits**

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

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

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

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special
education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows 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 Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?

D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
  - Copy of parental notice of expulsion hearing
  - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
  - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
  - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
    C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
    D. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?
Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

**Outcome Data**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by 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 apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**Readmission**

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, Charter School’s governing board shall readmit the pupil, unless 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**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.
**Gun-Free Schools Act**

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

**Element 11 – Employee Retirement Systems**

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

[NOTE: No District Required Language is being provided for inclusion in this element.]

**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.* Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers 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.” Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and 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.” Ed. Code § 47605(b)(5)(N).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and 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 Charter School shall be resolved in accordance with the procedures set forth below:

4) Any Dispute shall be communicated 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 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

    Director
    Charter Schools Division
    Los Angeles Unified School District
    333 South Beaudry Avenue, 20th Floor
    Los Angeles, California 90017
5) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

6) 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.

7) 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 – Exclusive Public School Employer

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

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all
provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

**Element 16 – Charter School Closure Procedures**

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

**REVOCATION OF THE CHARTER**

The District may revoke the Charter if 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 Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give 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.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

**CLOSURE ACTION**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is
revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

12. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

13. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the
Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

16. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the school closure

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students’ school districts of residence

8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

3. A description of the circumstances of the closure

4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school

5. A certified packet of student information that includes closure notice, a copy of the student’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

6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the school closure

5. The name(s) and contact information for the person(s) handling inquiries regarding the closure

6. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

9. Charter School shall provide the District with original student 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, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

10. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

11. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, 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 also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
12. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

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

14. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

15. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

16. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar 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.

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

4. 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.

5. 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.

6. 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.

Charter School shall pay for the financial closeout audit of 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 Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter
School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. 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 Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets  
6. Interim financial reports  
7. Second interim financial reports  
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If 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 identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, 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:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing 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.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- Make final federal tax payments (employee taxes, etc.)
- File its final withholding tax return (Treasury Form 165).
- File its 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 authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves 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.
Additional Provisions

FACILITIES

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.
In the event of an emergency, all District 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 District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  1. Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  2. Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**
  3. **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
(iv) 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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(iii) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District 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.

(iv) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 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.

**Non-District-Owned Facilities**

*Occupancy and Use of the Site:* Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision.
and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

**INSURANCE**

**Insurance Requirements**
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. 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 Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:
5. 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 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect 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.

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

8. Crime Insurance or Fidelity Bond coverage shall be maintained by 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.

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

10. 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.

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

12. 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 Its Board of Education 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 Charter School's insurance shall be primary
despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**
Charter School shall furnish to the District’s Division 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:

> “Charter school shall be required to provide LAUSD with 30 days prior written notice by
certified mail, return receipt requested, if the insurance afforded by this policy shall be
suspended, cancelled, reduced in coverage limits or non-renewed.”

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

Should 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 Charter School.

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, 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. 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 Charter School and/or its
officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify,
defend and hold harmless “the LAUSD and the Board of Education and their members, officers,
directors, agents, representatives, employees and volunteers, for any contractual liability
resulting from third party contracts with Charter School’s vendors, contractors, partners or
sponsors.

**FISCAL MATTERS**

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

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**
In the event that 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 Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, 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**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its 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 the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School 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 Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
The recording and reporting of attendance data,
Charter School’s enrollment process,
Compliance with safety plans and procedures, and
Compliance with applicable grant requirements.

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.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).