Charter Petition for
Urban Village Middle School
October 2012

Community Harvest Foundation
T (323) 702-3138
www.communityharvestfoundation.org

Submitted To:
Los Angeles Unified School District
Innovation & Charter Schools Division
Los Angeles, CA. 92333
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<td>Whom the School is attempting to Educate</td>
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<td>Special Education</td>
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APPENDIX XX: INSTRUCTIONAL MINUTES, BELL SCHEDULE

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Letter of Intent to Apply for a Charter School

<table>
<thead>
<tr>
<th>Name of proposed charter school</th>
<th>Urban Village Middle School</th>
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<tr>
<td>General location of proposed charter</td>
<td>Los Angeles</td>
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<tr>
<td>Projected Grade Levels-Year 1</td>
<td>6, 7, 8</td>
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<tr>
<td>Projected Grade Levels-Year 5</td>
<td>6, 7, 8</td>
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<td>Projected Enrollment-Year 1</td>
<td>200</td>
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<td>Projected Enrollment-Year 3</td>
<td>300</td>
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Lead Petitioner Information:

<table>
<thead>
<tr>
<th>Name</th>
<th>Charletta Johnson</th>
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<tbody>
<tr>
<td>Address</td>
<td>4859 Slauson Avenue #121, Los Angeles, Ca. 90056</td>
</tr>
<tr>
<td>Phone number(s)</td>
<td>323.702.3138</td>
</tr>
<tr>
<td>E-mail address</td>
<td><a href="mailto:cjohnson@communityharvestfoundation.org">cjohnson@communityharvestfoundation.org</a></td>
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</tbody>
</table>

Other members of the Charter Development team:

Linda Watts
Jasmine Taylor

Certification:

- We certify that we are interested in applying for a charter within LAUSD boundaries.
- We did participate in the Orientation Meeting given by the LAUSD Charter Schools in 2008

Charletta Johnson  
October 2012
AFFIRMATIONS/ASSURANCES
Urban Village Middle School (also referred to herein as, “UVMS” and Charter School”) will comply with all applicable State and Federal laws including but not limited to the following:

- UVMS shall be non-sectarian in its programs, admission policies, employment practices and all other operations.
- UVMS shall not charge tuition.
- UVMS shall admit all pupils who wish to attend the school. EC 47605 (d)(2)(A).
- Admission to UVMS shall not be determined according to the place of residence, of the pupil, or of his/her parent or guardian, within this state, except that any 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 public school.
- UVMS shall not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- UVMS shall determine admission by a public random drawing if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District EC 47605(d)(2)(B).
- UVMS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- UVMS shall not require any child to attend a charter school nor any employee to work at a charter school.
- UVMS shall in accordance with Education Section 47605(d)(3), if pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- UVMS shall comply with the Brown Act.
· UVMS shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act, the American Disabilities Act and the Individuals with Disabilities Improvement Education Act (IDEIA)

· UVMS shall offer a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.

· UVMS shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.

· UVMS will be deemed exclusive public school employer of UVMS employees for the purposes of the Educational Employment Act.

· UVMS will meet all requirements for employment set forth in applicable provisions of the law, including and not limited to credentials, as necessary.

· UVMS will at all times maintain all necessary and appropriate insurance coverage.

· UVMS will follow any and all other federal, state, local laws and regulations that pertain to the operation of UVMS.

· UVMS shall comply with all applicable laws related to the maintenance of pupil records including but not limited to the Family Educational Rights and Privacy Act (FERPA).

· UVMS shall meet all state standards and conduct the pupil assessments required pursuant to the Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

· UVMS shall on a regular basis consult with its parents and teachers regarding all UVMS education programs.

· UVMS shall comply with all laws establishing the minimum and maximum age for public school enrollment.

· UVMS shall comply with all applicable portions of the No Child Left Behind Act and will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate permit as relevant to NCLB and charter law.
· UVMS shall comply with all applicable portions of the Political Reform Act.

· UVMS shall comply with the Public Records Act.

· UVMS shall comply with Education Code 47611.

· UVMS shall comply with Education Code 41365.

· This Charter is expected to go into effect July, 2013 and will expire June 2018.
· Will follow all federal, state and local laws and regulations that pertain to the applicant or the operation of Urban Village Middle School.
Name of Organization Applying for Charter
Community Harvest Foundation

Name of Charter Petition
Urban Village Middle School

Grades Served
Grades 6-8

Number of Students
When fully enrolled, the charter school intends to enroll 300 students

Location Address or Target Neighborhood
South Los Angeles

Facility Status/Location
In or near the 90043 zip code within South Los Angeles.

Proposition 39-Application Submitted
No

Does the location meet Board Policy? (Low API, Overcrowded)
Yes – Similar schools in the surrounding area are all Title I schools which all have low API’s.

Board of Directors
Jasmine Taylor
Darlington Ahaiwe
Raul Claros
Daniel Fountenberry
Celina McHugh

The Mission of Urban Village Middle is:
· to teach students respect for self, others, and the environment,
· to support them in developing their unique skills and talents

Vision
Together we create learning environments where children love to be, where families are an integral part of the educational process, and where a student’s academic, ethical, emotional, and social development is cultivated, in order to serve a humane and just society.

Source/Core of Money
The main source of funding will be state and federal allocations such as ADA, Categorical Block Grants. CHF will work with the California Departments of Education, LAUSD, and the Los Angeles County Office of Education (LACOE) personnel to ensure continued flow of funds. CHF has previously secured funding through foundations and companies and will continue to apply for grants from: Morgan and Lewis and Bacchus, Annenberg Foundation, Ahmanson Foundation, Ralph Parsons Foundation, Weingarten Foundation, Joseph Drown
Foundation, Carol & James Collins Foundation, Dwight Stuart Youth Foundation, State Street Foundation, Wells Fargo, Home Depot, Target, Wal-Mart, A Chance for Children Foundation, St. Agatha Church and LA 84. CHF also has applied for the PCSGP grant.

3 – 5 Top Leaders
Charletta Johnson
Linda Watts
Jasmine Taylor

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

Are there any sister charters?
No

What innovative elements of your charter could be considered “best practices” and replicated by other schools?
The innovative elements of Community Harvest Foundation Schools have six guiding principles:

Small, safe, autonomous and personalized schools of 500 students or less.

High expectations for all students; all students receiving a rigorous, standards-based, college-prep curriculum.

Local control with extensive professional development and accountability where key decisions are made at the school site by empowered professionals.

More dollars directed into the classroom and for Arts and Sports Programs.

Parent participation where parents/guardians are actively invested in their child’s education.

To have successful schools, it is critical to develop the “whole child.” Therefore Community Harvest Foundation schools have created programs that build character and integrity.
Los Angeles Unified School District  
Charter Schools Division  

CHARTER SCHOOLS GUIDELINES CHECKLIST – INITIAL SCREENING  
Urban Village  
Middle School  

Contact Person: Charletta Johnson  
Phone No.: 323.702.3138  
Fax  

SUMMARY CONTENTS  

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<td>1. Approval Documentation</td>
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<td>· Supporting signatures of:</td>
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<td>· conversion charter: 50% of permanent status teachers at the school site</td>
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<td>· start-up charter: one-half of parents who intend to enroll children or</td>
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<td>· one-half of teachers who intend to be employed at the school during first year of operation</td>
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<td>· petition includes prominent statement of meaningful interest to start a charter (board resolution)</td>
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<td>· be non sectarian in programs, admission</td>
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<td>· policies, employment practices and other operations</td>
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<td>· not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race color, medical condition, sexual condition, sexual orientation)</td>
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<td>· not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward middle school diploma requirements</td>
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<td>· if pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.</td>
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<td>· A charter school shall admit all students who wish to attend.</td>
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<td>3. Description of which students will attend the school</td>
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<td>4. Duration of initial charter petition: 5 years</td>
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<td>6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes</td>
<td>X</td>
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<td>7. Accepts and understands the grounds on which a charter may be revoked</td>
<td>X</td>
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<td>8. Accepts and understands obligations to comply with specific sections of the Education Code: Sections 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance</td>
<td>X</td>
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<td>9. How district/county facilities will be maintained, insured and used by the charter school, if applicable</td>
<td>X</td>
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<td>10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process</td>
<td>X</td>
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<td>11. How school personnel, district/county will be insured against liability claims resulting from school operations · description of type/scope of legal services to be used plans for insurance liability and legal issues to be dealt with collectively and individually</td>
<td>X</td>
<td>NO</td>
<td>YES NO</td>
<td>47605 (g)</td>
<td></td>
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<td>194</td>
<td>12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, etc. and contracted services and supervisorial oversight</td>
<td>X</td>
<td>NO</td>
<td>YES NO</td>
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<td>196</td>
<td>13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students</td>
<td>X</td>
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<td>14. Agreement between the charter school and sponsoring agency detailing operational funding levels</td>
<td>X</td>
<td>NO</td>
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<td>15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries</td>
<td>X</td>
<td>NO</td>
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## OPERATIONAL CONTENTS

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</table>
| 32 | 32   | 1. Description of the educational program of the school (Element 1) | YES | NO | Acceptable
| 32 | 32   | an identification of those whom the school is attempting to educate | YES | NO | Acceptable
| 32 | 32   | description of what it means to be an educated person in the 21st century | YES | NO | Acceptable
| 36 | 36   | how learning best occurs | YES | NO | Acceptable
| 36 | 36   | goals of the program | YES | NO | Acceptable
| 31 | 36   | how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school | YES | NO | Acceptable
| 36 | 36   | instructional framework which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population. | YES | NO | Acceptable
| 47 | 47   | specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs. | YES | NO | Acceptable
| 55 | 55   | Attendance requirements including length of school day and year | YES | NO | Acceptable
| Apndx | 42 | instructional materials and the process by which curriculum, materials and instructional activities are to be selected | YES | NO | Acceptable
| 174 | 174  | reference to NCLB as it relates to student achievement and credentialing | YES | NO | Acceptable
| 55 | 174  | instructional strategies | YES | NO | Acceptable
| 133 | 174  | teacher recruitment | YES | NO | Acceptable
| Apndx | 32 | professional development | YES | NO | Acceptable
| Apndx | 32 | school calendar | YES | NO | Acceptable
| Apndx | 32 | daily schedule | YES | NO | Acceptable
| 30 | 32   | demographics/academic achievement of surrounding schools | YES | NO | Acceptable
| 37 | 32   | implementation plan | YES | NO | Acceptable
| 32 | 32   | High School only | YES | NO | Acceptable
| 32 | 32   | - meet A-G requirements | YES | NO | Acceptable
| 32 | 32   | - transferability | YES | NO | Acceptable
| 32 | 32   | - WASC | YES | NO | Acceptable

AB 544 Reference:
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| 153  | 2. Measurable student outcomes to be achieved by students (Element 2)  
|      |      | • extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals  
|      |      | • when and how often pupil outcomes will be assessed including any assessments of innovative components  
|      |      | • specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress  
|      |      | • identification of who will be accountable for student progress as it relates to student achievement  
|      |      | • reference to NCLB  
|      |      | • CAHSEE (HS only)  
|      |      | • CELDT  
|      |      | • API  
|      |      | • AYP  
|      |      | • CST  
|      |      | • graduation rate (HS only)  
|      |      | 47605 (b) (5) (B) |
| 154  | NA   |  
| 155  |  

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<tr>
<td>158</td>
<td>3. Method by which pupil progress in meeting pupil outcomes is measured (Element 3)</td>
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<td>YES</td>
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<td>160</td>
<td>• use of standardized test scores in measuring pupil progress</td>
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<td>YES</td>
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<td>160</td>
<td>• use of variety of assessment tools</td>
<td></td>
<td>YES</td>
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<td>159</td>
<td>• use of longitudinal, survey and other data in measuring pupil progress (in- house assessments)</td>
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<td>YES</td>
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<td>160</td>
<td>• methods to ensure that all statewide standards are met and pupil assessments conducted</td>
<td></td>
<td>YES</td>
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<td>• process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning</td>
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<td>YES</td>
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<td>• process for conducting pupil assessments pursuant to EC § 60602.5</td>
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<td>YES</td>
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<td>• description of all assessment tools including in house assessments</td>
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<td>• identification of the grading policy</td>
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<td>• district required language for testing</td>
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<td>170</td>
<td>4. Governance structure of the school including the process which is to be followed to ensure parent involvement (Element 4)</td>
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<td></td>
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<td>- process which ensures staff, students and other stakeholder involvement</td>
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<td>- methods by which schools consult with parents and teachers regarding school's educational programs</td>
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<td>- decision-making process, organizational chart, and relevant site committees</td>
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<td></td>
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<td>- assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. Brown Act</td>
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<td></td>
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<td>- what, if any, relationships district/county will maintain with the charter school and how it will be accomplished</td>
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<td>- audit and inspection of records</td>
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<td>- district required language for governance</td>
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<td>5. Qualifications to be met by individuals to be employed by the school (Element 5)</td>
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<td>• job descriptions for positions</td>
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<td>• credentials, requirements and qualifications of staff</td>
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<td>• employee compensation-general description</td>
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<td>• identification of the roles and functions of staff members</td>
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<td>• procedure for monitoring credentials</td>
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<td>6. Procedures that the school will follow to ensure the health and</td>
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<td>183</td>
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<td>furnish a criminal record summary as required in EC §44237</td>
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<td>• how the school will ensure that its auxiliary services are safe</td>
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<td>(food services, transportation, custodial services, hazardous</td>
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<td>materials)</td>
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<td>• TB requirements</td>
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<td>• employee fingerprints</td>
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<td>• student immunization requirement</td>
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<td>• address of the facilities to be used by the charter school</td>
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<td>• compliance with state building code, federal ADA requirements</td>
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<td>• assurance of Certificate of Occupancy prior to school opening</td>
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<td>• contains District required language regarding health and safety</td>
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<td>7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction (Element 7)</td>
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<td>• geographic areas that will be targeted in the outreach effort</td>
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<td>• state languages to be utilized in the outreach</td>
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<td>• district required language for this element</td>
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<td>8. Admission requirements, if any (Element 8)</td>
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<td>• admission assurances preferences</td>
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<td>• lottery assurance and procedures</td>
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<td>• waiting list</td>
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<td>• preference (if applicable)</td>
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<td>• states the charter school will admit all pupils who wish to attend</td>
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<td>• efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students</td>
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<td>194</td>
<td>9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved (Element 9)</td>
<td>YES</td>
<td>NO</td>
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| 203  | 10. Procedures by which students can be suspended or expelled (Element 10)  
- procedure for involving parents, students and staff in designing and implementing a discipline policy  
- due process for students  
- appeals of disciplinary action  
- procedures for ensuring rights of students  
- list of suspension and expulsion offenses  
- suspension and expulsion procedure  
- general discipline approach  
- procedures for rehabilitation readmission and interim placement  
- district required language regarding special education students | | | | 47605 (b) (5) (J) |
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<td>11. Procedures for dealing with staff issues (Element 11)</td>
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<td>• relationship between the teachers and the district/county bargaining unit</td>
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<td>• process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined</td>
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<td>• labor procedures which will be applied to employees</td>
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<td>• process for resolving complaints/grievances</td>
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<td>• process for ensuring due process</td>
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<td>• manner by which staff members will be covered by STRS, PERS, Social Security or Medicare</td>
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<td>• process for staff recruitment, selection, evaluation and termination</td>
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<td>181</td>
<td>• Procedure for processing and monitoring credentials</td>
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<td>174</td>
<td>• Reporting PERS/STRS contributions</td>
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<td>12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school (Element 12)</td>
<td></td>
<td>YES</td>
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<td>• inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment</td>
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<td>• not require any child to attend a charter school nor any employee to work at a charter school</td>
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<td></td>
<td>• District required language regarding attendance alternatives</td>
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</tr>
<tr>
<td>213</td>
<td>13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school (Element 13)</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
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<td>13. (a) what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>215</td>
<td>14. Procedures to resolve disputes relating to provisions of the charter (Element 14) See LAUSD “District Required” Language</td>
<td></td>
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<td>14. (a) District required language regarding the dispute resolution procedures</td>
<td></td>
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<tr>
<td></td>
<td>217</td>
<td>15. Declaration ofExclusive Public School Employer (Element 15)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>#</td>
<td>PAGE</td>
<td>ITEM</td>
<td>ADDRESSED</td>
<td>ACCEPTABLE</td>
<td>COMMENTS</td>
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</tr>
<tr>
<td>217</td>
<td>16. Description of charter school closure procedures. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records (Element 16)</td>
<td></td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>176</td>
<td>17. Description of the manner in which administrative services of the school are to be provided</td>
<td></td>
<td></td>
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<tr>
<td>181</td>
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<td>181</td>
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<td>175</td>
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<tr>
<td># PAGE</td>
<td>ITEM</td>
<td>ADDRESS</td>
<td>ACCEPTABLE</td>
<td>COMMENTS</td>
<td></td>
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<td>-------</td>
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<td></td>
</tr>
</tbody>
</table>
| Apndx | 18. Budget for the financial operation which is consistent with the requirements of any school district budget  
  • proposed first year operational budget (including start-up costs)  
  • financial projections for first three years  
  • process for investment procedures and deposit of funds  
  • procedure for ensuring adequate cash flow | YES | NO | YE S | 47605(g) |
| Apndx | 19. Liability of district/county to handle payments if charter school defaults  
  • for schools organized pursuant to Non-Profit Benefit Corporation Law  
  • for schools not covered by Non-Profit Benefit Corporation Law  
  • AB 1994  
  • general assurances “District Required” language | | | | 47604 |
| 218   | 20. Court-ordered Integration Language  
  • action Plan for 70:30 or 30:70 | | | | |
FOUNDING MEMBERS

Charletta Johnson  Ms. Johnson brings a wealth of practical experience to Urban Village Middle School. She was a co-founder of Community Harvest Charter School and its Executive Director from 2002-2008. During that time, CHCS was one of the top high schools in the United State (US News and World Today). The Graduation rate was 100% and 86% of the students went on to college. Ms. Johnson also raised over 2 million dollars to support CHCS. Prior to that, Ms. Johnson was the director of New Roads Middle School for 5 years, an independent school in Los Angeles. Ms. Johnson began her career as a teacher and taught in three districts in Southern California that gave her a birds-eyes view of what systemic changes need to take place to improve education in urban communities.

Linda Watts  Ms. Watts is a life-long educator of over 30 years in the LAUSD and Detroit Public School System, in charter and independent schools. She is constantly reading and learning, testing, practicing and integrating new ideas that work for all students, especially low-achievers, into her academic practice. Best Practices are the only instructional methodologies that she uses in the business she founded The Study Hall, an educational consulting firm that delivers Professional Development to LAUSD middle and high schools as well as charter schools authorized by LAUSD. She delivers professional development at both charter and LAUSD secondary schools where she teaches teachers innovative and practical strategies. As a former Coordinator with the Charter Schools Division, LAUSD, doing oversight for eighteen middle and high schools, she continued to broaden her knowledge of curriculum and instruction. Ms. Watts, an effective high school administrator brings constructive changes through: improved culture and climate; establishing and administrating small learning communities/schools, slashing special education numbers and supporting school-wide positive behavior resulting in the reduction of detentions and suspensions. Her vocation and life-long dream is to build successful, world-class small schools in underserved communities and instill in those students the desire to become life-long learners.

Jasmine Taylor  Ms. Taylor has a diverse background in nonprofit management that spans nearly 15 years. She has served as Director of Operations of Community Harvest Foundation since the organization was founded in 2001. Her background and expertise in urban education and charter school development includes developing business management systems, fund development strategies, ensuring budgetary compliance and managing our charter development efforts. In addition, Mrs. Taylor provides key oversight of the governance structure that includes working closely with Advisory Committees, Volunteer Boards and the CHF Board of Directors. Jasmine earned her degree in Public Policy, Management and Planning with an emphasis on nonprofit management and a minor in Education from the University of Southern California. She has been the recipient of numerous awards for her work with CHF including the Reinhard Mohn Fellowship and the National Urban Fellows Awards.
INTRODUCTION

Community Harvest Foundation

Community Harvest Foundation, (CHF/ Foundation) a charter management corporation was established in November 2001.

The mission of Community Harvest Foundation (CHF) is to grow hope and to harvest change, by:

- Creating new schools,
- Collaborating with existing organizations, and
- Effecting life-changing programs and services for our youth and their communities.

The vision of the Community Harvest Foundation:

We envision inner city communities transformed into strongholds of education, commerce, art and culture, where children grow up understanding that our Earth sustains us, so we need to take care of her and each other.

We see collaboration between concerned individuals, institutions, community partners and stakeholders committed to positive education, social reform and environmental justice. As such CHF develops programs in schools and programs that transform communities.

For the past six years, CHF has developed after school programs for youth. Statistics show that as many as 15 million children nationwide have no place to go after the last school bell rings. As you know, these children are more likely to be victims to crime or to participate in risky behaviors. In keeping with our vision, CHF has partnered with other organizations and created afterschool programs that provide positive alternatives for our youth.

- In 2006 CHF developed the Life Skills Sports Academy (LSSA) which is a dynamic educational sports program targeting youth within a unique learning curriculum. LSSA currently serves youth at Queen Anne Park and LA High School. CHF also has worked at West Adams High School, St Agatha Catholic Church and MLK Park. CHF partners with A Chance for Children Foundation to revitalize Little League at Martin Luther King Park in South Los Angeles; The University Little League is the first little league at MLK in 10 years (2010) UVMS students will be invited to play softball and baseball at MLK Park.

Community Harvest Charter School, an independent charter school was supported by the Foundation for six years, 2002 – 2008. CHF created programs and provided financial support for Community Harvest Charter School although the two organizations are separate non-profits.

Some of the notable highlights of CHCS during the tenure of the Foundation include:
ACADEMIC ACCOMPLISHMENTS

- Eighty-six percent (86%) of our first, second, third year graduates were accepted into four-year colleges or universities.
- Community Harvest Charter School is ranked as one of the Top Schools of 2009 by U. S. News & World Report.
- 92.9% graduation rate.
- Standardized test scores increased 76 points in 2006; 101 points in 2005.

Besides the programs that CHF created for schools, CHF also has worked to clean up, transform parks in South Central Los Angeles.

- CHF partnered with Home Depot and revitalized Ladera Park. The amphitheatre that hadn’t been used for 13 years was refurbished by CHF (2008).
- 2007 CHF creates the Celeste Prescott Scholarship Fund for students whose parents are deceased.
- CHF produces an annual concert in Ladera Park to raise funds for its Celeste Prescott Scholarship Fund to benefit students whose parent died.
- CHF partners with YWCA and creates Healthy Eating for Life Program (H.E.L.P.) – A healthy solution to counteract unhealthy lifestyles of obese youth (2006). Students prepare meals with their parents and are taught about nutrition and its relationship to weight. Students also exercise, swim, hike, and play other sports to emphasize importance of exercise.
- CHF partners with Food for Carver to have students create local gardens. 2012
- CHF partners with Physcally Fit Enterprises to place energy conservation machines in schools and Community centers.

"CHF vision is dedicated to collaborating with others to create healthy environments and healthy schools. For together, we create learning environments where children love to be, where families are an integral part of the educational process, and where a student's academic, ethical, emotional, and social development is cultivated in order to serve a humane and just society."

URBAN VILLAGE MIDDLE SCHOOL – A “BEST PRACTICES” SCHOOL

For the past two years, a formidable team has been working on creating a petition which supersedes our previous program by giving us the data to drive our innovative yet tested and proven effective curricular and instructional approach to education; by realizing that CHCS maintained under the Foundation, a value-added approach as a practice, that will also continue at Urban Village Middle School along with a plethora of best-practices from all of our team resources, programs and affiliates. CHF schools will continue to grow and learn as the educational brain trusts discover new concepts and ways in which all children learn best. Urban Village Middle School will be replicating the practices that made CHCS successful and will incorporate those new ideas that will make UVMS exemplary.
**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 students to become self-motivated competent, and lifelong learners.

The address of the Charter School is: TBD. In South Los Angeles within or near the 90043 zip code.

The phone number of the Charter School is: 323.702.3138

The Contact person for the Charter School is: Charletta Johnson.

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

The grade configuration is: 6-8.

The number of students in the first year will be 200.

The grade levels of the students the first year will be 6-8.

The admission requirements include:

**URBAN VILLAGE MIDDLE SCHOOL**

**A Community Harvest Foundation School**

Dear Prospective Applicant,

Thank you for your interest in Urban Village Middle School. We are a college and career preparatory school (grades 6 – 8) that emphasizes high academic achievement, character development, arts, technology and athletics. We offer an environment where students can feel safe and flourish. We believe that all students are capable of learning and achieving at high levels given the proper tools and opportunities. We also believe that learning best takes place when everyone is involved—the school’s staff and faculty, the students and their families and members of our community.

.
General Admissions Criteria:
- Admissions Application

Honors Classes Criteria:
If you are requesting that your child is placed in honors classes you must submit:
- Admissions Application
- Report card and/or transcript (copies of most recent)
  (GPA must be a minimum of 3.0 in core subjects: Math, English, Science, and History)
- Standardized test scores (copy of most recent)

We are currently accepting applications for the 2013-2014 school year. Enrollment is on a first come, first served basis. If there are more applicants than there are spaces available, applicants will be placed on a waiting list. The waiting list is for the current school year only. Applicants not admitted must re-apply each year.

If you have any questions or for more information, please call the Community Harvest Foundation office at 323.702.3138.

Address: ________________________________________________________________
Phone: ___________________ fax: ____________________________

www.communityharvestfoundation.org.

The enrollment capacity of UVMS is: 300. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).
The instructional calendar will be:

**Attendance Requirements**

**Instructional Minutes**
The instructional schedule will meet the minimum instructional minutes set forth in Education Code 51222. For middle school, UVMS will offer 183 days of instruction with 69,505 total minutes. This includes 173 days full days of 385 minutes each and 10 days with 290 minutes each. These 10 days will have staff professional development.

### School Instructional Calendar

<table>
<thead>
<tr>
<th>PUPIL FREE DAYS/STAFF DEVELOPMENT</th>
<th>DAYS OF INSTRUCTION</th>
<th>START</th>
<th>END</th>
<th>HOLIDAYS</th>
<th>BREAKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Intelligences; Socratic Seminars; Literary Circles; Classroom Management; Standards Based Instruction; Differentiated Instruction; Project Based Learning featuring Applied Learning Projects; Character Education-Council; Data Driven Instruction; Special Education</td>
<td>Aug - 13 days</td>
<td></td>
<td></td>
<td>LABOR DAY SEPT 2</td>
<td>SPRING APRIL 14 18, 2014</td>
</tr>
<tr>
<td>SEPTEMBER 16, 2014</td>
<td>Sept - 19 days</td>
<td></td>
<td></td>
<td>VETERANS’ DAY NOVEMBER 11</td>
<td></td>
</tr>
<tr>
<td>Classroom Management; Project Based Learning; Character Education; Special Education</td>
<td>Oct - 23days</td>
<td></td>
<td></td>
<td>THANKSGIVING NOVEMBER 27-29</td>
<td></td>
</tr>
<tr>
<td>JAN 13, 2014</td>
<td>Nov - 18 days</td>
<td></td>
<td></td>
<td>MARTIN LUTHER KING JR. DAY JANUARY 20</td>
<td></td>
</tr>
<tr>
<td>Classroom Management; Project Based Learning; Character Education; Special Education</td>
<td>Dec - 10 days</td>
<td></td>
<td></td>
<td>PRESIDENTS’ DAY FEBRUARY 18</td>
<td></td>
</tr>
<tr>
<td>MARCH 10, 2014</td>
<td>2nd Semester Begins 1-6-2014</td>
<td></td>
<td></td>
<td>CESAR E. CHAVEZ DAY MARCH 31</td>
<td></td>
</tr>
<tr>
<td>Classroom Management; Project Based Learning; Character Education; Special Education</td>
<td>Jan - 19 days</td>
<td></td>
<td></td>
<td>MEMORIAL DAY MAY 26, 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb - 19 days</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TOTAL 183 days</td>
<td>Mar - 19 days</td>
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<td></td>
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<td></td>
<td>April - 17 days</td>
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<td>May - 21 days</td>
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<td></td>
<td>June - 5days</td>
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</tbody>
</table>

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**TOTAL 183 days**

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**UVMS ’s 2013-2014 daily bell schedule will be as follows:**

**Mondays’ Regular Schedule**

<table>
<thead>
<tr>
<th>Periods</th>
<th>Time</th>
<th>Instructional Minutes</th>
<th>Periods</th>
<th>Time</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>8:00 – 8:10</td>
<td>10</td>
<td>Homeroom</td>
<td>8:00 – 8:10</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>8:10 – 9:05</td>
<td>55</td>
<td>1</td>
<td>8:10 – 8:55</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>9:05 – 10:00</td>
<td>55</td>
<td>2</td>
<td>8:55 – 9:40</td>
<td>45</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10:00 – 10:20</td>
<td>20</td>
<td>Nutrition</td>
<td>9:40 – 10:00</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>10:20 – 11:15</td>
<td>55</td>
<td>3</td>
<td>10:00 – 10:45</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>11:15 – 12:10</td>
<td>55</td>
<td>4</td>
<td>10:45 – 11:30</td>
<td>45</td>
</tr>
<tr>
<td>Council</td>
<td>12:10 – 12:55</td>
<td>45</td>
<td>5</td>
<td>11:30 – 12:15</td>
<td>45</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:55 – 1:25</td>
<td>30</td>
<td>Lunch</td>
<td>12:15 – 12:45</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>1:25 – 2:20</td>
<td>55</td>
<td>5</td>
<td>12:45 – 1:40</td>
<td>45</td>
</tr>
<tr>
<td>6</td>
<td>2:20 – 3:15</td>
<td>55</td>
<td>Staff Development/ Common Planning</td>
<td>1:45 – 3:20</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Minutes</strong></td>
<td>385</td>
<td></td>
<td><strong>Total Minutes</strong></td>
<td><strong>290</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Alternating Periods**

Tues/Thurs (1,3,5)

Wed/Fri (2,4,6)

<table>
<thead>
<tr>
<th>Periods</th>
<th>Time</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>8:00 - 8:20</td>
<td>20</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>8:20 – 10:05</td>
<td>105</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10:05 – 10:25</td>
<td>105</td>
</tr>
<tr>
<td>3&amp;4</td>
<td>10:25 – 12:10</td>
<td>105</td>
</tr>
<tr>
<td>SAA (Intervention)</td>
<td>12:10 - 1:00</td>
<td>50</td>
</tr>
<tr>
<td>Lunch</td>
<td>1:00 - 1:30</td>
<td></td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>1:30 – 3:15</td>
<td>105</td>
</tr>
<tr>
<td>Dismissal</td>
<td>3:15</td>
<td></td>
</tr>
<tr>
<td><strong>Total Minutes</strong></td>
<td><strong>385</strong></td>
<td></td>
</tr>
</tbody>
</table>
If space is available, traveling students will have the option to attend.

Mission

The mission of Urban Village Middle School

- To teach students respect for self, others, and the environment,
- To support them in developing their unique skills and talents

Vision

Together we create learning environments where children love to be, where families are an integral part of the educational process, and where a student’s academic, ethical, emotional, and social development is cultivated, in order to serve a humane and just society.

Founding Philosophy

The Urban Village Middle School will build on the successes of CHF’s first school, Community Harvest Charter School that focused on developing the whole child by instilling trust and confidence in each student and in their ability to succeed. CHCS leveled the playing field and raised the bar by pioneering creative solutions in education. CHF believes that school should be fun and students should be engaged in their learning. We will accomplish this by teaching with the adolescent brain in mind using Gardener’s and Bloom’s learning strategies. Our academic focus will be centered on project based learning in a cooperative setting, featuring culturally relevant strategies in a caring and nurturing environment.

Urban Village Middle School Goals

- To prepare students mentally and academically for the rigors of a secondary education
- To create a model system for students who are responsible and self-disciplined
- To instill a sense of pride and integrity
- To develop their strengths and strengthen their weaknesses
- To expose our students to the arts
- To generate a thirst for knowledge and a commitment to life-long learning
- To cultivate a school climate and culture that is reflective of the community
- To welcome and build relationships with parents, businesses and the general public especially those who are looking for educational alternatives but have few options.

TARGET STUDENT POPULATION

Urban Village Middle School intends to open in August 2013 with a projected enrollment of 200 students in grades 6-8. The following year UVMS will grow to 300 students; by 2017-2018, UVMS will have a maximum enrollment of 300 students.
Target Population: Whom the school is attempting to educate

Our goal is to prepare students for high school, college and/or to direct students toward a viable career. UVMS will serve students of diverse racial, social, and economic backgrounds. The majority of students reside in Los Angeles where the school is located qualify for free and reduced lunch. Students who live in the surrounding neighborhood are primarily Latinos and African-Americans. UVMS will be located in South Los Angeles, where CHF intends to provide support for the educational services needed in this community. The student population will reflect the ethnic diversity of the student population of LAUSD, academic achievement, skills and interests as well as ethnic and socioeconomic status. In South Los Angeles, there is a concentration of foster, homeless, and gang related youth. Therefore UVMS intends to partner with community agencies to provide wrap-around services for these at-risk youth.

According to the table on student demographics from selected middle schools in South Los Angeles, Hispanics are the dominant ethnic group. Therefore UVMS will focus on recruiting first and second- generation immigrant students representative of the LAUSD student population. In addition to the strong instructional programs, UVMS will provide language and multicultural programs that will help first and second generation immigrants become acclimated in the American culture while maintaining and valuing their own cultural identity.

According to the table, African Americans are the second largest ethnic group. The African-American students, though not immigrants, are considered to have language needs, as do the Hispanic students. Some African American students are considered Standard English Learner’s...
(SEL) and therefore have to have specific instructional strategies to address their needs in the classroom. African American students thrive in a nurturing and caring environment, in a rigorous program that includes the Arts and Sports and where they work together in a culturally relevant curriculum. UVMS will provide all students the ultimate learning experience.
In the following chart, five nearby LAUSD middle schools: Audubon, Bethune, Harte, Foshay, and Muir, are compared based on scores from 2011 and 2009. In the table, API scores are examined for all sub-groups. It is based on Growth rates for those two current years.

### 2011/2012 DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE
(Surrounding Schools Data)

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met School-wide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>Students Eligible for Free/Reduced Lunch</th>
<th>% Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audubon</td>
<td>708</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>708</td>
<td>3</td>
<td>10</td>
<td>87</td>
<td>114</td>
<td>12</td>
<td>62</td>
<td>36</td>
</tr>
<tr>
<td>Bethune</td>
<td>2178</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>667</td>
<td>1</td>
<td>5</td>
<td>100</td>
<td>12</td>
<td>31</td>
<td>87</td>
<td>12</td>
</tr>
<tr>
<td>Bret Harte</td>
<td>1035</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>627</td>
<td>1</td>
<td>3</td>
<td>100</td>
<td>10</td>
<td>25</td>
<td>72</td>
<td>28</td>
</tr>
<tr>
<td>Foshay</td>
<td>1841</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>690</td>
<td>2</td>
<td>3</td>
<td>87</td>
<td>10</td>
<td>18</td>
<td>83</td>
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<td>API Score</td>
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<td>% Special Ed. Students</td>
<td>% of ELL Students</td>
<td>% Major Ethnicity #1</td>
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## 2009/2010 Demographic Information for Prospective Site
Surrounding Schools Data

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Demographic Overview

All of the surrounding schools are in Program Improvement status except the charter schools. Most of the schools have a state ranking of 1 or 2. Audubon increased their API score by 75 points, meeting their Growth Target and improved their API state ranking to #3. It should be noted that African-Americans students’ scores are generally lower than that of the ELL’s for both years. All schools are in PI-5 status for both years.

Needs and Challenges

In Los Angeles and its neighboring counties the educational system is in crisis. Overcrowded and poorly funded schools have made it impossible to address the individual needs of thousands of deserving students. Subsequently, these children have consistently scored far below average on standardized tests and are ill-prepared for the rigors of higher education.

The middle school years are crucial in the development of youth. This stage is riddled with turmoil, anxiety, rebellion, peer pressures, and feeling voiceless. As if this were not enough, poverty and over-exposure to violence in urban areas, especially during after-school hours, make matters worse. Most students have been involved in gang violence, either directly or virtually just living in South Los Angeles. By the time students leave middle school many of them have mentally dropped out.

South Los Angeles has a population of 165,000 people and covers 13.11 square miles. Overall South Los Angeles is quite different from that of the city and country because of a large proportion of African American residents and the relative absence of White or Asian residents. Generally African-Americans are clustered most heavily on the southern side of Exposition Park where they represent 50-75% of residents. (UVMS will be located in this area.) Overall Latinos account for nearly two-thirds of the residents in South Los Angeles or 65%.

South Los Angeles can be characterized as an area devastated by economic decay, according to a report from the City of Los Angeles/Gang Reduction and Youth Development. The income for 29.6% of the residents is less than $15,000 per year while 17.3% have an income between $15,000 and $30,000 annually.

Law enforcement officers and community members identify family and economics as the underlying explanation for the existence and persistence of delinquent activity. South Los Angeles has all the structural conditions associated with the establishment and maintenance of gangs and related crime. Chronic underemployment, intergenerational poverty, and a lack of extracurricular and occupational opportunities in the inner city have resulted in hopelessness, substance abuse, and gang violence.
South Los Angeles also has a high number of households headed by a single parent; more than 1 out of 5 families in Los Angeles are headed by women where the majority of them live in the South Los Angeles area. South Los Angeles is also in the middle of one of the greatest concentration of foster youth within Los Angeles. Audubon, John Muir, and Foshay have the most foster youth living within their attendance boundaries.

It must be noted that education levels are low, and in particular, only 3% of residents possess a Bachelors’ degree while 57% lack a high school diploma. Raising levels of educational achievement will be an important challenge for the community in order to obtain higher paying jobs and reduce high unemployment rates.

**What is an Educated Person in the 21st Century?**

An educated person in the 21st century is disciplined, innovative and connected to a global community. S/he is literate, bilingual, resourceful, technologically proficient and globally competitive.

Therefore, a UVMS student

- Possesses a strong sense of self: s/he celebrates her/his strengths and has become a compassionate listener and effective communicator.
- Is of sound character: s/he considers ethical, long-term solutions over individual, short-term gains.
- Appreciates her/his culture and respects others’ cultures: s/he seeks sustainable solutions through cross-cultural collaboration and peaceful coexistence.
- Behaves with environmental responsibility: s/he understands the inter-connectedness and interdependence of all living beings; therefore, s/he considers the impact of her/his actions on the planet and chooses healthy habits.
- Is well-rounded: s/he has an appreciation for the arts, literature, science, and history.
- Has a post-secondary education plan: s/he has decided on a direction, set goals, and can organize her/himself to follow through and achieve those ambitions.
- Maintains an open, curious mind: being informed makes for a healthy democracy; s/he is intellectually stimulated by research, inquiry, and new experiences, and seeks to make learning practical and relevant.

**How Learning Best Occurs**

**Nurturing Environment**- We believe that most students learn best in a nurturing environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds will be a cornerstone of the school. The personal nature of UVMS and the rigor of its academic program nurture students and help them develop a willingness to work hard to achieve an excellent education. These student characteristics are typically more difficult to foster in a traditional public middle school.
Community Involvement- Learning best occurs when the school is an integral part of the community and becomes the neighborhood school that is warm, friendly, and welcoming. Learning best occurs when all stakeholders-- the old and the young, neighbors, students, staff, and family--have a vested interest in creating a school community where humans are valued, nurtured and empowered.

*Educating a child takes cooperation and involvement from educators, parents, families, and the community. Everyone has heard the saying “It takes a village a village to raise a child.” Research has shown the greater the family and community involvement in schools, the greater the students’ achievement.* (Niemiec, R., Sikorskik M., & Walberg.1999)

UVMS expects active participation of all stakeholders. This includes community based organizations, religious organizations, Parks and Recreation, neighborhood councils, businesses, fraternities and sororities, colleges and universities, as well as political leaders.

Small Schools- Learning best occurs when schools are small giving each student the best chance of success. To ensure that no student falls through the cracks and to foster the sense of community, enrollment will be no larger than 500 students. The Institute of Self Reliance out of Washington DC and Minneapolis, have conducted studies on school size. They conclude: “one of the most effective ways to improve student achievement and curb school violence is to reduce the size of the nation's schools. Hundreds of studies have found that students who attend small schools out perform those in large schools on every academic measure from grades to test scores. They are less likely to dropout and more likely to attend college. Small schools also build strong communities. Parents and neighbors are more likely to be actively involved in the school. The students will benefit from community support and the school in turn fosters Council among neighbors and encourages civic participation.

High Expectations- Learning best occurs when staff members believe that all children deserve access to an excellent education in their own community; have high expectations for all students; provide rigorous, challenging academics; and link standards and assessment to curriculum and instruction. In the article *High Expectations—A Key to Success* this theme is emphasized in a college readiness issue brief from the Pathways to College Network:

*Chronic achievement gaps arise in part from the differing academic expectations that many public schools traditionally held for more affluent populations and white students, as compared to low-income and minority students. Research provides compelling evidence that when children of color are given a challenging academic curriculum and supported by high expectations, they can and do achieve at high levels. Students who take more rigorous academic programs enroll and persist in higher education at higher rates than students who take less challenging programs of study: this effect is especially significant for African-American and Latino students.*

In order to best serve students and give them access to the best education possible, teachers will work in teams. They will use results from standardized test assessments and teacher assessments to develop an instructional academic plan. Parents are also expected to be active participants in the development of each student’s individualized performance goals and assessing achievement of the goals. Parents will be informed of student performance based on state identified standards.
Opportunity for Success- Learning best occurs when students are supported in their learning. Our intervention program will be based on standards-based lessons just like our core curriculum. Students will participate in an Individualized Learning Program (ILP) where along with their academic achievements, assessments for their Multiple Intelligences, their career goals, skills, talents and abilities will make up a portion of the student profile for the purpose of educating the whole child. When a student is struggling with a subject, they will discuss with staff ways to improve utilizing information gathered from the ILP. The purpose of the ILP is to help the students get the help they need by finding what works best for the individual child, whether it’s being placed in an after-school program designed to meet their individual needs, study groups or differentiated instruction in the classroom.

Human Development- Learning best occurs when the school builds a school community. UVMS students meet weekly in an informal class Council that allow them the opportunity to have a voice. Council allows students to speak from the heart and to listen intently. Human Development provides a forum for students to discuss issues pertinent to their lives and challenges students to look deeply at themselves and those around them. It helps them respect the interconnectedness of humanity, ecology, and life’s wonders. School provides an academic education. Council provides an education of the heart. It removes the island feeling of isolation and loneliness that can occur in the school environment. Paul Cummins, founder of Crossroads and New Roads School writes about the power of Council in his book, For Mortal Stakes…

Most people do not do poorly in life because they cannot read or calculate theorems or sing or dance; they do poorly because they cannot listen to others, they cannot work well in a group, and they do not perceive how they are perceived by others. Mysteries classes or Council address all of these areas and help young people learn how to function well in each of these areas.

Multiple Intelligences- Learning best occurs in an environment where the multiple intelligences are recognized, evaluated and utilized in the classroom as a teaching tool. The Multiple Intelligences, developed by Howard Gardner, a Harvard psychologist, is a form of brain-based learning. Dr. Gardner developed a process to differentiate learning styles, define them and determine how those different styles affect learning. Brain-based learning is based on the fact that disciplines relate to each other and share common information that the brain can recognize and organize, in essence, thematic teaching. Brain-based learning involves acknowledging the brain’s rules for meaningful learning and organizing teaching with those rules in mind. Teaching to the brain is a best practice because students are more productive and able to exhibit skills, abilities and talents for peak performance. In this type of environment each student’s unique learning style is valued, respected, and appreciated by the staff, each other and the UVMS community. UVMS will train teachers to assess students and to impart strategies to assist teachers in creating State of California standards-based lesson plans that are differentiated and utilize the various learning styles. (See Appendix I for Talents and Characteristics Profile; and Appendix II for Multiple Intelligence Questionnaire)

The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools, (e.g. lecture, textbooks, writing assignments, formulas.) Dr. Thomas Armstrong, Multiple Intelligences in the Classroom
Arts- Learning best occurs when a well-rounded arts education is offered because art is critical to the development of the whole child. Students will be encouraged and expected to express themselves artistically in a process of self-discovery. For most academics, education inspires a person’s discovery of their natural talents and skills and helps to develop them. For others, the education system can be a barrier to self-knowledge. They learn about the popular culture but not very much about themselves. Through our art program, we will develop students’ ability to self-discover by exposing them to various media, such as theatre, film, art, dance and music, during school and in after-school programs where a student can express his/her self. The student’s natural intelligence -the skills, talent and abilities that the student can innately do- will be assessed and analyzed. That natural intelligence information along with the student’s personal Goals Essay will be the starting points as to what the focus of his/her art interests will be. The information will be kept in the Individual Learning Plan that will be filed in the Center for Student Development. We are educating the whole child, therefore, we will incorporate the arts into the curriculum so that the natural intelligences can be developed. Because our current education system is based on competitiveness, students’ abilities are compared. This is not fair because every student learns differently. In competitive school settings, there will always be achievers and failures. But in a school where the focus is on cooperative learning to produce a product, every student’s talent must be utilized for the good of the group. A child must feel free, safe and encouraged to be creative, the highest level of Bloom’s Taxonomy, in order to discover his true feelings and opinions about a work of art, a novel, a play, or a piece of music. Through PBL, students will get the opportunity to work together so it is a natural progression to work as part of a video club, theatre ensemble in a Language Arts class, a band or an after-school dance team. Talent and skills will be respected as integral to the development of the child against the backdrop of their natural and emotional intelligences. The multiple intelligences will be utilized as one tool to assess the student’s talents, skills and interests as they pertain to the development of artistic expression and appreciation. According to the New Horizons for Learning Quarterly, art is “always among the highest expression of every culture.” The arts teach us much about every historical period through its literature, visual arts, music, dance, and drama. Today it is recognized that to be truly well educated one must not only learn to appreciate the arts, but must have rich opportunities to actively participate in creative work. The arts are languages that most people speak, cutting through individual differences in culture, educational background, and ability. They can bring every subject to life and turn abstractions into concrete reality. Learning through the arts often results in greater academic achievement and higher test scores.

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place. Margaret Mead

Sports- Learning best occurs when students have the opportunity to play sports. Sports help develop the whole child in that it develops leadership skills. By working with the youngest members of our community, we begin to structure their lives, and ensure a better future. Getting involved early, one can shape attitude, character, and values in a positive way. Sports and exercise are important in life but a life-long appreciation for knowledge, health, and community are far more important. It also forces students to be accountable. In order to be eligible to plays sports, students must maintain a certain G.P.A. This requirement forces many athletes to
study in order to maintain eligibility. Becoming a well-rounded member of society takes more than scholastic ability. Sports pays huge dividends in a teenager’s development according to an article in “Education” published January 29, 2007 that states:

The importance of sports in the life of a young student is invaluable and goes much further than the basic answer that “it keeps kids off the streets.” It does in fact keep kids off the streets, but it also instills lessons that are essential in the life of a student athlete. Sports play a pivotal role in the makeup of a young athlete, especially in the middle school to high school years where student athletes are much more mature and mentally developed.

Goals: Means to Achieve the Mission and Vision

To teach students respect for self, others, and the environment; and, to support them in developing their unique skills and talents through educating the whole child by:

1. Providing a rigorous, academic program
2. Including arts, sports and electives that develop skills and talents
3. Nurturing their psychological, emotional and social development
4. Enabling them to become self-motivated and competent learners
5. Building mutual relationships through human development
6. Understanding that our Earth sustains us by serving the community

To create learning environments where children love to be, by:

1. Involving all stakeholders in a positive collaborative atmosphere of social and environmental justice
2. Providing nurturing, caring, student-centered environment
3. Exposing them to non-traditional experiences that focuses on student interest

To include families as an integral part of the school community, by:

1. Monthly informational meetings
2. Advisory boards, parent and teacher focus groups, booster clubs and
3. Sharing their professional talents and skills
4. Parenting classes
5. Tutoring and educational support

To ensure the academic, ethical, emotional, social development, and cultivation of students, by:
1. Providing before, during and after-school intervention and academic support program

2. Taking them on field/study trips and engaging them in community service activities

3. Exposing them to college and career opportunities

4. Instilling a desire in them to become life-long learners

A Typical Thursday at UVMS

The day begins with the teachers in staff development. They spend about 10 minutes listening to the weekly calendar being read by the Principal. Then they break out into department meetings taking place in classrooms all over the school. Teachers are co-planning lessons and working on applied learning project plans.

It’s almost 8:00 a.m. Upon entering the campus, one sees a class of eighth graders practicing Martial Arts on the yard. Another small group of 7th grade students sit at a lunch table playing chess with a teacher. Inside a group of boys are creating rhythmic beats and free styling, “spitting out” lyrics about life in Los Angeles. Others are eating bowls of cereal and fruit. One notices that an Administrator is sitting at a table with students talking and laughing. Students are mingling, sharing stories, and others are doing homework. In the foyer, a warm and happy woman sits and greets guests. In the Main Office a staff member greets anyone entering the office. The Principal is in the hallway talking to a teacher about the staff development that was held that morning. Students greet them on their way to class, as the Assistant Principal passes by on her way to observe a teacher preparing for the arts program for the entire student body. She stops long enough to 323.702.3138 laugh and joke with them.

The drum sounds; it is 8:00 a.m. and students begin to move toward their homerooms. Students are talking and laughing but walking swiftly in the halls. Students are aware of their surroundings and pay attention to what they are doing. On the hallway walls, student work is prominently displayed along with posters of upcoming school events. The hallways and offices have plants and foliage strategically placed to welcome students and enliven the atmosphere. Every classroom has a different color scheme. Each classroom is decorated with colorful, relevant concepts and reminders that are brain friendly.

The algebra class is carpeted with students sitting in beach-type chairs on the floor holding white boards. There are plants in the room and a drinking water dispenser (brain-friendly). The teacher is writing on a Smart Board doing graphs and the students are solving the problem with a partner, cooperative learning strategy, shouting out the answer almost in unison. Students are preparing for “competition.” The teacher announces “let’s rummbbllee.” Competition begins; two teams race to the board. The teacher calls out a problem; students work until the problem is completed. Team A – “Zapatas” throws the marker down and shouts exuberantly, “finish.” The class roars; it sounds like a football stadium. There is excitement and tension in the air as the problem is
checked. After the game is played, students look over homework that is due tomorrow. They ask questions while jazz music, a brain-friendly strategy, is playing softly in the background.

Meanwhile in an English class, students are preparing for a puppet show (art applied learning project) they are presenting to the student body. These classes are held within a block schedule that gives teachers ample time for instruction and project based learning assignments. The students are grouped according to their natural intelligence. Most of the students in this class are visual-spatial and kinesthetic, so they are working cooperatively and are having fun designing the storyboard, painting the puppet faces, role-playing and operating the puppets. Other students who are verbal/linguistic are busy working together writing the script for the play. The logical/mathematical kids are designing and building the set.

Nutrition has been prepared on site. Students select either cereal or grits; chicken or vegetarian sausage; also available are a smoothie stand where carrot juice and fresh fruit juices are being made. After nutrition, at 10:35 a.m. a Culinary Arts class is taking place. An elderly volunteer from the community is working with the instructor and step-by-step, she watches as students prepare fresh fruit into jam and preserves. Meanwhile another group of students is preparing salmon, rice, salad, and baking a cake for guests who are visiting the campus for a noon luncheon.

In a corner of the cafeteria/multi-purpose room, a yoga class is in session. Students are sitting in lotus position on mats. Down the hall in the History class, where the students have been studying the cultures of indigenous peoples, the teacher is co-facilitating the class today with a Math teacher. The students are reading a novel about various cultures and have just watched the DVD “Ashes and Snow.” The teachers are taking turns discussing the applied learning project and the ground rules for the project. The students are working on their projects. The student project is entitled, “Create a Culture”. All the materials for the costumes, flags and posters are on the floor next to the teacher’s desk. Students are seated in their groups taking notes in their journals. There is a bank of ten computers against the wall; a reading corner with two sofas and bookcases in the opposite corner and twelve desks in a semi-circle around the teacher’s desk for directed teaching.

Passing by a classroom, peering into the window, one can see a class of students seated in a circle. The teacher is conducting Council. A talking piece is being passed around the circle and the students are listening attentively to someone telling her story. In the Principals Office, another Council circle is taking place with a group of five girls who look less than happy but they are talking and connecting. The teacher/facilitator is reading the ILP’s for all five and making notations in their folders. She discusses the negative behavior with them in Council format with another teacher, the Principal and a peer-counselor. Later that afternoon the five girls are in the cafeteria, peeling fruit for the smoothie stand and storing it in containers for the next day’s lunch. The girls are talking and working happily.

After lunch, many of the electives, Physical Education and arts class take place. A class of eight is taking violin; a percussion class sounds like a drum circle that is heard in many cultural communities. In another messy but organized class, students are painting the ceramic bowls while another group is molding vases. A group of students is taking part in a special intervention
class in the Center for Student Development with the math teacher who is on her conference period. She volunteers to teach manipulative math for the more visual/spatial – kinesthetic kids who need re-teaching and differentiation of their math instruction. There is a logical/mathematical peer math tutor on hand to help assist the teacher. The student is getting elective credits and tutoring experience. That student wants to become a mathematician.

The day ends with the teachers in staff development. The department meetings are taking place in classrooms all over the school. Teachers are co-planning lessons and working on applied learning project plans.

Process by which Curriculum, Materials and Instructional Activities are to be Selected

UVMS will demonstrate best practices by selecting curriculum, materials, and instructional activities that are aligned with California Department of Education Standards for Evaluating Instructional Materials for Social Content and our mission and vision.

HIGHLIGHTS OF THE SCHOOL PROGRAM

Strong Leadership

· Shares the vision and mission with all stakeholders
· Develops strategies for implementing the vision and mission
· Advocates for student success by monitoring teaching and learning
· Maintains a positive culture and climate
· Implements an instructional program that ensures student learning and professional growth
· Instills in teachers a desire for a climate that promotes academic rigor, professionalism and cultural proficiency
· Possesses organization and management skills
· Able to work with diverse communities
· Ethical and moral values in keeping with the Urban Village Middle School.

Student-Centered Constructivist Curriculum

· Preparation for High School A-G Requirements
· State of California Content Standards
· Project Based Learning
· Brain Based Learning Strategies
· Culturally Relevant Education
· Human Development
· The Arts
· Sports

Student-Centered Constructivist Instruction
**Personalized Instruction**

Students do not learn the same way or at the same time. Teachers will focus on processes and procedures like differentiating instruction, that ensure effective learning and have high expectations for all, especially the SEL, ELL, SPED, and GATE students. Students need time for one-on-one instruction as well as competitive and cooperative group work. All learning is designed with the strategies that demonstrate how the student learns best. Teachers will find ways to get to know students to establish relationships with them so that students know that they matter to their teachers. Each student will have an Individual Learning Plan (see Curriculum Overview), available for staff to be aware of how each student learns best and to keep track of their academic progress to graduation.

**Brain Based Learning**

Featuring the Multiple Intelligences

Using Howard Gardner’s Theory of Multiple Intelligences and brain-compatible learning strategies, we will assess students’ styles for the purpose of determining how they learn best so teachers can differentiate instruction. Students must be engaged in the classroom activities so that maximum learning can take place. We will differentiate for the needs of each student as well as for all the intelligences, including emotional. We will ensure that the teachers are trained to administer and analyze the assessments (a) to determine how to use the intelligence data to drive instruction, (b) to plan differentiated activities for their lessons, (c) to address the state standards, (d) to learn how the multiple intelligences can be used to group students for the applied learning projects and, (e) to co-plan lessons and pacing plans with their colleagues within and across content areas. We will use the Habits of Mind Questions to interrogate student learning across all content areas and especially for use with the Applied Learning Project process (see below) (See Appendix III Habits of Mind: The Questions Intelligent Thinkers Ask that Help Them Solve Problems and Make Decisions).

**Project Based Learning**

The Applied Learning Project featuring Differentiated Instruction and Cooperative Learning

*Project Based Learning is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.*

PBL-Online.org

Teachers will incorporate cooperative group work into their lesson plans and teaching routines. Teachers and students will demonstrate proficiency of Applied Learning Projects (ALP) and other brain compatible learning strategies. Teachers will work together within and across content areas to commonly plan lessons to design, supervise and produce the applied learning. Applied learning projects are important because they involve students in working to create a solution to a problem. Working on applied learning projects helps students make connections between what they learn in school and how that knowledge is used for real life purposes both in and out of school. Working on applied learning projects
also offers opportunities to help students learn: leadership skills, problem solving, communication, technological skills in accessing data, inquiry and using information, how to be self-managing, self-assessing and self-reflecting and how to work with other people. In grouping and working with students, teachers will differentiate instruction so that all students are working at maximum capacity; they will utilize Brain Based Learning strategies; they will be cognizant of Multiple Intelligences and Bloom’s Taxonomy concepts as well as the student’s individual strengths and weaknesses. Cooperation, collaboration and community are prominent themes, techniques, and goals in educating marginalized Latino, Native, African and Asian American students. According to Geneva Gay, (a) underlying values of human connectedness and collaborative problem solving are high priorities in the cultures of most groups of color in the United States (b) cooperation plays a central role in these groups’ learning styles, especially the communicative, procedural, motivational, and relational dimensions.

Findings of the eight research studies reviewed by Losey (1997) provide support for the pedagogical power of cooperative learning for Latino students. These studies demonstrated that the academic achievement of Mexican Americans improved when they helped design their own assignments, discussed assigned tasks, worked collaboratively with each other in small groups, had informal almost familial relationships with teachers, perceived they belonged to a classroom community and felt that their cultural experiences and the use of both Spanish and English were validated.

Geneva Gay Culturally Responsive Teaching

Not only does PBL encourage working relationships and respect among students and their teachers, involve cooperative learning techniques, use of technology, and allow teachers to differentiate instruction, it demands culturally responsive teaching.

Culturally Relevant Education
The focus of Culturally Relevant Education is to include knowledge of other cultures in the curriculum of a historical, social, political, economical and of course, a cultural nature, as it relates to the subject matter and across content areas. Culture is basically everything that people believe and everything that they do that identifies them as members of a group and distinguishes that group from other groups. At UVMS we value diversity. Diversity connotes racial and ethnic differences. Racial and ethnic cultural differences are tied to a common history, ancestry, and geographic origin. Students will gain a perspective of our differences through inclusion of cultural relevance that exposes them to the contributions of various global cultures. Teachers will learn to (a) value diversity (b) manage the dynamics of difference (c) institutionalize cultural knowledge and (d) adapt to diversity. We want all stakeholders to become Culturally Proficient.

Data Driven Instruction
The beauty of a small school is that teachers utilizing common planning will have the opportunity to use the data to look at student work and make decisions on what should be taught and how it should be taught; to determine whether the student is progressing and should interventions be applied. We at UVMS are concerned about how to make instruction
meaningful, relevant and rigorous so we will use the CA state standards to design curriculum. We will expect all students to excel at their own rate and hold all students to a high standard of academic excellence. Through the data we will be able to constantly monitor our benchmarks for academic achievement for all students, groups and individuals; for teachers to be aware of where each student is excelling or in need of intervention. Data will be the litmus test of our adherence to the standards and our instruction - how well teachers are meeting their standards and criteria for successful teaching. Backwards Planning is the key. Teachers design their concluding summative assessments first. These assessments are based on what the teachers would like the students to ultimately show as a demonstration of their learning. The teachers then create lessons and smaller-scale formative assessments that will help students build toward those final assessments. Teachers approach units as ongoing works-in-progress, which culminate in a project or presentation. While students are deep in the grip of researching, writing, editing, building, and creating, teachers are observing and questioning student progress all along the way, constantly and organically doing assessments to discover students’ grasp of the material.

**Rigorous Assessment**

Students will be assessed on a regular basis. Besides standardized testing, informal assessments are to be used to determine what has been mastered on a daily basis in every class. Formal assessments, such as thematic/unit tests and cumulative assessments and informal assessments such as quizzes and reflection are to be administered regularly so that teachers can determine if students are learning, understanding and comprehending. Formative assessments and cumulative assessments are built into the curriculum – teacher-developed and state-designed tests will be delivered based on a state or District schedule. Teachers assess student learning in many ways using strategies such as essays, reflection and demonstration and by basing their tests on Bloom’s Taxonomy. The Applied Learning Project as a model will be one type of culminating assessment for learning. It will be used to assess knowledge at the end of units; reflection; essential concepts understanding; evidence of acquiring a skill or at the end of the semester for the purpose of proving proficiency, advancement or mastery within a subject area. Performance will be assessed on an individual basis taking into account the quality of the product produced, the depth of content understanding demonstrated and the contributions made to the ongoing process of project realization. Differentiation will be based on assessments. Students will also be responsible for building a Portfolio of work. Teachers will use various learning criteria to determine if the students (1) can explain (2) can apply (3) can create (4) have perspective (5) display empathy and (6) have prior knowledge, so that teachers can determine what students (a) must learn (b) need to learn and (c) want to learn.

**Human Development**

**Center for Student Development**

In today’s schools, it is necessary to discipline differently. Society is plagued with many problems that affect our students’ lives directly and indirectly. At Urban Village Middle School, we find it necessary to equip our students with the tools to be productive and responsible citizens on campus and in the global community. We will develop a Center for Student Development
where students can participate in their mental, emotional, behavioral development, adjustment and well-being. It is a center where the student goes rather than is “sent”, unlike the Dean’s Office. We will train our behavior support staff to work with youth and develop their hearts and minds to be the best student/learners they can be. We will equip this center with the information needed to develop teachers and staff understanding about Early Teen Development. It will be a place that is for students, about students

*The escalation of violent incidents and the apparent inadequacy of traditional methods to curtail them have led to a search for new strategies to ensure the safety and security of children and teachers in schools*

*Pedro Noguera*

**Council**

“*Creative thinking involves imagining familiar things in a new light, digging below the surface to find previously undetected patterns, and finding Council among unrelated phenomena.*

*Roger von Oech. Expect the Unexpected*

Council is open and honest dialogue about the issues affecting students. It can be used as a mood check, answering specific questions, prevention, disciplinary issues, intervention and restoration. In Council, we create an atmosphere of authentic mutual respect and trust for the purpose of finding solutions to problems. Students will be taught techniques for listening and speaking, working cooperatively, and behaving with respect towards themselves and others. Through the sharing aspect of Council, participants teach and learn from one another. UVMS will emphasize communication, conflict resolution, stress management, getting along with each other, respecting differences, and recognizing personal strengths. Social skills, life skills, academic skills will be the foci for the staff/students in the Center for Student Development. Student input is solicited to ensure that the course Human Development is relevant to students’ needs.

**CURRICULUM OVERVIEW**

A Student-Centered Constructivist Curriculum focusing on the California State Content Standards, Project Based Learning and Brain-Based Learning strategies where all learning is applied and demonstrated.

The UVMS curriculum will be aligned with the academic content standards of the California State Board of Education. We will ensure a highly rigorous instructional program coupled with a creative, and stimulating learning environment. Curriculum will be linked to standards and assessment. Instead of having curricular outcomes that merely measures an individual student’s best against national percentiles or student versus student from best to worse, UVMS will implement a curriculum that values mastery of essential standards and core concepts utilizing soft skills that will enable them to work in teams to participate in a project-based curriculum. Instruction at UVMS will be rigorous, challenging, thoughtful and deliberate.
The required course of study for students in middle school grades six through eight includes middle school culmination, a college admission program and/or a post-secondary educational plan. All middle school students must take: three years of English Language Arts; three years of mathematics; three years of social studies; three years of science; three year of visual and/or performing arts; three years of physical education. Students will be expected to complete an Individual Learning Plan. The ILP will contain a middle school program, coursework plan and a college prep high school educational plan.

UVMS curriculum contains six subject groups:

<table>
<thead>
<tr>
<th></th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science</td>
<td>30</td>
</tr>
<tr>
<td>Language Arts</td>
<td>30</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30</td>
</tr>
<tr>
<td>Science</td>
<td>30</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>30</td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

**Constructivist Learning**

Constructivism is a philosophical position that views knowledge as the outcome of experience mediated by one's own prior knowledge and the experience of others. The basic tenet of constructivism is that students learn by doing rather than observing. The inter-connectedness of learning; how subjects, like music and math, are related in understanding concepts; and seeing the “big picture” has been well documented in educational journals and texts.

**Constructivist Curriculum Using Brain-Based Learning**

Students bring prior knowledge into a learning situation in which they must critique and re-evaluate their understanding of it. This is an aspect of brain-based learning. The brain has an immense capacity to deal with and instantly remember the moment-to-moment events that constitute life experience and an innate predisposition to search for how things make sense, that is, to search for meaning through experience. Thematic units, accessing prior knowledge and teaching across the content areas are examples of strategies that demonstrate brain-based learning. Howard Gardner’s Theory of Multiple Intelligences (MI) also supports this idea. A form of brain-based learning, MI indicates that all students have specific abilities that can be of benefit to the teacher in teaching and the student in learning, especially for the purpose of nurturing academic growth so that the student has another tool to help him reach maximum potential. Learning to work cooperatively using specific knowledge and skills in applied learning activities and to be creative in an arts-rich environment that stimulates and develops the child emotionally and socially are two benefits of using the Multiple Intelligences. Competition when used in the light of cooperation can be a valuable tool for learning. Some examples are: debate; dance team competitions; discussion about solutions to global warming; math competition; an assembly- line construction of go-kart models to see
which one goes farthest, fastest and why. The goal at UVMS is to encourage multiple opportunities for children to develop their full capabilities -- physical, cognitive, artistic and emotional or affective domains- and to stimulate the imagination and promote creativity, the highest level of Bloom’s. To help identify student’s learning styles, teachers will give their students learning style assessments (MI). These assessments give the teacher an awareness of how the student learns best. With this knowledge, teachers provide students with tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best. It is important to note these topics will be addressed in a constructivist fashion based in part on the work of Anne K. Bednar. According to Bednar, “Learning is an active process based on authentic experience where the learner is invited to make meaning from the learning environment”. In this way, the teacher serves as a facilitator of critical thought, rather than a beacon of knowledge that expects regurgitation as a primary form of assessment which is totally opposite of brain-compatible strategies. The curriculum at UVMS will enable students to use their own sense of discovery, and individual experience to make education relevant in a rapidly changing technological society. According to Daniel Goldman in his book entitled, Emotional Intelligence, he says this about Howard Gardner, the Harvard psychologist, and his theory of the Multiple Intelligence (MI) used as a tool in the classroom:

The healthiest way to teach children is to motivate them from inside rather than by threat or promise of reward. The strategy used in many of the schools that are putting Gardner’s model of multiple intelligences into practice revolves around identifying a child’s profile of natural competencies and playing to the strengths as well as trying to shore up weaknesses. Knowing a child’s profile can help a teacher fine tune the way a topic is presented to a child and offer lessons at the level—from remedial to highly advanced—that is most likely to provide an optimal challenge. Doing this makes learning more pleasurable, neither fearsome nor a bore. 

Daniel Goldman, Emotional Intelligence

Brain Based Learning – Teaching With the Brain in Mind

History

For 2,000 years there have been primitive models of how the brain works. Up until the mid-1900s the brain was compared to a city’s switchboard. Brain theory in the 1970s spoke of the right and left-brain. Later, Paul McLean developed a concept of the Triune Brain that refers to the evolution of the human brain in three parts. In this theory McLean hypothesized that survival learning is in the lower brain, emotions were in the mid-brain, and higher order thinking took place in the upper brain. Currently, brain-based, neuroscience embraces a more holistic view of the brain -- one that is more systems-based and gestalt -- the whole being greater than the sum of its parts.

During the last two decades neuroscientists were doing research that has implications for improved teaching practices as they have obtained much information on how the brain works from autopsies, experiments, and different types of scans -- MRIs, EEGs, PET and CAT scans. Information has been gleaned as neuroscientists construct clinical studies that use double blind, large, diverse, multi-age, multi-cultural groups of people to gather reliable information. This information has helped determine how human learning actually occurs. In
essence, these scientists have been able to determine how the brain processes and retains information. Thus, technology in medicine has paved the way for many new learning innovations. Specifically, based on conclusions from research in neuroscience, professors from major universities have taken this information and incorporated it into books about learning. In accordance with these suggestions, teachers can modify classroom practices by applying new theories of teaching and learning based on recent findings. Some noted authors in this area are Marian Diamond, UC Berkeley; Howard Gardner, Harvard University; Renate and Geoffrey Caine; Thomas Armstrong; Candace Pert, and Eric Jensen.

**Definition**

Brain-based learning is a comprehensive approach to instruction using current research from neuroscience. Brain-based education emphasizes how the brain learns naturally and is based on what we currently know about the actual structure and function of the human brain at varying developmental stages. Using the latest neural research, educational techniques that are brain friendly provide a biologically driven framework for creating effective instruction. This theory also helps explain recurring learning behaviors, and is a meta-concept that includes an eclectic mix of techniques. Currently, related techniques stress allowing teachers to connect learning to students' real lives and emotional experiences, as well as their personal histories and experiences. This form of learning also encompasses such newer educational concepts like:

- Experiential learning
- Multiple intelligences
- Cooperative learning
- Problem-based learning (applied)

**Core principles directing brain-based education are:**

- The brain is a parallel processor. It can perform several activities at once.
- The brain perceives wholes and parts simultaneously.
- Information is stored in multiple areas of the brain, and can be retrieved through multiple memory and neural pathway.
- Learning engages the whole body. All learning is mind-body: movement, foods, attention cycles, and chemicals modulate learning.
- The human search for meaning is innate.
- The search for meaning comes through patterning.
- Emotions are critical to patterning, and drive our attention, meaning and memory.
- Meaning is more important than just information.
- Learning involves focused attention and peripheral perception.
- We have two types of memory: spatial and rote.
- We understand best when facts are embedded in natural spatial memory.
- The brain is social. It develops better in concert with other brains.
- Complex learning is enhanced by challenge and inhibited by stress.
- Every brain is uniquely organized.
- Learning is developmental.
Using the Habits of Mind, teachers will be able to follow an interrogatory, scientific-based, process to access prior knowledge; to check for understanding; to introduce new concepts; to explicate the text or novel; to make inquiry into Math and Science especially and to use for self-assessment on their Applied Learning Projects. (see Appendix III Habits of Mind: The Questions Intelligent Thinkers Ask that Help Them Solve Problems and Make Decisions)

The following chart measures how Brain-Based Teaching compares to Traditional Teaching:

<table>
<thead>
<tr>
<th>Element of Orchestration</th>
<th>Traditional Teaching</th>
<th>Brain-Based Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Organization</td>
<td>Linear. Individual work or teacher directed.</td>
<td>Complex. Thematic, integrative, cooperative, work stations, individualized projects</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Hierarchical. Teacher controlled.</td>
<td>Complex. Designated status and responsibilities delegated to students and monitored by teacher.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Specified and convergent. Emphasis on memorized concepts, vocabulary and skills.</td>
<td>Complex. Emphasis on reorganization of information in unique ways, with both predictable and unpredictable outcomes, divergent and convergent, increase in natural knowledge demonstrated through ability to use learned skills in variable contexts.</td>
</tr>
</tbody>
</table>

**Constructivist Curriculum featuring Project-Based Learning**  
Based on the definition of Constructivism, students learn by doing.

According to PBL Online.org, rigorous and in-depth Project Based Learning:

- **Is organized around an open-ended Driving Question or Challenge.**  
  These focus students work and deepen their learning by centering on significant issues, debates, questions and/or problems.
- **Creates a need to know essential content and skills.** Typical projects (and most instruction) begin by presenting students with knowledge and concepts and then, once
learned, give them the opportunity to apply them. PBL begins with the vision of an end product or presentation that requires learning specific knowledge and concepts, thus creating a context and reason to learn and understand the information and concepts.

- **Requires inquiry to learn and/or create something new.** Not all learning has to be based on inquiry, but some should. And this inquiry should lead students to construct something new – an idea, an interpretation, and a new way of displaying what they have learned.

- **Requires critical thinking, problem solving, collaboration, and various forms of communication.** Students need to do much more than remember information—they need to use higher-order thinking skills. They also have to learn to work as a team and contribute to a group effort. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as "21st Century Skills".

- **Allows some degree of student voice and choice.** Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students’ educational engagement.

- **Incorporates feedback and revision.** Students use peer critique to improve their work to create higher quality products.

- **Results in a publicly presented product or performance.** What you know is demonstrated by what you do, and what you do must be open to public scrutiny and critique.

**Value-Added Using Project-Based Learning Strategies**

Students will be able to learn knowing how s/he learns best; use the information to explore careers; recognize and practice those skills that s/he would like to learn; develop confidence based on those talents and skills that s/he brings to the table at UVMS. The proposed instructional program of project-based learning, using applied learning projects and technology to demonstrate learning, is successful with our student populations as evidenced by the following:

**UNION CITY, NEW JERSEY SCHOOL DISTRICT**

The Center for Children and Technology at the Education Development Center, Inc., monitored a two-year technology trial that was first implemented in the district in September of 1993. The study found that after multimedia technology was used to support project-based learning, eighth graders in Union City, New Jersey, scored 27 percentage points higher than students from other urban and special needs school districts on statewide tests in reading, math, and writing achievement. The study also found a decrease in absenteeism and an increase in students transferring to the school. Four years earlier, the state had been considering a takeover because Union City failed in forty of fifty-two indicators of school effectiveness.
CO-NECT

A 1999 study by the Center for Research in Educational Policy at the University of Memphis and University of Tennessee at Knoxville found that students using the Co-Nect program, which emphasizes project-based learning and technology, improved test scores in all subject areas over a two-year period on the Tennessee Value-Added Assessment System. The Co-nect schools outperformed control schools by 26 percent.

Personalized Education
Featuring The Individual Learning Plan

The Individual Learning Plan (ILP) is the cumulative student profile. The SPED file will be kept separate from the ILP. Teacher reports and comments will be included in the ILP. Information gleaned from all assessments will be used by the administration, teachers, advisors and staff members of the Center for Student Development team to assist in making sure that all students are learning, growing and thriving. Student work, assessment results and portfolio will be included in the student Individual Learning Plan (see below).

The Individual Learning Plan is composed of primarily student grades and Progress Reports, Assessment Results and Year-End Portfolio Results. Sub files in the ILP are:

Student Goals Essay (SGE)
When a student enrolls into school, s/he will write a Student Goals Essay for the purpose of introducing him/herself to the CHF community. UVMS will use this essay as the first piece of student writing in the ILP. It will serve as a guide for programming. (See Appendix V for Application for Enrollment)

Multiple Intelligence Profile (MIP)
Students will be assessed for their Multiple Intelligence. It will be a brain-based/interest-based assessment. This information will be vital for teachers who are planning to group students for Applied Learning Projects so that they can give out the duties for each child in the group. It is beneficial for more informal groupings and Literary Circles. It will be a good determinant for students to consider as one of their interest areas that may lead to college choices, major selection as well as an interest-based career options. (See Appendix for MI Questionnaire II and Talents and Characteristics Profile Appendix I)

Program and Coursework Plan (PCWP)
Students will plan academically for their three years at UVMS. This document can be flexible. Students and their parents will be given a copy. Students will be able to see their whole middle school career plan at a glance and monitor their coursework, their progress in each class and their final grade.

Middle School Educational Plan (MSEP)
Every student will have a high school educational plan. Guidance and intervention meetings will take place yearly and as needed. The MHSEP will outline the student’s long-term goals.
Each student will have an action plan that will prepare him/her for high school. Students will be given an in-service on the process of going to high school so they know what it will take to be successful.

**Center for Student Development (CSD)**
Based on the individual, the student may/or may not have reports from the Center for Student Development where our discipline team will be housed. This is where the UVMS Student Success Team will be located. Any referrals received from the teachers will be handled in this office. All matters will be documented and included in the student’s CSD file component.

**Other information found in the ILP can be:**
Applied Learning Project Research Papers, Poetry Chapbooks, the Short Story and research papers; Extra-Curricular Activities Reports; Benchmark and Teacher-generated Tests

**FRAMEWORK FOR INSTRUCTIONAL DESIGN**

**Course Curriculum Thematic Units**
- Grade Six – The Old World - Where we come from.
- Grade Seven – The World Now- Where we are.
- Grade Eight – The World Tomorrow - Where we are going.

**Curriculum and Instructional Goals for Teachers:**
- To understand the necessity for cultural competence
- To effectively manage classroom
- To examine student work and implement solutions for improving student work through successful lesson delivery and reception
- To reflect on their classroom practice thorough observation and research
- To share best strategies for instructional practice
- To collaborate in writing rigorous standards-based lesson plans and applications
- To bring in and rely on experts in the field of education to improve professional development for the purpose of improving student learning
- To implement hands-on and applied learning practice in a cooperative environment
- Time for collaboration, planning and learning
- To meet in grade-level groups and across grade levels to plan
- To revise and constantly improve their teaching methodologies
- To standardize grading procedures using rubrics
INSTRUCTIONAL METHODOLOGIES

In order to ensure that a working Curricular and Instructional model for the school is instituted, it is necessary to create, construct and implement a standards-based, cohesive, school-wide plan of action for the purpose of setting realistic goals, designing a comprehensive curriculum, and selecting strategies that work for UVMS students and teachers that meet the expectations of administrators and parents and the staff of UVMS:

- Standards-based Education (See Appendix VI, UVMS E/LA Standards Sample)
- Project-based Learning
- Brain-based learning strategies
- Cooperative strategies
- Culturally Relevant Education strategies

Instructional Goals for the Administration

- To establish a comprehensive curriculum for every grade, six through eight, with goals for the purpose of producing a standards-based, rigorous and cohesive course approved middle school model that lives up to the high expectations of the stakeholders of UVMS.

- To create professional development sessions are teacher-centered, practical and address the teacher’s concerns about curriculum and instructional strategies; to bring in experts in the field of education that address UVMS and CHF needs, mission and vision.

- To ensure that primary and secondary texts, supplemental and all instructional materials align with the Standards for Evaluating Instructional Materials for Social Content and best facilitate the PBL curriculum.

- To choose inclusive, best practices instructional strategies that work:
  - Project-based/applied learning model
  - Brain-compatible learning strategies, featuring the Multiple Intelligences
  - Differentiation of instruction
  - Cultural relevance
  - Cooperative and competitive learning.

- To analyze instructional delivery and assist teachers to collaborate in developing rigorous standards-based lesson plans and applications to insure that students are engaged and learning is taking place; to ensure their plans are designed and work for all students, including SEL, ELL, SPED and GATE.

- To examine student work, the portfolio process and assessment data for the purpose of improving the rigor and quality of the program.
• To design rubrics and learning criteria for the purpose of aligning the grading standards across the curriculum.

• To learn how to use technology regularly and creatively in the classroom for every content area, especially the core subjects.

• To value diversity and attain cultural proficiency not just competency among the staff.

• To compare, contrast and utilize the assessment data to inform teaching methodology and lesson planning.

• To look at assigned homework; how it is perceived by all stakeholders; its purpose; the quality/quantity of work; and how it is used in the classroom for the next lesson; and how it is graded.

• To observe and share classroom management techniques with teachers that work for the students and teachers at UVMS.

• To assist teachers in organizing the standards- and brain- based learning environment.

• To maintain connections among all stakeholders – students, parents, teachers, support staff, administration, the Foundation, school community and community- at- large

**Standards- Based Curriculum**

Urban Village Middle School will use the Content Standards for California Public Schools as the foundation for the curriculum (See Appendix VI, LAUSD Guidelines for Standards- Based Instruction, Secondary E/LA Focus, Grades 6-12)

**Applied Learning Projects**

The following are the selected applied learning projects that align with the content area standards and the school-wide, grade-level thematic overviews for the upcoming school year 2013-14. English/Language Arts teachers and History teachers will construct thematic units based on the History curriculum for grades six through eight. Teachers will be given the time through common planning to coordinate the Social Studies units with the literature. It is recommended that each teacher elect to participate in a minimum of three projects per year, individually or with another teacher, within their content-area and/or across content areas. We are suggesting the first projects for each grade level for the first year. It is preferred that subsequent projects are planned and prepared within the regular staff meetings beginning with the professional development scheduled for summer. Teachers may work alone or within a co-planning and co-teaching model to design projects for the semester/year. As the teachers develop their lesson plans, it is advised that project ideas develop creatively and organically using the content area standards, pacing plans and thematic unit objectives as the guide.
UVMS Applied Learning Projects (ALP) - ELA and Social Studies

THE TRACE PROJECT

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>PROJECT ONE</th>
<th>PROJECT TWO</th>
<th>PROJECT THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Six</td>
<td>The Archeology Project</td>
<td>Arabian Bazaar</td>
<td>The Odyssey Project</td>
</tr>
<tr>
<td>Grade Seven</td>
<td>Chinese Kite Project</td>
<td>Medieval Wedding</td>
<td>The Golden Age:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Art &amp; Science Fair</td>
</tr>
<tr>
<td>Grade Eight</td>
<td>Create a Culture</td>
<td>The Tree Project</td>
<td>Big Business Project</td>
</tr>
</tbody>
</table>

E/LA teachers and History-Social Studies teachers will collaborate on these thematic applied learning projects.

Definition of Applied Learning
The life-like application of scholastic knowledge and the demonstration and assessment of student learning that can take any form. Learning can and will be applied as a demonstration of understanding the subject matter and of mastery.

Description of Applied Learning Projects
A project/topic is chosen by the students and staff to determine what the student has learned from the material over the course of the semester. Each group will be assembled according to the Multiple Intelligences. Students will demonstrate his realm of the project. The student will write an overview of the project at its culmination and include an account of his involvement and contribution to the overall plan. Daily student reflections will be written in a journal. Research papers, notes and essays will be indicative of the writing required. Each group will present their project in an evening presentation for the school community.

Objective of Applied Learning Projects
Students will produce and present an applied learning project as often as deemed appropriate by the teacher, no fewer than three per year. A written report of the process, a reflection or a research paper will accompany each project for the portfolio. Students model learning (understanding and mastery of concepts taught in content-areas) through cooperative activities or individual creative activities.

Teachers will be able to

- Plan projects with groups based on skills building
- Develop quality relationship with students
- Differentiate for basic skills and intervention purposes
- Use technology/mixed media to support applied learning projects
- Differentiate for SEL, ELL, SPED and GATE students
- Challenge students in a more organized way, using content-area knowledge
Applied Learning Projects can be
  · Brain-based
  · Individual or Group
  · Grade level and cross-grade level
  · Content specific or cross-content areas
  · Career- and Interest- based
  · Gender specific

Rationale for Creating Applied Learning Projects
  1. A Problem To Solve
     Essential Question: What can students do to become more conscious to improve their community?
  2. To Design A Product
     Essential Question: Can you come up with the Next Greatest Invention?
  3. To Invent Or Create A Model
     Essential Question: What would go into the design of a Green-Efficient House?
     How would you build a Better Roller Coaster?
  4. A Task To Do
     Essential Question: What goes into creating a Culture?

Applied Learning Project Skills Demonstration
  · Communication
  · Teamwork
  · Analysis and Strategy
  · Planning and Design
  · Management
  · Produce/create/present a product/solution/concept

Requirements of the Applied Learning Project
  · Understanding of the Problem or Task
  · Analyzing the components of the project
  · Applying prior knowledge to develop a plan
  · Researching the information they will need to know
  · Creativity (highest order of Bloom’s Taxonomy)
  · Execution of the Design
  · Writing Assignments
  · Visual/Physical Component (Power Point, dramatic scene)
  · Oral or Dramatic Presentation, Demonstration and/or Production

Logistics of Applied Learning Projects
  · It can take place in a classroom/multipurpose room/outdoors
  · Regular access to computers or other media
  · Individual projects or group projects (teams of four to eight)
  · Teacher- or student- designed projects
  · Teacher and student- designed rubrics
  · Essential question may relate to multiple subjects or topics
· Teacher/facilitator or co-facilitators
· Ample time allotted by teachers for project work
· Topic/subject covers single content area or content areas
· Preparation for the demonstration/assessment in a community forum
· Include parents and school community in the project outcome

Applied Learning Project Group Facilitator Roles
· The Student Groups can consist of Planners, Researchers, Writers, Designers, Speakers/Actors/Presenters
· Teacher/Facilitators will co-plan and co-teach procedures and processes
· Teacher/Facilitators monitor all phases of students’ projects.
· Teacher/Facilitators assess using standards-based guidelines, criteria and rubrics
· Teacher/Facilitators assess learning using the Portfolio Grading System

The portfolio cannot replace an objective and systematic diagnostic program. However, it can give the teacher a fair assessment of what the student can do and how s/he does it. This is an important factor in the grading process. An objective, criterion-referenced, multiple-choice test is easy to grade mathematically using a point system which is easily translated into a percentage or a grade of typically, A-F. There is also the pass/fail system in which the student work is graded based on a set of criteria such as a rubric.


The Portfolio System used at UVMS will be a combination of both. Teachers will design a rubric using the following criteria/outcomes:

1. Initiative
2. Investment
3. Problem-Solving
4. Progress

UVMS goals for students go beyond knowledge of facts and include the Bloom’s Taxonomy skills such as problem solving and critical thinking. Our goals also include dispositions such as persistence, flexibility, motivation, and self-confidence. We will grade on how well the student learned the standard and how will s/he applied the learning. For a project-based curriculum, the grading system has to make sense and meaningfully match the criteria for production outcomes. At the end of the year, just as teachers are evaluated to determine how well they met specific goals, students’ portfolios containing a body of work for the school year will be evaluated based on a pass/fail rubric, that is both objective and subjective, and a logical point system. Even though the concept Investment cannot be translated into a grade, we can look at the percentage of time the student was on task, both mentally and physically. With that number, we can factor in a numerical correlation to the concept of Investment based on a student’s output, energy and endeavor in completing a project. There will be a written evaluation explaining the portfolio grade from the graders of the portfolio.

Course Skills Emphasis
Grammar
Vocabulary Development
Reading Comprehension
Oral Communication
Written Communication
Cooperative Learning/Teamwork
Cultural Proficiency
Media Literacy
Computer Literacy

Brain- Based Learning Strategies and Techniques
UVMS will utilize specific brain- friendly strategies that benefit learning for all students. Certain strategies work better for girls and others for boys. For example, girls prefer to sit and talk about emotions and feelings whereas boys prefer visuals, movement and action. We will make sure that all teachers differentiate learning with the brain in mind using strategies in areas, such as the following examples:

(a) Gender - include cooperative learning groups that are gender specific
(b) Motivation - increase peer support, praise, and feedback
(c) Emotions - connect emotions to activities through role playing, simulations and experiences
(d) Movement - include physical movement during instruction
(e) Music - play soft music during instruction
(f) Memory and recall - set up peer-teaching situations
(g) Environment - use posters, photos, charts and graphs to deliver information
(h) Discipline - establish a positive rapport with all students
(i) Assessments - evaluate learning using various methods - projects and presentations

Primary Instructional Strategy for English/Language Arts

Literary Circles Rationale
No one has done more to promote the book club than Oprah Winfrey. Since the advent of Oprah’s Book Club, tens of millions of books have been sold and she has made a lasting contribution to our national literacy. Following her lead, Americans have learned how to enjoy reading, how to discuss and analyze a book, how to listen to each other and use passages that they love to back up their interpretation of the story. This book boom has influenced the young adult book world as well. Not since Nancy Drew and the Hardy Boys have youth bought books like they have since the first Harry Potter book hit the shelves. The Twilight books have sparked a slew of copy- cat horror/romance novels and are now a movie series. In 1996, the National Council of Teachers of English and the International Reading Association issued the long-awaited national Standards for the English Language Arts. The standards strongly endorsed literature- based, collaborative classrooms where students take increasing responsibility for choosing, reading, and discussing books and other texts. The document stressed the need for students to explore a wide range of books representing different cultures, periods, and regions – and to read for personal fulfillment as well as for information. Therefore, UVMS will use Literary Circles as the highlight of the English/Language Arts Curriculum.
A Tool for Reading Success - Literary Circles
Differentiation of Instruction and Intervention

Literary Circles are groups of students involved in cooperative learning, reading the same book, novel, short story or poem for the purpose of better understanding the literary concepts such as the figurative language, author’s point of view and the plot or main idea. Students of all skill levels will participate in Literary Circles. This is an excellent method to include all students in the learning and for the teacher to observe growth as well as for students to attain mastery of reading and writing. If there are slow readers, they can read together without feeling like they are falling behind other members of the group. Students can move into more rigorous groups as their reading skills improve. Students will be grouped in many ways, not just by skill level. The ideal grouping process for Literary Circles is using the Multiple Intelligences using brain-compatible strategies. It is advantageous to make sure that all the various types of intelligences are present in the group for a comprehensive interaction. Students may be grouped by interest. For example, if the teacher were to offer choices of books to read, students of singular interest may choose the same book. Students may read with the same group throughout the year or semester for each book read. The process is simple and productive. Students will select or the teacher can select the book to read. When students select the book, it can boost their buy-in to read, analyze and recommend. This is a perfect method for the block schedule. Teachers may use the circle for the writing process after the book has been read. Teachers will guide activities, in the form of mini-lessons, to make sure that the salient points are being covered. In the plan, the teacher will pre-teach the material so that the students can be aware of the literary devices that will be utilized to understand the reading.

Socratic Seminars

A Socratic seminar is a collaborative, intellectual dialogue facilitated with open-ended questions about a text. In a Socratic Seminar, the students carry the burden of responsibility for the quality of the discussion. Good discussions occur when students study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas. The discussion is not about right answers; it is not a debate. Students are encouraged to think out loud and to exchange ideas openly while examining ideas in a rigorous, thoughtful, manner.

The Classroom Environment
The classroom should be arranged so that students can look at each other directly. A circle or square works well. Some teachers like to use desks and have students use name card tents; others prefer simply to use chairs without desks.

Text
All participants read the text in advance. The text (or article, film clip, or other artifact) should contain important and powerful ideas and values. It should be at the appropriate level for the students in terms of complexity, and should relate directly to core concepts of the content being studied. It is extremely helpful to number the paragraphs in a text so that participants can easily refer to passages.
Sample questions to serve as the key question or interpret the text:

What is the main idea or underlying value in the text?
What is the author’s purpose or perspective?
What does (a particular phrase) mean?
What might be a good title for the text?
What is the most important word/sentence/paragraph?

Guided Discovery

In a community of learners, teachers and students work side-by-side, collaboratively constructing knowledge. The reality is that teaching, as the word implies, is about teachers; learning is about students. We focus so much on teachers and teaching, the word "learning" has lost its relevance. Think about essential life skills, such as walking. A child starts with sitting, turning over, crawling, managing to stand with some support, taking the first step, breaking into running, fumbling, balancing and finally, mastering the art of walking. Learning to walk takes a lot of practice, patience and time. Children do not get frustrated by thousands of failed attempts and decide that they are not going to walk anymore. In fact, each failure seems to motivate them to do better next time. Every child is capable of acquiring this skill on their own by trial and error over a period of time. This is how actual learning takes place -- learning by doing. One can't learn swimming without getting into the water. Learning takes place when the learner is personally engaged and allowed to discover. This is discovery-based learning. The joy of discovery motivates students to learn. Remember your first successful attempt at riding a bicycle and the excitement you experienced? It is not that you were the first person in the world to ride a bicycle, but what mattered was that you discovered that you could do it. It is this process of discovery that we need to recreate for learning in classrooms. People learn through a discovery process. Rote memorization and teaching for exams never help students understand principles.

At UVMS, teachers will:
- Create a rich learning environment
- Identify important concepts students will investigate
- Plan the inquiry
- Present the inquiry
- Solicit student input to narrow the focus of the inquiry
- Initiate and orchestrate discussion
- Ask prompting and probing questions; pursue students’ divergent comments and questions, when appropriate
- Guide students’ learning in order to get at the core of the content
- Provide opportunities for all students to demonstrate their learning by presenting a product or making a public presentation

At UVMS, students will:
- Contribute to the planning of an inquiry investigation
- Observe and explore
- Experiment and solve problems
• Work both as a team member and alone
• Reason logically, pose questions
• Confer and debate with peers and the teacher
• Discuss their own ideas, as well as develop ideas and knowledge collaboratively
• Make logical arguments and construct explanations
• Test their own hypotheses
• Communicate findings
• Reflect on feedback from peers and the teacher
• Consider alternative explanations
• Retry experiments, problems, and projects

Culturally- Relevant Education and Teaching Strategies
- Affirm the strong personal voice in students’ informal interactions and formal writing
- Build on oral discourse habits and interpretations
- Incorporate performance and role-playing as regular features of teaching and learning
- Validate dialect and expressive modes as an informal functional communicative mode
- Value all cultures
- Develop a sense of trust, community and mutual responsibility among students with teachers
- Use a system of peer response, tutoring and study buddies

ENGLISH LANGUAGE ARTS: OVERVIEW OF MIDDLE SCHOOL FEATURES
The ELA course will be based on the rigorous spirit of the ELA Content Standards of the State of California Frameworks. UVMS will utilize the sixth, seventh and eighth grade Focus, Access, General Support and Ongoing Standards sets for Narrative, Expository, Response to Literature/Text and Persuasive Writing (LAUSD Guidelines for Standards-Based Instruction) (See Appendix VI).

Reading
We stress vocabulary acquisition through reading and reading fluency through Literary Circles. Students will comprehend more of what they read if they have choices of books to read actively and discuss with their classmates. Students will have ample opportunity to access all genres of literature through required, group and individual reading choices such as works by Steinbeck, Orwell, Angelou, and Poe. We believe in a wide variety of reading choices and we will provide the environment students need to read in, a quiet setting or in a lively, energetic reading circle. Students will be able to respond to the literature using literary terminology and conventions. Students will become familiar with the literary devices and the characteristics of poetry to discuss poetry; students will learn the technical language needed to discuss and critique fiction; students will be able to see the author’s point of view in non-fiction through their own perspective and to be able to apply lessons learned through the biography of another’s life to their own.
Writing
Our goal is for students to become proficient as skilled writers in:

- Grammar and mechanics
- Accurate note-taking
- The Writing Process
- Response to literature using the revised Bloom’s Taxonomy
- Composition of poetry, essays, reports and research papers
- Publishing well-edited compositions

Speaking
Through the applied learning projects, students will get ample opportunities to orally participate in their learning. Cooperative Learning is precisely the strategy that encourages students to work with each other, sharing ideas and making decisions. They will be in constant communication with each other and the teacher. Students will be able to practice oral skills through speech and debate. On a regular basis, students will interact, learning to listen and to speak in guided discussion with their classmates through Literary Circles.

Researching
Using the instructional strategies, students will become thorough researchers by spending time learning how to look up information on the Internet using key words and ideas. These skills will be beneficial in researching applied learning projects and debating issues. This skill will carry them through college. We will make sure that they understand the importance of using the Internet efficiently and effectively.

Summary
Each class period will have time devoted to in-class reading and writing which will include working in groups and doing collaborative projects. With successful completion of coursework, students will be able to:

A. Define and use vocabulary words to prepare for the CST’s, the P.S.A.T. and other standardized tests.
B. Generate relevant questions about literature.
C. Discuss the significance of the structural features of literature.
D. Analyze basic plot elements and literary devices to analyze the meaning and author’s purpose.
E. Interpret various texts in their meanings and cultural and historical significance.
F. Write a cohesive, well-organized 5-paragraph essay.
G. Revise writing to improve coherence, style, and content.
H. Develop grammar skills through weekly work, style modeling exercises, sentence combining, and grammar correction.
I. Deliver presentations and demonstrations using visual aids/technology.
J. Fuse the content from several sources.

Course Skills Emphasis
Grammar
Vocabulary Development
Literary Circles
Literary Circles will be the central instructional methodology used in all levels of the English Language Arts and Social Studies curricula, ELL, SEL and SPED classes, across grade levels, six through eight. This is the primary strategy all UVMS students will use to access the richness of the E/LA curriculum. Students will be able to discuss the literature under the facilitation of the teacher who will supervise the circles. Students will be held to a rigorous standard as they use the language of literature to apply meaning to the literature. The book club/reading group concept is not new but to use it school-wide in the E/LA classrooms is innovative. Using the standards, UVMS students will read novels, think deeply about meaning, take notes, analyze the concepts, discuss them with their peers and write about them. Using the strategy of Literary Circles, students are given choices, time, responsibility, guidance and structure for the purpose of learning about and enjoying the literary works.

How Literary Circles Function
The primary vehicle for reading and writing instruction (skills & strategies) at UVMS is literary circle groups. Students will be expected to adhere to the following procedures:
1. Each student should participate in a reading group. Small, temporary groups should include no more than six students, selected based on criteria as the Multiple Intelligences.
2. Groups meet on a regular, predictable schedule to discuss their reading led by a facilitator from the group, preferably a student. Students need to decide how many chapters they will read for each meeting date, at least twice weekly.
3. Groups should be fluid and structured based on a particular student need/teaching point.
4. Teachers can assign or students can choose the reading material. Different groups read different books.
5. Teacher should plan for reading instruction and discussion points for each group.
6. Emphasis should be on compelling non-fiction text, related when possible to content area classrooms, and at a challenging level.
7. Each reading lesson should have a specific teaching point with an identified state standard.
8. Evaluation is by teacher observation and student self-evaluation. Teachers should keep anecdotal records that include:
   a. Date of participation
   b. Text used / standard addressed
   c. Student – “I learned … statement”
   d. Teacher – monitoring notes
9. As often as possible, reading lessons should correlate with work being done during regular class time and during the writer’s workshops.
10. Readers share with their classmates, summaries of the book read and then new groups form around new books.
11. The books will be chosen based on the thematic overview for each grade level.
12. Writing workshops follow each literary circle book discussion.

**A Typical Agenda/Class Schedule for a Literary Circle Lesson**

I. Mini-Lesson (5-10 minutes) (Teacher Directed Lesson)
II. Discussion or last session review (5-10 minutes) (Group Session)
III. Group meeting and/or reading time (20-30 minutes) (Group Session)
IV. Debrief (5-10 minutes) (Whole Class Discussion)

Students will use the Literary Circle Worksheet below as the format for all written papers to be turned in after reading each book. Students will discuss the book and take notes from the discussion but every student will have to write their own summary and analysis of every book designed for the Literary Circle. Teachers may assign other forms of writing such as essays, poems, character analysis and reflection along with the Worksheet. Teachers may also want to follow up the Literary Circle with a variety of assignments such as book covers, posters, theatre performances, “lost scenes”, debate, new ending, art, and interviews, to name a few.

**The Literary Circle Worksheet**

**Title of Book**
**Author of Book**

**Plot Summary:**
- Write a summary in one paragraph.
- Based on the novel read, the summary should describe the setting; explain the main character’s role; define the conflict and climax; and tell how the story ends.

**The Critical Analysis:** (see Novel Analysis below)

**Conclusion:**
Write the conclusion in one paragraph. Answer the following questions in your final paragraph.
- What did you like/dislike about the book?
- Would you recommend the book?

Course Texts and Materials:
Students are expected to read at least one book during three to four weeks periods. Depending on the curricular demands, at least two novels (or other genres) should be read in the literary circle format each semester. Cycles consisting of literary circles/writing workshops, curricular units including mechanics, and applied learning projects should rotate. Other genres can include non-fiction, short stories, essays, and poetry. Media study can be done in circles or direct instruction depending on purpose will include: film, documentaries, television programs, websites, magazines, newspapers, etc. Students will be expected to make daily entrees into a journal and take copious notes on all genres. Students will use the Novel Analysis below for discussion of each novel in the Literary Circle:
**The Novel Analysis**

- Analyze the Plot (what are the main events or incidents in the story; why did the author choose the events for his story; were these actions real or believable; would you have done the same thing)

- Analyze the Setting (where the story takes place; what does the setting have to do with the story; how does it enhance the plot)

- Analyze the Main Characters (who are the main people or things that are central to the main action; why do they do what they do; what are their reasons; who is the protagonist/antagonist; why does he have certain characters fail and others succeed)

- Analyze the Author’s Point of View (what is the author’s reasoning behind the plot; what is his/her purpose for the actions of the characters; why does he write the story this way; how would you have written it)

- Analyze the Theme and Tone (what is the lesson, moral, message or central idea of the plot; what does the author say about mankind and life through the characters and events in the story; what is the main feeling that permeates the story)

- Analyze the Reader’s Personal Lesson (what did you learn or gather from the author’s main message; what is the meaning of that message; is it realistic)

**ENGLISH/LANGUAGE ARTS: OVERVIEW**

**GRADE SIX**

**ENGLISH LANGUAGE ARTS**

**Brief Course Description**

This course includes language arts, literature, and grammar. This course will focus on: vocabulary development, reading comprehension, reading analysis, writing strategies and applications, writing conventions, listening skills, and speaking skills. This course requires students to read aloud in class, working to improve all students’ pacing, intonation, and expression. Students will analyze, identify, define, explain, and critique through active engagement with the text. Students will examine characters and themes to achieve more in depth understanding and make important literary Council in the texts used. Students will do an extensive amount of writing in class via journals, essays, creative assignments, and speeches.

**English Six**

Textbooks:

- The Language of Literature – McDougal Littell
- Language Network – McDougal Littell

**Supplemental Reading**

- Tales of Ancient Egypt – Green
Aesop’s Fables          Aesop
Mythology
1001 Nights (Arabian Nights)
The Odyssey           Homer

Selected Novels for Literary Circles
Fairy Tales from Around the World
Mufaro’s Beautiful Daughter: An African Tale  Steptoe
Cendrillon: A Caribbean Cinderella           San Souci
Yeh Shen: A Cinderella Story from China      Louie
Under the Royal Palms: A Childhood in Cuba  Ada
Motherland: A Novel                          Vijayaraghavan
The Wee Free Men                             Pratchett
Mud City                                     Ellis

Videos
KiriKou,
Anansi the Spider
Mulan

Instructional Strategies
1. Lectures/Warm-up exercises
2. Reading
3. Writing and research Papers
4. Vocabulary study
5. Applied Learning Project
6. Literary Circle

Assessment Methods
Quizzes
Chapter tests
Presentation
Portfolios

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(See History-Social Studies outline for summaries of the ALP)
ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

UVMS ’s English-Language Arts content standards adhere to the standards as set by the California Department of Education.

READING
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

2.0 Reading Comprehension
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in recommended readings in literature, sixth–eighth grade illustrate the quality and complexity of the materials to be read by students. In addition, by eighth grade, students read one million words on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

3.0 Literary Response and Analysis
Students read and respond to historically or culturally significant works of literature that reflect and enhance studies of history and social science. They clarify the ideas and connect them to other literary works. The selected recommended readings in literature, sixth-eighth grade illustrate the quality and complexity of materials to be read by students.

WRITING
1.0 Writing Strategies
Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students’ progress through stages of the writing process as needed.

2.0 Writing Applications
Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Students writing demonstrate a command of standard American English and the research, organizational, and drafting strategies (i.e. formal introductions, supporting evidence, and conclusions) needed to write clear, coherent, and focused essays.

LISTENING AND SPEAKING
1.0 Listening and Speaking Strategies
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Comprehension is determined by ability of student to relate the speaker’s verbal communication to the non-verbal message (e.g. word choice, tone, posture, and gesture). Students also will analyze and evaluate oral and media communications use of rhetorical devices for intent and effect and identify persuasive and propaganda techniques.

2.0 Speaking Applications (Genres and Their Application)
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g. narration, exposition, persuasion, description) and modern spoken word idioms (e.g. hip-hop, and ‘free flow rap’). Student speaking demonstrates a command of standard North American English and the organizational and delivery strategies presented in Listening and Speaking Standard 1.0. Therefore, students will deliver narrative and informative presentations that establish context, plot, point of view, and poses relevant questions that can be completely and thoroughly answered.

GRADE SEVEN

ENGLISH-LANGUAGE ARTS

Brief Course Description

Seventh grade English makes the transition from “learning to read” to “reading to learn.” Less emphasis will be placed on reading aloud and more emphasis on sophisticated literary analysis. For example, students will interpret the intentions of authors, write reports using a formal research process, use persuasive evidence in oral presentations, and analyze fictional characters based on their thoughts, words, and actions. This course requires extensive writing in journals, essays, creative assignments, and speeches.

English Seven

Textbooks:
The Language of Literature – McDougal Littell
Language Network – McDougal Littell

Supplemental Readings
Romeo and Juliet Shakespeare
Siddhartha Hesse
Adventures of Marco Polo Freedman
The Alchemist Coehlo
The Samarai’s Tale Haugaard

Selected Readings for Literary Circles
The Count of Monte Cristo Dumas
Stravanganza: City of Masks Hoffman
Duchessina:… Catherine de Medici Meyer
Leonardo da Vinci

Instructional Strategies
1. Lectures/Warm-up exercises
2. Reading
3. Writing and research Papers
4. Vocabulary study
5. Applied Learning Project
6. Literary Circle
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ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

READING
1.0 Word Analysis, Fluency, and Systematic Vocabulary
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words
2.0 Reading Comprehension
Students read and understand grade-level appropriated material. They describe and connect the essential ideas, arguments, and perspective of the text by using their knowledge of text structure, organization, and purpose. By the end of grade seven students read one million words annually on their own, including a good representation of grade-level appropriate narrative and expository text (e.g., historical and contemporary literature, magazines, newspapers, online information).
3.0 Literary Response and Analysis
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and socials science. They clarify the ideas and connect them to other literary works.

WRITING
1.0 Writing Strategies
Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and collusions. Students progress through the stages of the writing process as needed.
2.0 Writing Applications (Genres and Their Characteristics)
Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard U.S. American English and the research, organizational, and drafting strategies.
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS
The standards for written and oral language conventions have been placed between those for writing, listening, and speaking because these conventions are essential to both sets of skills.
1.0 Students write and speak with a command of Standard English conventions appropriate to grade level (i.e. sentence structure, grammar, punctuation, capitalization, and spelling).

LISTENING AND SPEAKING
1.0 Listening and Speaking Strategies
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication by demonstrating comprehension, organization and delivery of oral communication, ability to analyze and evaluate oral and media communications.
2.0 Speaking Applications (Genres and Their Characteristics)
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g. narration, exposition, persuasion, description). Students speaking demonstrate a command of standard U.S. American English and the organizational and delivery strategies to deliver narrative presentations, oral summaries of articles and books, research presentations, and persuasive presentations.

GRADE EIGHT

ENGLISH LANGUAGE ARTS
Brief Course Description
Students will capitalize on those skills that they must master so they will be ready for high school ELA requirements. Students will master grammar and mechanics concepts; vocabulary; spelling; reading skills such as, compare and contrast and fact and opinion; figurative language; interpretation and comprehension; writing essays and stories. Students will be expected to understand, clarify, analyze, and synthesize information on a rigorous level and be expected to write and speak with lucidity.

English Eight
Textbook:
The Language of Literature       McDougal Littell

Supplemental Readings
Growing Up Ethnic in America     Gillan and Gillan
Latin American, Asian American
African American Writers Series   Nextext
Great American Short Stories
The Kids Guide to Social Action   Lewis

Selected Novels for Literary Circles
The House on Mango Street        Cisneros
Diary of Anne Frank              Frank
Lupita Manana                    Patricia Beatty
Year of Impossible Goodbyes      Sook Nyui Choi
Night John
The Skin I’m In
The Education of Little Tree
Warriors Don’t Cry
The Outsiders

Documentaries
The Journey of Sacagawea
Slavery and the Making of America

Film
Lawrence of Arabia
Night John

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ENGLISH LANGUAGE ARTS CONTENT STANDARDS

READING
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

2.0 Reading Comprehension (Focus on Informational Materials)
Students read and understand grade-level appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students read one million words annually on their own, including a good representation of narrative and expository text (e.g. historical and contemporary literature, magazines, newspapers, and online information).

3.0 Literary Response and Analysis
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

WRITING
1.0 Writing Strategies
Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as need using organizational focus, research and technology, evaluation and revision.

2.0 Writing Applications (Genres and Their Characteristics)
Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard U.S. American English and the research, organizational, and drafting strategies to write biographies, autobiographies, short stories, or narrations, responses to literature, research reports, persuasive compositions, documents related to career development(e.g. simple business letters, and job applications), and technical documents.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because those conventions are essential for both sets of skills.
1.0 Written and Oral English Language Conventions
Students write and speak with a command of Standard English conventions appropriate to this grade level using correct sentence structure, grammar, punctuation and capitalization, and spelling.

LISTENING AND SPEAKING
1.0 Listening and Speaking Strategies
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and intentions of the audience. They evaluate the content of oral communication
using comprehension, organization and delivery of oral communication, and media communications (e.g. credibility, hidden agendas, slanted or biased material, and use of visual images).

2.0 Speaking Applications (Genres and Their Characteristics)
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g. narration, exposition, persuasion, description). Student speaking demonstrates a command of standard U.S. American English and the organizational and delivery strategies to deliver narrative presentations, responses to literature, research presentations, persuasive presentations, and recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using modulations, tone, and gestures expressively to enhance meaning.

GRADE SIX

WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATION

Brief Course Description
This course will expand the understanding of history and geography by studying people and events that were and are instrumental in the development of civilization. History 6 will focus on World Cultures and Geography from ancient civilizations through the sixth century. Students will study the people and places that shaped the world we live in today. The following civilizations will be explored: prehistoric societies, Egypt, Kush, Mesopotamia, Hebrews, Greeks, India, China, and Rome. The focus is on critical thinking skills: Students will ask why:

♦ Did civilizations develop?
♦ Were some societies more dominant than others?
♦ Did certain civilizations decline?

In the sixth grade students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

History Six

Textbook:
World Studies: The Ancient World - Prentiss- Hall

Supplemental Readings (Non-Fiction)
Skara Brae Dunrea
Masada Waldman
Riddle of the Rosetta Stone Gilben
**Historical Fiction**
Kampung Boy       Lat
Cleopatra VII     Gregory
Locadio’s Apprentice Yarbro
The Bronze Bow    Speare

**Documentaries**
The Journey of Man
Ancient Civilizations
The Buddha

**Course Goals and Major Student Outcomes**
At the end of this course students will:
· Write clear and well thought essays and written response papers
· Be able to read fluently at grade level
· Be able to understand the world in which we live and how it was shaped

**Course Outline**
1. Reading strategies
2. World Studies (geography, prehistory, birth of civilizations to the 6th century)

**Key Assignments**
· Class work (writing exercise, and handouts)
· Essays
· Book Reports
· Historical Analysis/Evaluations

**Instructional Methods and/or Strategies**
1. Lectures/Warm-up exercises
2. Reading
3. Writing and research Papers
4. Vocabulary study
5. Applied Learning Project
6. Literary Circle

**Assessment Methods and/or Tools:**
Quizzes
Map tests
Chapter tests
Essays
Presentations
Timelines
Portfolios

The following are summaries only of the applied learning projects for the sixth grade:
Applied Learning Project I: The Archeology Project
Students will create a dig site where treasures are buried. Student archeologists will have to discover the artifacts and discuss their findings in a report. All objects must pertain to a specific period in ancient history and resemble the originals in appearance. Students will have field trips to the LA County Museum of Art to look at fossils and artifacts to select their time period and characteristics of their treasures. Students will produce a power point or a live demo of their findings.

Standards for Applied Learning Project I: The Archeology Project – Grade Six
World History and Geography: Ancient Civilizations – California State Standards
Standard 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

Focus on Earth Science – Common Core Standards
Shaping Earth’s Surface (2) Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.
Ecology (Life Sciences) (5) Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.
Investigation and Experimentation (7) Scientific progress is made by asking meaningful questions and conducting careful investigations.

English/Language Arts – California State Standards
Writing Strategies and Application
English Language Arts sub-strand
Organization and Focus
Write simple compositions, such as descriptions and comparison and contrast that have a main idea and some detail.

Applied Learning Project II: Arabian Bazaar
Students will produce an authentic Arabian Bazaar. Students will buy/barter and sell items. They must research the bazaars and write a report on bazaars of different cultures. They must design a currency and learn the system of commerce and the barter system. Students will wear costumes that resemble the culture that they represent. All sales items will be approved by the instructors. The student that sells the most will be awarded a sales certificate.

Standards for: Applied Learning Project II: The Arabian Bazaar Project – Grade Seven
Mathematics – Common Core Standards
Ratios and Proportional Relationships
  • Analyze proportional relationships and use them to solve real world and mathematical problems.
The Number System
  • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
• Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

*English/Language Arts – California State Standards*
Writing Strategies and Application
English Language Arts sub-strand
Organization and Focus, Research and Technology
Use various methods of investigation and research to develop an essay or report that balances information and original ideas.

*World History and Geography: Medieval and Early Modern Times- California State Standards*
Standard 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

**Applied Learning Project III: The Trace Project: Dig Your Roots! – Grade Eight**
Students will do projects based in Early U.S. History from the 1400’s - early 1900’s. Students will research, write, design, produce, and present a concept or event of that time period predominately pertaining to, imperialism; the European Explorers; original peoples; the various tribes; the founding fathers; women’s rights; the institution of slavery; the early colonists’ world view; early U.S. relationships across borders; Triangular Trade; the documents - the Declaration of Independence and the Constitution and the perspective of society-at-large, and global viewpoints. This project may take the form of, but certainly not be limited to, the following: a series of Socratic seminars or debates; a reenactment, a written play, of the lives of prominent slaves and slave owners; or Living Theatre. The students will then research their own family roots and present their Family Tree and History called The Trace Project. Students will trace their ancestry as far back as they can using sources such as, *Ancestry. com* the National Archives in Costa Mesa, relatives and newspapers. Students will present their findings in a power point presentation, an artistic depiction of their family tree such as a scrapbook and a written report of their findings.

**Standards for Project III:The Trace Project – Grade 8**
*United States History and Geography: Growth and Conflict – California State Standards*
Standard 8.7 - Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they face.
Standard 8.8 – Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they face.
Standard 8.9 – Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

*English/Language Arts – Common Core Standards*
Craft and Structure -
(5) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
   (a) Analyze the use of text features (e.g. graphics, headers, captions) in consumer materials.

Integration of Knowledge and Ideas –
(7) Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multi-media) to present a particular topic or idea.

Production and Distribution of Writing -
(6) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge -
(7) Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GRADE SIX

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS
WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
4. Know the significance of Hammurabi's Code.
5. Discuss the main features of Egyptian art and architecture.
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).
3. State the key differences between Athenian, or direct, democracy and representative democracy.

4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.

5. Outline the founding, expansion, and political organization of the Persian Empire.

6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

2. Discuss the significance of the Aryan invasions.

3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.

4. Outline the social structure of the caste system.

5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

6. Describe the growth of the Maurya Empire and the political and moral achievements of the emperor Asoka.

7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.

4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.

6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.

8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.

6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

GRADE SEVEN

WORLD HISTORY AND GEOGRAPHY OF MEDIEVAL TO MODERN CIVILIZATION

Brief Course Description
This course studies the people and places that shaped the world we live in today, focusing on African, and Asian, and European, Aztec, and Mayan civilizations from A.D. 500 to A.D. 1789. Students will examine the social, cultural, and technological changes over generations, studying the interactions between groups and the cross-cultural exchange of ideas and beliefs. Students will explore the following units: the Roman Empire, Islamic civilizations of the Middle ages,
China in the Middle Ages, Medieval Africa, Japan, Europe, Meso-American and Andean civilizations, the Renaissance, Reformation, Scientific Revolution, and the changes of the 16–19th centuries. Students will develop critical thinking skills and analyze the relationships between these civilizations of the past and their connection to our present reality. In the seventh grade students assess the political forces let loose by the Age of Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world.

WORLD HISTORY AND GEOGRAPHY OF MEDIEVAL TO MODERN CIVILIZATION

History Seven

Textbook:
World History: Patterns of Interaction – McDougal Littell

Supplemental Readings
Sundiata Niane
Columbus (biography)
The Moors
King Arthur: Knights of the Round Table
The Three Musketeers Alexander Dumas
The Lives of the Saints

Documentaries
Islam: Empire of Faith
The Silk Road
Into the Silence

Films
Romeo and Juliet
The Last Emperor

Course Goals and Major Student Outcomes
Students will:
· Know how to write clear and well-thought written response papers
· Be able to read fluently at grade level
· Conduct literary and character analysis
· Demonstrate skills such as strong vocabulary, grammar, and mechanics
· Understand the world in which we live and how it was shaped

Students analyze the geographic, economic, religious, and social structures of the civilizations of:
· Islam in the Middle Ages.
· China in the Middle Ages.
· Moors, Berbers, Ghana, Mali, and Songhai in Medieval Africa.
· Medieval Japan.
· Medieval Europe.
· Meso-American and Andean civilizations.

Students analyze:
· The origins, accomplishments, and geographic diffusion of the Renaissance.
· The historical developments of the Reformation.
· The historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
· The political and economic change in the sixteenth – twentieth century (the Age of Exploration, the Enlightenment, the Age of Reason, and the Age of Human Rights)

Course Outline
1. Grammar and Vocabulary
2. World Studies (Geography, Social Studies, and Culture) (Sixth – Nineteenth Centuries)

Key Assignments
· Class work (essays, and written reports)
· Book reports
· Historical analysis/evaluations

Instructional Methods and/or Strategies
1. Lectures/Warm-up exercises
2. Reading
3. Writing and Research Papers
4. Vocabulary study
5. Applied Learning Projects
6. Socratic Seminars

Assessment Methods and/or Tools
Quizzes
Chapter tests
Presentation
Portfolios

The following are summaries only of the applied learning projects for the seventh grade.

Applied Learning Project I: Chinese Kite Project
Students will study the ancient art of flying kites in China. Each student will replicate an ancient kite. Students will produce a paper showing their research that describes the details of the style and type of kite. The kites will be reproduced using materials available that will enable the kite to actually fly. Students will test out their kites on a windy day at the local park. There will be prizes awarded to the best kite-makers.

Applied Learning Project II: Medieval Wedding
Students will perform a Medieval Wedding ceremony. Students will research the elements of the wedding, food, rituals and dance. This will be a project that will involve the entire class. In concert with the ELA department, students will prepare by doing preparation of the Medieval period through research and readings of literature, such as Romeo and Juliet and the Canterbury Tales. Students will select jobs within the project based on their MI and interests. All customs and cultural mores will be adhered to within the realm of the period. Students will stage the grand event with music and fanfare, costumes and the banquet to follow in keeping with the period.

Applied Learning Project III: The Golden Age: The Art and Science Fair
Students will participate in an art/science fair. Students will under the guidance of their teachers compete for awards for their artwork or invention. The final product, if it is an art entry must be the art reproduced on a T-shirt that represents a period in art/history. The final product for the scientific invention must be a live model, live demonstration or power point presentation explaining the invention. The lessons, criteria and rubrics will be designed by the instructors.

GRADE SEVEN

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS
WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
   · Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
   · Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
   · Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
   · Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
   · Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
· Explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims’ daily life.
· Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
· Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
· Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
· Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
· Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
· Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
· Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
· Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.
· Describe the development of the imperial state and the scholar-official class.

4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
· Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
· Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
· Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
· Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
· Describe the importance of written and oral traditions in the transmission of African history and culture.

5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.
· Describe the significance of Japan’s proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
· Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.

· Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.

· Trace the development of distinctive forms of Japanese Buddhism.

· Study the ninth and tenth centuries’ golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu’s Tale of Genji.

· Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

· Study the geography of the Europe and the Eurasian land-mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.

· Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.

· Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

· Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).

· Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).

· Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

· Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

· Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).

· Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
- Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
- Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
- Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
- Describe the artistic and oral traditions and architecture in the three civilizations.
- Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations’ agricultural systems.

8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

- Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
- Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities’ importance in the spread of Renaissance ideas.
- 3. Understand the effects of the reopening of the ancient “Silk Road” between Europe and China, including Marco Polo’s travels and the location of his routes.
- 4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
- 5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).
- Students analyze the historical developments of the Reformation.
- List the causes for the internal turmoil in and weakening of the Catholic Church (e.g., tax policies, selling of indulgences).
- Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
- Explain Protestants’ new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
- Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
- Analyze how the Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
- Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
· Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

· Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
· Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
· Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).
· Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
· Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
· Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map-makers.
· Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
· Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
· Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

GRADE EIGHT

UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

Brief Course Description
Students will study/engage in projects and discussions that broaden their perspectives on the philosophical, social, economical development of U.S. History and Geography from the 16 – 21st century.

UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT
History Eight
Textbook:
American Nation - Prentiss Hall

Supplemental Reading (Non-Fiction)
Olaudah Equiano
Narratives in the Life of a Slave Girl
Harriet Tubman

Historical Fiction
Across Five Aprils           Hunt
Red Badge of Courage        Crane
All Quiet on the Western Front Remarque
Little Women                Alcott

Course Goals and Major Student Outcomes
Students will be able to:

1. Understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
2. Analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
3. Understand the foundation of the American political system and the ways in which citizens participate in it.
4. Analyze the aspirations and ideals of the people of the new nation.
5. Analyze the U.S. foreign policy in the early Republic.
6. Analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.
7. Analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.
8. Analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.
9. Analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
10. Analyze the multiple causes, key events, and complex consequences of the Civil War.
11. Analyze the character and lasting consequences of Reconstruction.
12. Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Course Outline
Students will:

1. Understand the development of American constitutional democracy
2. Understand the U.S. constitution and compare the enumerated and implied powers of the federal government.
3. Understand the foundation of, and citizen participation in, the democratic process
5. Analyze U.S. development and expansion from 1800 – mid-1800s.
6. Analyze abolitionist movement, the causes of the civil war, and the ideals of the Declaration of Independence
7. Analyze the Reconstruction, the Industrial Revolution and their effects on the social, political, and economic conditions of that time.

Key Assignments
· Computer and internet research and homework
· Class work (essays, and written reports)
· Book reports
· Historical analysis/evaluations

Instructional Methods and/or Strategies
1. Lectures/Warm-up exercises
2. Reading
3. Writing and research Papers
4. Applied Learning Project

Assessment Methods and/or Strategies
Quizzes
Chapter tests
Presentation
Portfolios

Applied Learning Project
The following ALP outline is designed for the History-Social Studies department for the first ALP of the school year. All ALP’s are mandatory for students to complete the year in History and Social Studies successfully. All History-Social Studies teachers must partner with an ELA teacher to produce the following ALP’s in Grade Eight.

Thematic Overview - Exploring Cultures
Students will do individual posters on a world culture designed to illuminate those aspects of cultural life.

Applied Learning Project 1: Create a Culture
Students will create a Culture. The main objective is to increase students’ understanding of what makes a culture unique, as well as to help them see and appreciate the similarities and differences that exist among cultures. By designing a fictitious culture and deciding its history, students will learn how cultures develop, change and grow. It will bring a new level of appreciation and respect of others’ cultures and their histories to the students. The project will be divided into four sections:

Making Decisions – brainstorming, research and note-taking skills; (a) design the culture (b) create the history (c) make a cultural timeline. Assignments: Each student will be responsible for keeping a journal with organized notes, completing the group worksheets, and writing reflections for each of the four parts of the project.
Creating the Culture – reading, writing process skills; construct the culture through a series of essays in the categories of Mythology, Religion and Rituals, Language, Shelter, Family Structure, Customs, Food, Art, Clothing, Government; altogether about eighteen categories. Assignment: Each student will write his share of the essays, based on group size. For example, in a group of six students, each one would have to write three essays on three topics.

Project Ideas - model-making, multimedia, design and invention skills; projects could include map-making, clothing design, jewelry-making, music-making, flag design, creating folk tales, choreography and dance, tool making, architecture, transportation, language and writing design, and so on. Assignment: Students will plan oral presentations and work on projects.

ALP Demonstration- presentation and demonstration, technology skills; Open House-Culture Night Plan will be explained by the teacher. Assignment: Students will plan their presentation and demonstration for the event.

Culminating Activities – Students will design and construct a Cultural Museum in which they will place the artifacts from their presentations and demonstrations.

The following are summaries only for the required applied learning projects for the eighth grade:

Applied Learning Project II: The Trace Project: Dig Your Roots! Students will do projects based in Early U.S. History from the 1400’s - early 1900’s. Students will research, write, design, produce, and present a concept or event of that time period predominately pertaining to, imperialism; the European Explorers; original peoples; the various tribes; the founding fathers; women’s rights; the institution of slavery; the early colonists’ world view; early U.S. relationships across borders; Triangular Trade; the documents - the Declaration of Independence and the Constitution and the perspective of society-at-large, and global viewpoints. This project may take the form of, but certainly not be limited to, the following: a series of Socratic seminars or debates; a reenactment, a written play, of the lives of prominent slaves and slave owners; or Living Theatre. The students will then research their own family roots and present a paper, power point or scrapbook on their Family Tree and History called The Trace Project.

Applied Learning Project III: The Big Business Project This project will have students read articles and bios that encompass the concepts of economics and early American business and industry, trade and commerce, Wall Street and Madison Avenue. Students will produce their own basic business plan and design a business that produces a product. Students will demonstrate mastery of the concepts by presenting a power point on their plan. The instructors will determine the requirements, the logistics, the parameters and the purpose of the project.
GRADE EIGHT

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS
UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").

3. Analyze how the American Revolution affected other nations, especially France.

4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.

3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.

5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.

2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.

3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.

4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).

6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).

3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.

6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.
8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).

4. Examine the importance of the great rivers and the struggle over water rights.

5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

2. Discuss the abolition of slavery in early state constitutions.

3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).

6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.

4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.

5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.

3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

8. Identify the characteristics and impact of Grangerism and Populism.

9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

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GRADE SIX

Mathematics
Brief Course Description
By the end of grade six, students will have mastered the four arithmetic operations with whole numbers, positive fractions, decimals, and positive & negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about pi and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Textbook:
Mathematics Concepts and Skills (1) – McDougal Littel

Course Goals and Major Student Outcomes
Students will:
· Solve problems involving fractions, ratios, proportions, and percentages
· Calculate and solve problems involving addition, subtraction, multiplication of fractions and integers
· Write and solve verbal expressions and sentences as algebraic equations
· Deepen their understanding and use of the measurement of plane and solid shapes to solve problems
· Identify and describe the properties of two-dimensional figures
· Compute and analyze statistical measurements for data sets and use these to make predictions about events
· Use strategies, skills, and concepts in finding solutions

Key Assignments

Instructional Methods and/or Strategies
Teaching for mastery
Small group work
Manipulative activities
Lecture
Projector activities
Computer activities
Guided Discovery

<table>
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<tr>
<th>APPLIED LEARNING PROJECT</th>
<th>Project 1</th>
<th>Project 2</th>
<th>Project 3</th>
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</thead>
<tbody>
<tr>
<td>MATH SCIENCE ART HISTORY</td>
<td>Construct a free standing Building.</td>
<td>Design living space for a home.</td>
<td>Design living space for neighborhood, or city.</td>
</tr>
</tbody>
</table>

Assessment Methods and/or Tools
1. Daily Warm-up exercises
2. Quizzes
3. Chapter Tests

4. Applied Learning Project
5. Mid-Term Test
6. Final Exam

All applied learning project descriptions, objectives, and lessons for math and science will be developed in Common Planning Time with all instructors who are involved in each project.

GRADE SIX
MATHEMATICS CONTENT STANDARDS

NUMBER SENSE

1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division.

ALGEBRA AND FUNCTIONS

1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results.
2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions.
3.0 Students investigate geometric patterns and describe them algebraically.

MEASUREMENT AND GEOMETRY

1.0 Students increase their understanding of the measurement of plane and solid shapes and use this understanding to solve problems.
2.0 Students identify and describe the properties of two-dimensional figures.

STATISTICS, DATA ANALYSIS, AND PROBABILITY

1.0 Students compute and analyze statistical measurements for data sets.
2.0 Students use data samples of a population and describe the characteristics and limitations of the samples.
3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events.

MATHEMATICAL REASONING

1.0 Students make decisions about how to approach problems (e.g. identify relationships, distinguish relevant from irrelevant information, formulas to use, and determine how to simplify problem).
2.0 Students use strategies, skills, and concepts in finding solutions.
3.0 Students move beyond a particular problem by generalizing to other situations.

GRADE SEVEN
Mathematics

Brief Course Description
By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Right Triangle Theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ration and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Textbook:
Mathematics Concepts and Skills (2) – McDougal Littel
Course Goals and Major Student Outcomes
Students will:

· Know the properties of, and compute with, rational numbers expressed in a variety of forms
· Use exponents, powers, and roots and use exponents in working with fractions
· Express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs
· Graph and interpret linear and nonlinear functions
· Compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects
· Understand the theorem of right triangle apply that understanding to constructing plane and solid geometric shapes
· Collect, organize, and represent data sets that have one or more variables within a data set by hand and through the use of an electronic spreadsheet software program
· Will use strategies, skills, and concepts in finding solutions

Instructional Methods and/or Strategies
Teaching for mastery
Small group work
Manipulative activities
Lecture
Projector activities
Computer activities
Guided Discovery

Assessment Methods and/or Tools
1. Daily Warm-up exercises
2. Quizzes
3. Chapter Tests
4. Applied Learning Projects
5. Mid-Term Test
6. Final Exam

<table>
<thead>
<tr>
<th>APPLIED LEARNING PROJECT</th>
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<tr>
<td>SCIENCE MATH HISTORY</td>
<td>Research and design at least five raised beds for a vegetable garden.</td>
<td>Design adjacent area to vegetable garden for some type of wildlife habitat</td>
</tr>
</tbody>
</table>

GRADE: SEVEN
MATHEMATICS CONTENT STANDARDS
NUMBER SENSE
1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms.
2.0 Students use exponents, powers, and roots and use exponents in working with fractions.

ALGEBRA AND FUNCTIONS
1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphics.
2.0 Students interpret and evaluate expressions involving integer powers and simple roots.
3.0 Students graph and interpret linear and some nonlinear functions.
4.0 Students solve simple linear equations and inequalities over the rational numbers.

MEASUREMENT AND GEOMETRY
1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.
2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale.
3.0 Students know the Right Triangle Theorem and deepen their understanding of planes and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures.

STATISTICS, DATA ANALYSIS, AND PROBABILITY
1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of a computer spreadsheet software program.

MATHEMATICAL REASONING
1.0 Students make decisions about how to approach problems.
2.0 Students use strategies, skills, and concepts in finding solutions.

GRADE EIGHT

Algebra I

Brief Course Description
Algebra I consists of symbolic reasoning and calculations with symbols. By studying this subject, the students will be able to develop an understanding of the symbolic language of mathematics. In Algebra I, students will also learn how to analytically apply concepts to
computational and word problems given throughout this school year. This class is mainly structured to promote multiple ways of solving simple and complex problems.

**Textbook:**
*Algebra I: Concepts and Skills* McDougal Littell

**Supplemental Materials:**
Graphing calculators and manipulatives
*Lifestyle Math – Academic Innovations*

**Course Goals and Major Student Outcomes**
1. Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and rising to a fractional power. They understand and use the rules of exponents.
2. Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
3. Students graph a linear equation and compute the x- and y-intercepts. They are also able to sketch a region defined by a linear inequality.
4. Students understand the concepts of parallel lines and perpendicular lines and how the slopes of these lines are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
5. Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.
6. Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
7. Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
8. Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.
9. Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.
10. Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
11. Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
12. Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.
13. Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

**Course Outline**
Algebra students will master four main units throughout the year. Weaved in the units are the topics listed below.
1) Number Properties
   a) Council to Algebra - variables, powers, order or operations, equations, inequalities, tables, graphs, and intro to functions real numbers line, real numbers, matrices, distributive property, probability, and odds
   b) Solving Linear Equations - multi-step equations, variables on both sides, linear equations, decimal equations, formulas and functions, rates, ratios, and percents

2) Graphing
   a) Graphing Linear Equations and Functions Coordinates, scatter plots, intercepts, slope of a line, slope-intercept form
   b) Writing Linear Equations Slope-intercept form, point-slope form, standard form
   c) Solving and Graphing Linear Inequalities - Mutli-step linear inequalities, absolute value equations, stem-and-leaf, mean, median, mode, box-and-whisker

3) Quadratic & Polynomials
   a) Systems of Linear Equations and Inequalities Graphing, substitution, linear combinations
   b) Exponential Functions
   c) Quadratic Equations, Functions, and Polynomials

4) Functions & Rational Expressions
   a) Factoring
   b) Rational Equations and Functions
   c) Radicals and Council to Geometry

Key Assignments
Problem sets
Class work & Homework

Instructional Methods and/or Strategies
- A variety of instructional methods will be employed during this course. Portions of the material will be introduced by lecture (directed lesson) to the entire class, the students will read class textbook and a variety of other material and discuss the topics presented in lecture.
- Teacher will facilitate students working individually or in small groups to solve problems assigned by teacher
- Students will use an investigative approach to solve problems using algebraic equations.
- Students will engage in projects to perform basic algebraic operations, and to use subject matter in solving real-life applications.
- The students will analyze various sets of data provided by computer simulations, actual problem sets, and demonstrations to understand subject matter and its life applications.

Assessment Methods and/or Tools
1. Objective performance assessment tests
2. Midterm exam
3. Unit exams  
4. Daily Quizzes  
5. Applied Learning Projects  
6. Final exams  

### Applied Learning Project

<table>
<thead>
<tr>
<th>MATH</th>
<th>Using linear function determine taxes that must be raised to build highway infrastructure with given material costs, hours to complete, and costs per hour.</th>
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<tbody>
<tr>
<td>SCIENCE</td>
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<tr>
<td>HISTORY</td>
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</table>

The Algebra 1 content standards adhere to the standards as set by the California Department of Education as follows:

**ALGEBRA 1**

Traditionally algebra is considered to be for grades eight through twelve.

Students will be taught the following Standards:

1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable.

2.0 Students understand and use operations such as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

3.0 Students solve equations and inequalities involving absolute values.

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as \(3(2x-5) + (x-2) = 12\).

5.0 Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Students graph a linear equation and compute the x- and y-intercepts (e.g., graph \(2x + 6y = 4\)). They are also able to sketch the region defined by linear inequality (e.g. they sketch the region defined by \(2x + 6y < 4\)).

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.
11.0 Students apply basic factoring techniques to second-and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0 Students solve a quadratic equation by factoring or completing the square.

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

16.0 Students understand the concepts of a relation and a function. Determine whether a given relation defines a function, and give pertinent information about given relations and functions.

17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

19.0 Students know the quadratic formula and are familiar with its proof by completing the square.

20.0 Students use the quadratic functions to find the roots of a second-degree polynomial and to solve quadratic equations.

21.0 Students graph quadratic functions and know that their roots are the x-intercepts.

22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.

23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Students use and know simple aspects of a logical argument

Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements

SCIENCE

Students are required to take three years of science in middle school. Science classes pay special emphasis on the environment to develop students’ understanding of their planetary stewardship role. Students are taught to take responsibility for the care and maintenance of their immediate surroundings, the planet on which they live, and to develop awareness of their interdependence with the environment. Students will be expected to develop through the Stages of Inquiry, the skill set needed to be successful in all science coursework. The Stages of Inquiry in an Inquiry-Based Science Program are: Engage, Explore, Explain, Elaborate and Evaluate (See Appendix VII, for Stages of Inquiry-Based Science Program explanation)
GRADE SIX
Earth Science

Brief Course Description
Students in the sixth grade Earth Science will learn how to “think like a scientist” by solving problems creatively and critically and to achieve an understanding of the Earth, its history, changes, and place in the universe. Also, an important focus of this course will be to gain an appreciation of the delicate balance that exists between the Earth and life on Earth. This appreciation for life will drive students to respect the environment and all living things in it. The main topics of this course will include: meteorology, plate tectonics, geology, and ecology. Students will work individually and cooperatively to understand questions by using scientific methods of problem solving through research, experiments, and activities.

Textbook: Earth Science, Holt, Reinhart
Additional text and other support resources provided by teacher.

Students will study the following:

1.0 Plate tectonics, which accounts for important features of Earth’s surface and major geologic events.
2.0 Topography or the reshaping of the Earth’s surface by the weathering of rock and soil and by transportation and deposition of sediment.
3.0 Thermal energy-how heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.
4.0 The manner by which the many phenomena on Earth’s surface are affected by the transfer of energy through radiation and convection currents.
5.0 Ecology-the manner by which organisms in ecosystems exchange energy and nutrients among themselves and with the environment.
6.0 The resources of the Earth as sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.
7.0 Investigation and Experimentation-the scientific progress made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Instructional Methods and/or Strategies
Teaching for mastery
Small group work
Manipulative activities
Lecture
Projector activities
Computer activities
Guided Discovery

112
Assessment Methods and/or Tools
1. Daily Warm-up exercises
2. Quizzes
3. Chapter Tests
4. Applied Learning Project
5. Mid-Term Test
6. Final Exam

<table>
<thead>
<tr>
<th>APPLIED LEARNING PROJECT</th>
<th>Project 1</th>
<th>Project 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIENCE HISTORY E/LA</td>
<td>Determine how water affects pinecones</td>
<td>Test the effectiveness of different kinds of water filters on eliminating chlorine from tap water</td>
</tr>
</tbody>
</table>

GRADE: SIX
EARTH SCIENCE CONTENT STANDARDS

FOCUS ON EARTH SCIENCE
Plate Tectonics and Earth's Structure

1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:
   a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
   b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
   c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
   d. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
   e. Students will major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
   f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
   g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.
Shaping Earth's Surface

2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:
   a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.
   b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
   c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
   d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

Heat (Thermal Energy) (Physical Sciences)

3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:
   a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
   b. Students know that when fuel is consumed, most of the energy released becomes heat energy.
   c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
   d. Students know heat energy is also transferred between objects by radiation (radiation can travel through space).

Energy in the Earth System

4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:
   a. Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
   b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.
   c. Students know heat from Earth's interior reaches the surface primarily through convection.
   d. Students know convection currents distribute heat in the atmosphere and oceans.
   e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

Ecology (Life Sciences)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.

b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.

c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

d. Students know different kinds of organisms may play similar ecological roles in similar biomes.

e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.

b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

c. Students know the natural origin of the materials used to make common objects.

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Develop a hypothesis.

b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.

d. Communicate the steps and results from an investigation in written reports and oral presentations.

e. Recognize whether evidence is consistent with a proposed explanation.

f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).

h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).

GRADE SEVEN

LIFE SCIENCE

Brief Course Description
The Life Science course will examine the major principles involving the study of life. Students will study biological principles of cells, genetics, DNA technology, evolution, ecology, microorganisms, plants, invertebrates, vertebrates, and human physiology. An important focus of this course will be for students to gain an appreciation of the delicate balance that exists among and within living organisms. Students will also gain an appreciation for life, respect for our environment, and all living things in it. Some of the topics students will study include: characteristics of living things, classification of life, viruses, monerans, protists, fungi, plants, the animal kingdom, human biology, alcohol, tobacco, drugs, heredity, and adaptation.

Textbook
Life Science. Holt, Reinhart, and Winston
Additional text and support resources will be discussed within the.

Instructional Methods and/or Strategies
Teaching for mastery
Small group work
Manipulative activities
Lecture
Projector activities
Computer activities
Guided Discovery

Assessment Methods and/or Tools
1. Daily Warm-up exercises
2. Quizzes
3. Chapter Tests
4. Mid-Term Test
5. Final Exam
APPLIED LEARNING PROJECT

<table>
<thead>
<tr>
<th>SCIENCE HISTORY ENGLISH MATH</th>
<th>Project 1</th>
<th>Project 2</th>
<th>Project 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore the effect of genders on the Stroop test color recognition response time.</td>
<td>Test which soda drink is most attractive to pests as a natural bait.</td>
<td>Explore which is most influential in attracting bees to a flower: fragrance, color, or flavor.</td>
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</tbody>
</table>

**Life Science Content Standards**

**Cell Biology**

1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:
   a. Students know cells function similarly in all living organisms.
   b. Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
   c. Students know the nucleus is the repository for genetic information in plant and animal cells.
   d. Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
   e. Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
   f. Students know that as multi-cellular organisms develop, their cells differentiate.

**Genetics**

2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:
   a. Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.
   b. Students know sexual reproduction produces offspring that inherit half their genes from each parent.
   c. Students know an inherited trait can be determined by one or more genes.
   d. Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the
gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.

e. Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

Evolution

3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:

1. Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.

2. Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.

3. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.

4. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.

5. Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

Earth and Life History (Earth Sciences)

4. Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept:

a. Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.

b. Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.

c. Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.

d. Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.

e. Students know fossils provide evidence of how life and environmental conditions have changed.

f. Students know how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.

g. Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.
Structure and Function in Living Systems

5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:
   a. Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
   b. Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
   c. Students know how bones and muscles work together to provide a structural framework for movement.
   d. Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.
   e. Students know the function of the umbilicus and placenta during pregnancy.
   f. Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.
   g. Students know how to relate the structures of the eye and ear to their functions.

Physical Principles in Living Systems (Physical Sciences)

6. Physical principles underlie biological structures and functions. As a basis for understanding this concept:
   a. Students know visible light is a small band within a very broad electromagnetic spectrum.
   b. Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
   c. Students know light travels in straight lines if the medium it travels through does not change.
   d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
   e. Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
   f. Students know light can be reflected, refracted, transmitted, and absorbed by matter.
   g. Students know the angle of reflection of a light beam is equal to the angle of incidence.
   h. Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
   i. Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.
j. Students know that contractions of the heart generate blood pressure and that heart valves prevent back flow of blood in the circulatory system.

INVESTIGATION AND EXPERIMENTATION

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
   b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
   c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
   d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth’s plates and cell structure).

Communicate the steps and results from an investigation in written reports and oral presentations

GRADE EIGHT

PHYSICAL SCIENCE

Brief Course Description
This course in Physical Science will study motion, forces, and the structure of matter by using mathematical approach similar to the procedures used in high school. Students will examine the major principles involved in the study of science that deals with physics, chemistry, and astronomy. Twenty percent of the course will involve hands-on laboratory exercises. The primary objective is to prepare each student for the rigor of high school science. Current technology will be incorporated into the lecture and laboratory assignments. Each student will acquire scientific research and writing skills. Physical Science students will study the following:

Textbook:
Physical Science. Holt, Reinhart, and Winston

Instructional Methods and/or Strategies
Teaching for mastery
Small group work
Manipulative activities
Lecture
Projector activities
Computer activities
Guided Discovery

**Assessment Methods and/or Tools**
1. Daily Warm-up exercises
2. Quizzes
3. Chapter Tests
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<tbody>
<tr>
<td>MATH SCIENCE ENGLISH</td>
<td>Demonstrate how inertia affects the motion of an egg.</td>
<td>Determine the battery life of four different brands.</td>
<td>Determine whether a thin wire or thick wire more effectively energizes a light bulb that is connected to a battery.</td>
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</tbody>
</table>

Physical Science Content Standards:

**Motion**

1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept:
   a. Students know position is defined in relation to some choice of a standard reference point and a set of reference directions.
   b. Students know that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
   c. Students know how to solve problems involving distance, time, and average speed.
   d. Students know the velocity of an object must be described by specifying both the direction and the speed of the object.
   e. Students know changes in velocity may be due to changes in speed, direction, or both.
   f. Students know how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

**Forces**

2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept:
   a. Students know a force has both direction and magnitude.
b. Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.

c. Students know when the forces on an object are balanced, the motion of the object does not change.

d. Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.

e. Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).

f. Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.

g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

**Structure of Matter**

3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:

a. Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.

b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.

c. Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.

d. Students know the states of matter (solid, liquid, gas) depend on molecular motion.

e. Students know that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.

f. Students know how to use the periodic table to identify elements in simple compounds.

**Earth in the Solar System (Earth Sciences)**

4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:

a. Students know galaxies are clusters of billions of stars and may have different shapes.

b. Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.
c. Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.

d. Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.

e. Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

Reactions

5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:

   a. Students know reactant atoms and molecules interact to form products with different chemical properties.

   b. Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.

   c. Students know chemical reactions usually liberate heat or absorb heat.

   d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.

   e. Students know how to determine whether a solution is acidic, basic, or neutral.

Chemistry of Living Systems (Life Sciences)

6. Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:

   a. Students know that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.

   b. Students know that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.

   c. Students know that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.

Periodic Table

7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:

   a. Students know how to identify regions corresponding to metals, nonmetals, and inert gases.

   b. Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.

   c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.
Density and Buoyancy

8. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:
   a. Students know density is mass per unit volume.
   b. Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
   c. Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.
   d. Students know how to predict whether an object will float or sink.

INVESTIGATION AND EXPERIMENTATION

9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Plan and conduct a scientific investigation to test a hypothesis.
   b. Evaluate the accuracy and reproducibility of data.
   c. Distinguish between variable and controlled parameters in a test.
   d. Recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this principle in interpreting graphs constructed from data.
   e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
   f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure × area, volume = area × height).
   g. Distinguish between linear and nonlinear relationships on a graph of data.

PHYSICAL EDUCATION

Beginning and Intermediate Physical Education
In grades 6-8, students are required to take three years of physical education. Sixth and seventh grade students will take Beginning Physical Education and eighth grade students take Intermediate Physical Education.
**Brief Course Description**
During the Fall Semester students will be taught the fundamentals physical conditioning, flag football, soccer, and basketball. The Spring Semester will include softball, volleyball, recreational sports, (i.e. tennis, golf, etc.), team sport stations, and championship playoffs. Students will be taught a four-step lesson plan which includes: introduction/warm-up, daily fitness, lesson focus, and organized game/activity.

**Course Goals and Major Student Outcomes**
Students demonstrate knowledge of and competency in
- Motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- Achieving a level of physical fitness for health and performance, fitness concepts, principles, and strategies.
- Psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

**Course Outline**
Students will:
1. Be exposed to the fundamentals of each unit
2. Recognize the importance of nutrition
3. Demonstrate self discipline and initiative by participation
4. Be introduced to the basic tools for having an a healthy active lifestyle

**Key Assignments**
Students will:
- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning physical activities.
- Participate regularly in physical activities
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Demonstrate an understanding of the interrelationship between history, culture, games, sports, and play.

**Instructional Methods and/or Strategies**
1. 10 Minute dress period
2. Warm-up
3. Fitness exercises
4. Lesson Focus
5. Game and Activities

**Assessment Method and/or Tools**
Daily Attendance
Dress Code enforcement
Daily Participation
Self-discipline/initiative
Proper work habits and cooperation
Proper hygiene
Respect for self and others
Assignments completed and turned in on time

PHYSICAL EDUCATION STANDARDS

Beginning Physical Education
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.
1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
1.7 Analyze and evaluate feedback from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
1.12 Evaluate independent learning of movement skills.

INTERMEDIATE PHYSICAL EDUCATION
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Participate in moderate to vigorous physical activity at least four days each week.
2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
2.4 Use physical fitness test results to set and adjust goals to improve fitness.
2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
2.6 Identify the physical fitness requirements of an occupation.
2.7 Develop and implement a one-month personal physical fitness plan.
2.8 Analyze consumer physical fitness products and programs.
2.9 Explain the inherent risks associated with physical activity in extreme environments.
2.10 Identify and list available fitness resources in the community.
2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility
3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
3.2 Act independently of negative peer pressure during physical activity.
3.3 Identify and evaluate personal psychological responses to physical activity.
3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one’s best in physical activities.
3.5 Develop personal goals to improve one’s performance in physical activities.

Social Interaction
3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
3.8 Recognize the value of physical activity in understanding multiculturalism.

VISUAL AND PERFORMING ARTS

VISUAL ARTS
Beginning and Advanced
Grade Levels: 6-8

Course Description
This course is an introduction to visual art. Students who have taken art previously as well as students who have never had an art class will learn about creativity, imagination, studio behavior, the elements of art and the principles of drawing, painting, and design. This course will be an introduction to how art fosters creative ideas and culture, world perspectives, and visual arts. Students will learn how art influences social issues/growth and change. This course will teach the elements of design: line, shape, color, value, texture, form, depth & space. Students will learn to do independent and group projects that emphasize color, composition, painting, collage and a variety of materials. Art from other cultures, art history and the work of well-known world artists will be studied focusing on contributions of African, African-American, Mexican, Mexican-American and South-American Art. Students will learn to share ideas, work together and perceive themselves as integral parts of the world community.

Textbook:
*Art School: Draw and Paint.*

Texts & Supplemental Instructional Materials
1. Accent on Achievement Book 2

Supplemental Instructional Materials:
Canvas, oil paints, art pencils, sketch books.
Art videos and books

**Course Goals and/or Major Student Outcomes**

The student will:
1. Perceive and respond to works of art, objects in nature, events, and the environment and in works of art, including their own.
2. Analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.
3. Apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.
4. Discuss and write about complexities of choice in personal use of media, the elements of art
5. Select three works from portfolio and write about each in terms of elements of art, principles of design, and medium.
6. Discuss and write about other Artist’s works and their use of media, the elements of art and the principles of design.
7. Compare and contrast art from the last 10 years to a major work from 100 years ago or longer, using the elements of art, principles of design and choice of medium as a basis of discussion.
8. Experience the use of elements of art, principles of design, and combinations of both, in style of another artist while still maintaining personal originality and integrity.
9. Create art pieces utilizing specific elements of art, principles of design, or combinations of both in the style of another artist.
10. Make informed decisions regarding media choice, elements of art, principles of design and use these to create diverse work from the same item.
11. Use any media render one item three separate times, each in a different media, using the medium to portray the essence of the item.
12. Make and use advertising to illustrate a social issue using the elements and principles wisely.
13. Research a social issue and make a poster advertising a message, a visual and a place to call for help.
14. Discuss the history of posters and artists such as Toulouse Le Trec.
15. Use the computer as an aide for linoleum block printing. Carve linoleum and make qualities of prints.
16. Use a digital photograph, posterize on computer and transfer image to linoleum block for printing.
17. Relate key points of artist’s lives and works, and show research on a modern artist (from Impressionism forward).
18. Write a paper and design an art cube with renderings of art pieces from artist, and present to class.
19. Place cubes in a timeline know the difference between African, Oceanic, and North American cultures as pertains to artwork. Make a mask in the style of African art and discuss its importance to modern art.
20. See examples of ancient African art in museum setting that have survived over the ages.
21. Explore African art books and create a mask out of Paris craft in the style of African art and discuss impact on modern art, especially as it relates to artists such as Picasso.

Course Outline
Activities/Assignments
1. Introduction to art/classroom behavior:
2. Introduction to Media
3. Creative Expression
4. Principles of Design
5. Cultural Contexts
6. Art History
7. Movements
8. Other forms of modern art movements
9. Critical processes
10. Career Opportunities – Guest speakers

Key Assignments
Still life drawing
Human form drawing
Original oil painting

Instructional Methods and/or Strategies
Information is presented in lectures, video, readings, and guest speakers. Concepts are developed through individual and group projects, group discussion and work, library and internet research, and fieldwork.
Assessment Methods and/or Tools
1. Classroom participation
2. Written and project based tests
3. Critiqued by instructor
4. Writing reflection and self evaluation
5. Portfolio
6. Assessment Rubrics for individual projects

Visual Arts Grade Six

1.0 ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Visual Arts Knowledge and Vocabulary
1.1 Identify and describe all the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).
1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
1.3 Describe how artists can show the same theme by using different media and styles.

Analyze Art Elements and Principles of Design
1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).

2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools
2.1 Use various observational drawing skills to depict a variety of subject matter.
2.2 Apply the rules of two-point perspective in creating a thematic work of art.
2.3 Create a drawing, using varying tints, shades, and intensities.

Communication and Expression Through Original Works of Art
2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.

2.5 Select specific media and processes to express moods, feelings, themes, or ideas.

2.6 Use technology to create original works of art.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).

3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.

Diversity of the Visual Arts

3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Construct and describe plausible interpretations of what they perceive in works of art.

4.2 Identify and describe ways in which their culture is being reflected in current works of art.

Make Informed Judgments

4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.

4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Research how art was used in theatrical productions in the past and in the present.

5.2 Research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations.

5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

Visual Literacy

5.4 Describe tactics employed in advertising to sway the viewer’s thinking and provide examples.

Careers and Career-Related Skills

5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.

Visual Arts Grade Seven

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.

1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.

Analyze Art Elements and Principles of Design
1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).

1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Develop increasing skill in the use of at least three different media.

2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.

2.3 Develop skill in using mixed media while guided by a selected principle of design.

2.4 Develop skill in mixing paints and showing color relationships.

Communication and Expression Through Original Works of Art

2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.

2.6 Create an original work of art, using film, photography, computer graphics, or video.

2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Research and describe how art reflects cultural values in various traditions throughout the world.

Diversity of the Visual Arts

3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.
4.0  AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1  Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.

4.2  Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

Make Informed Judgments

4.3  Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.

4.4  Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.

4.5  Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

5.0  CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1  Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.

5.2  Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.

Visual Literacy

5.3  Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.

Careers and Career-Related Skills

5.4  Identify professions in or related to the visual arts and some of the specific skills needed for those professions.
Visual Arts Grade Eight

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Use artistic terms when describing the intent and content of works of art.

Analyze Art Elements and Principles of Design

1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.

1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).

2.2 Design and create maquettes for three-dimensional sculptures.

Communication and Expression Through Original Works of Art

2.3 Create an original work of art, using film, photography, computer graphics, or video.

2.4 Design and create an expressive figurative sculpture.

2.5 Select a medium to use to communicate a theme in a series of works of art.

2.6 Design and create both additive and subtractive sculptures.

2.7 Design a work of public art appropriate to and reflecting a location.

3.0 HISTORICAL AND CULTURAL CONTEXT
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.

3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.

Diversity of the Visual Arts

3.3 Identify major works of art created by women and describe the impact of those works on society at that time.

3.4 Discuss the contributions of various immigrant cultures to the art of a particular society.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Define their own points of view and investigate the effects of their interpretation of art from cultures other than their own.

4.2 Develop a theory about the artist’s intent in a series of works of art, using reasoned statements to support personal opinions.

4.3 Construct an interpretation of a work of art based on the form and content of the work.

Make Informed Judgments

4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.

4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.

4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.

5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.

Visual Literacy

5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.

Careers and Career-Related Skills

5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.

MUSIC
Music Performance: Beginning and Advanced

Brief Course Description
This course provides opportunities for the students to develop their musical skill and appreciation by learning to play a woodwind, brass or percussion instrument. Students will perform a varied repertoire of music representing diverse genres, styles and cultures. Emphasis will be placed on basic tone production and rhythmic precision, interpretation of musical symbols, care of an instrument, and recognizing the role of music in various cultures around the world.

Course Goals and/or Major Student Outcomes
1. Students apply instrumental skills in performing a varied repertoire of music.
2. Students read, notate, listen to, analyze and describe music and aural information, using the terminology of music.
3. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
4. Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, time management, that contribute to life long career skills. They also learn about careers in music.
5. Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
6. Recognize different forms of music.
7. Research musical careers in radio, television, and advertising.
8. Perform music from various cultures and time periods.

Course Outline
1. Reading Basics
2. Notation Basics
3. Listening and Interpretation
4. Performance Skills

Key Assignments
1. Note recognition expansion - Learn to read notes on the entirety of the instrument.
2. Scales - Learn up to 8 major scales: F, Bb, Eb, Ab, G, D, A, E.
3. Pep Music - Perform at pep rallies, assemblies, school concerts

Instructional Methods and/or Strategies
1. Lecture
2. Group practice and rehearsal
3. Independent practice
4. Listening through CD’s, videos and live concerts.

Assessment Methods and/or Tools
1. Pre-assessment
2. Playing tests as progress monitoring
3. Written tests
4. Concert performances participation as summative evaluation

MUSIC CONTENT STANDARDS – Beginning and Advanced

1.0 Artistic Perception – Processing, and Responding to Sensory Information through the Language and Skills Unique to Music. Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 Creative Expression – Creative, Performing, and Participating in Music. Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 Historical and Cultural Context – Understanding the Historical Contributions and Cultural Dimensions of Music. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

4.0 Aesthetic Valuing – Responding to, Analyzing, and Making Judgments about Works of Music. Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 Connections, Relations, Applications – Connecting and applying what is learned in Music to Learning in Other Art Forms and Subject Areas and to Careers. Students apply what they learn in music across subject areas. They develop competencies and creative skills in
problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

DANCE
Beginning/Intermediate/Advanced
Brief Course Description
This course provides opportunities for the students to develop their dance skill and appreciation for dance by learning and performing a series of basic movement techniques (i.e. contemporary dance, beginning ballet bar, traditional modern dance warm-up and progression, basic jazz dance techniques, folk dances from around the world. Students will perform a varied repertoire of dances representing diverse genres, styles and cultures.

Course Goals and/or Major Student Outcomes

Students will:
1. Improve ability and understanding of dance vocabulary.
2. Increase the level of technical difficulty of dance demonstrations.
3. Increase their flexibility and technical ability.
4. Perform a variety of dances representing multiple dance genres and cultures.
5. Choreograph original dance routines.
6. Dance in a repertoire of dances representing various genres, styles, and cultures with expression, technical accuracy, by oneself and in ensembles.
7. Perform dances from various cultures and time periods.
8. Identify the sources of dance genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them. Apply what is learned in dance across subjects; using creative skills in working as a team, time management, and communication.
9. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various dance forms. Learn about and research dance careers in theatre, television, movies and advertising. Recognize different forms of dance.

Key Assignments
1. Daily participation
2. Daily proper dress
3. Dance performances for Holiday Concert and Spring Festival, and Gospel concerts.
4. Individual and ensemble dance performance tests
5. Attend a professional dance performance. TBD
6. Watch recorded dance performances in class.
8. Competitive performance - Experience in performing for a panel of judges for a grade.

Instructional Methods and/or Strategies

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1. Lecture
2. Group practice and rehearsal
3. Independent practice
4. Viewing DVD’s, videos and live concerts.

**Assessment Methods and/or Tools**
1. Dance tests as progress monitoring
2. Written tests
3. Dance performances participation as summative evaluation

**Course Outline**
1. Reading Basics
2. Notation Basics
3. Listening and Interpretation
4. Performance Skills

**CONTENT STANDARDS FOR BEGINNING AND ADVANCED DANCE**

1.0 Artistic Perception – Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Dance. Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

2.0 Creative Expression – Creating, Performing and Participating in Dance. Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

3.0 Historical and Cultural Context – Understanding the Historical Contributions and Cultural Dimensions of Dance. Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

4.0 Aesthetic Valuing – Responding to, Analyzing, and Making Judgments About Works of Dance. Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

5.0 Connections, Relationships, Applications – Connecting and applying what is learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers. Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

**THEATRE CONTENT STANDARDS – BEGINNING AND ADVANCED**

**Brief Course Description**
As stated in the Frameworks, middle school students continue to develop skills as they compare and contrast various theatre styles from the past and become more aware of the influence of theatre and the entertainment industry on their lives. Exploration is the key to middle school
theatre. Students will experience many different roles and aspects of the theatrical industry. We will focus on role-play activities to one and two act plays. Students will be able to analyze a character, memorize the part and then act the part under direction. Students will understand basic staging and theatre operations. All students will test for their position based on their MI and assignments will be given based on their applied learning project groupings.

Course Goals
Students will be able to learn valuable information regarding:

- Time Management
- Solve Problems
- Work Collaboratively
- Exhibit Leadership Skills

Major Outcomes
Theatre:
- Unifies groups for projects
- Expresses important knowledge
- Reinforces group values
- Strengthens the individual
- Defines and commemorates events

Key Assignments
- Puppet Show
- Role-plays
- Character Games
- Living Theatre
- One-act plays (written by students)

Instructional Methods
- Memorization
- Scene study
- Reading plays
- Re-enactments
- Writing plays
- Production

Assessments
- Performance
- Portfolio
- Essays

Course Outline
1. Artistic Perception
2. Creative Expression
3. Historical and Cultural Context
4. Aesthetic Valuing
5. Connections, Relationships, Applications

1.0 Artistic Perception – Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Theatre. Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

2.0 Creative Expression – Creating, Performing, and Participating in Theatre. Students apply processes and skills in acting directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

3.0 Historical and Cultural Context – Understanding the Historical Contributions and Cultural Dimensions of Theatre. Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

4.0 Aesthetic Valuing – Responding to, Analyzing, and Critiquing Theatre Experiences. Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

5.0 Connections, Relationships, Applications – Connecting and applying what is learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers. Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers related to the visual arts.

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PROFESSIONAL DEVELOPMENT

UVMS will focus its attention on Professional Development the first Tuesday of each month from 1:45-3:20. UVMS will also hold staff development before school every Thursday from 7:00 am – 7:55 am. Professional Development will be a rigorous, efficient, creative with a cooperative atmosphere to handle all day-to-day matters and school-based matters. At UVMS we are aware of the necessity to maintain a staff of professionals who understand the provisions of the charter and agree to uphold and promote the mission and vision of the CHF schools. Teachers who are on the same page with regard to the mission and vision and who are like-minded in understanding the curriculum will be an asset to the culture and climate at UVMS. Professional Development is required of all staff and will be offered to all stakeholders. Meetings will be scheduled based on the specific needs of staff and administration. From a needs assessed perspective, administrators will determine the schedule for each school year. The majority of meetings will be mandated for staff. However, some meetings will be offered as choice/elective; some will be scheduled as-needed and some meetings will be designed around a specific topic. All stakeholders, especially parents will be the target audience for certain meetings and others will be open to the general community.
All teachers will be classified as Highly Qualified and on a path of lifelong learning. Teachers will be encouraged to participate in continuing education trainings, workshops, and coursework to improve their quality of teaching. Teachers will be treated as professionals and held to the highest standards of the CHF/UVMS charter, the policy of the authorizing authority LAUSD, the State of California Education Code, California Standards for the Teaching Profession - the policy of the Commission on Teacher Credentialing and federal guidelines. Professional developments attended by UVMS instructors outside of those offered at the school site must be approved by the Principal. Teachers will immerse themselves in learning how to teach in an environment that features a curriculum that is

- **Student-centered**
- **Rigorous**
- **Uses the California Content Standards**
- **Cooperative and constructivist**
- **Project-based and brain-based**
- **Culturally-relevant**

UVMS will work to improve student achievement by bringing the best practices of curriculum and instruction to students by teacher training. UVMS will provide opportunities for teachers to participate in applicable workshops, conferences, and courses. Teachers will be treated as professionals in their fields. UVMS will provide a teacher learning resource center complete with a library of curriculum and instruction materials, computers, and classroom materials. This room will be devoted to recreate the standards-based, brain-friendly classroom where teachers can watch other teachers teach lessons featuring Best Practices. These practicum will reveal methods that work for our student populations from below-basic learners to GATE students.

We will begin each school year with a one-week professional development retreat for organizing, planning, and basic training. The staff will attend a variety of informational meetings throughout the school year. Teachers will have common planning time once a week for departmental and interdepartmental collaboration. Regular professional development meetings will feature personnel and school business trainings, school charter-related workshops, curriculum and instruction - departmental and inter-departmental specific. The curriculum and instruction meetings conducted during the school year will cover topics and strategies based on the UVMS constructivist curriculum featuring Best Practices in the areas of California standards-based education, project-based learning, multiple intelligences/brain-based strategies, cooperative learning, CRE strategies, and human development education.

Types of Professional Development/Teacher Training:
- **Conferences**
- **Inquiry and Focus Groups**
- **Analyzing student work (See Appendix VIII, Reviewing Student Work Sample)**
- **Off-site school visits**
- **Peer-coaching and mentoring**
- **Teacher-directed workshops**
- **On-line or video seminars**
- **Portfolios**
- Modeled/demonstrated lessons

UVMS has assembled a team of education community leaders with specific expertise to provide professional development. In accordance with the measurable student outcome goals, professional development will include the following topics (but not limited to):

- Special training by UCLA Center X/School Management Program
- Relationships with other CMO’s and LAUSD schools who want to partner
- BTSA Requirements and Training
- Standards- Based Lesson Planning (See Appendix IX, LAUSD Standards- based Instructional Process Criteria Checklist) (Staff)
- Training in development of individualized, performance-based assessment and data driven instruction (Staff)
- In-service to look at regularly UVMS student demographic with District, state and Federal Accountability statistics focusing on AYP and API (Staff)
- Brain-based Learning featuring Multiple Intelligences using Bloom’s Taxonomy
  - The Science Master, Dr. Kenneth Wesson, Neuroscientist/Educational Consultant, San Jose, California
  - Multiple and Natural Intelligences in Classroom Management–Literacy Dynamics, CT & Assoc
- Applied Learning Projects
  - In-service techniques and logistics, such as co-planning, scheduling, and presentations
- Using Time Wisely during Common Planning: PBL Methodology
- Cultural Proficiency for ELL and SEL Students
  - Dr. Randall Lindsey, Graduate School of Education, Cal Lutheran University
  - Dr. Sikivu Hutchison, author and lecturer, Los Angeles County Office of Human Relations
- Technology and project- based learning in the classroom (E/LA and Tech Support)
- Council – A Strategy for School-wide Positive Behavior Support
  - The Ojai Foundation, Joe Provisor
- Cooperative Education and Differentiation of Instruction
  - In-service that examine methods of individualized instructional strategies in the brain-considerate classroom
  - Curriculum and Instruction - UVMS
- Special Needs: Differentiation of Instruction in the General Ed Classroom
  - CHF staff
• ELL Students and Preparation for the CELDT

Professional development will be differentiated to address the specific needs of the students in the classroom and the whole child. Teachers working with students designated as SPECIAL NEEDS, GATE, ELL/CELDT, and SEL will attend meetings, along with support personnel, specific to these populations. The following special populations will all be addressed in Professional Development sessions. Each group will be addressed separately with regard to its specific requirements and concerns but all will be addressed with regard to commonalities.

The following are descriptions of content for the specific sub-groups for professional development:

Special Needs
In professional developments, teachers of Students with Special Needs based on the dictates of the individual child’s Individual Education Plan (IEP), will learn to optimize learning through awareness of and the incorporation of the following concepts, actions and strategies into their practice:

1. Climate – We want our students to think, so we will make the learning environment and instructional processes SAFE! We will create classroom environments that are safe - one where it is safe to make mistakes and take academic risks.

2. Stress Reduction - Stress is also an enemy of efficient thinking. Teachers will make sure students know how to reduce stress - teach stress reduction and relaxation exercises.

3. Meta Cognition – We will allow students opportunities to examine their own meta-cognitive structures. In other words, we create classrooms where students are allowed to think and explore their own thinking and learning patterns, - how they think and learn best.

4. Environments – Teachers will allow students the opportunity to optimize their learning by creating different learning environments for different types of activities. Learn to use different types of lighting, music, or aromas, or silence to create different or enriched learning environments. They will learn how these environmental elements can aid learning.

5. Chunking Information – Teachers will learn to pace and chunk material so that it fits the cognitive structure of the students; to organize material being presented so that students have opportunities to encode information in different ways and channel it into the long-term memory.

7. Accessing Prior Knowledge – Teachers will make information relevant to the lives of students. Students will learn and retain material, processes, and information that is perceived as useful, relevant, or of personal worth.

8. Right & Left Hemisphere Activities – Teachers will use activities that use both hemispheres of the brain and vary thought processes so that they are using both convergent and divergent thought processes, the rational and linear, combined with intuitive and creative thought processes.

9. Varying Experiences – Teachers will provide experiences that require reflection, experiential learning, and concrete experience and/or application by creating bridges to abstract thought using common experiences, experiential learning, personal reflection, metaphors, similes and
analogies. Students practice techniques where they explain things to others using metaphors, similes and analogies, or where they seek common Council through personal experiences. This helps to facilitate communication skills as well as creating bridges for understanding.

10. Group Work Minimizes Risk - At individual levels, competition frequently kills originality and creativity – teachers will foster risk-taking behaviors when they want students to come up with original answers and products. Make it safe to fail, revise and try again. Please remember that competition at group levels is much less threatening.

11. Down Time – Students will be given appropriate time in which to be creative and reflective. Creative thought cannot be turned on and off like a switch. It requires time to dream about and develop ideas.

12. Movement Makes the Abstract Concrete- teachers will allow students opportunities to physically encode information. This means having students move, talk, walk, handle, sing, rhyme, dance, tap out, write, dramatize and so forth, so that they are creating many different pathways to their memories.

13. Pair Share Pattern Making – Teachers will allow students opportunities to construct and discover patterns, connect the dots, by themselves. Give them opportunities to share discovered patterns with others.

14. Reflection – Teachers will provide an environment where students find it safe enough to make mistakes. Some of life's most valuable lessons come making and attempting to rectify mistakes. Encourage students to reflect on their mistakes and learn from them.

15. Teaching & Learning Styles – Teachers will vary teaching techniques - mixing and combining cognitive, affective and physical activities and learning modalities - (auditory, visual and kinesthetic (haptic, digital, tactile) and multimodal preferences).

16. Memory- Enhancing Activities – Teachers want students to remember something, so they will learn to make it memorable. (music, movement, drama, costumes, hats, art work, mind maps

17. Retention Increases Through Use - Retention is increased when there are opportunities for students to rehearse learned material, through active discussion, and by teaching and/or tutoring others.

Gifted and Talented Education
In order to teach GATE students effectively, it is important to train teachers in the following:

  - Differentiation of Instruction
  - Affective Guidance: Addressing the Social and Emotional Needs of Gifted Learners
  - Increasing Thinking Skills: Bloom’s Revised Taxonomy
  - Learn how the GATE Learner Learns

In his book "Standing and Delivering”, Gradillas, the author describes how Garfield High School’s high poverty - also a key factor in D.C. schools - distorted the effect of the Los Angeles Unified School District's gifted and talented (GT) rules in the 1980s.

"We had a number of what I call NFGT [non-functioning gifted and talented] students," said Gradillas, a former Army ranger. "They had IQs that qualified them for the gifted and talented program but not the grade-point averages. A lot of them were taking Mickey Mouse classes and
were in no way living up to their potentials. A lot of these kids lacked both motivation and study skills."

 Teachers will be in-serviced on the California State Board of Education Recommended Standards for Programs for Gifted and Talented Students (rev 7/05).

**English Language Learners (ELL’s)**

There is urgency for teacher training to solve the problems and deal with the issues – social, political and economic – around ELL’s in our classrooms due to:

- Changing demographics, increased diversity – schools without capacity or conditions to respond
- Long history of differential treatment and inequities – and of schools agent and battleground
- Highly politicized climate around the education of English Learners
- High stakes, high pressure accountability climate relying on frustratingly inadequate data

Powerful solutions are built upon:

- Knowledge of English Learners’ needs, strengths and the barriers they face to equal access and opportunity
- Good data on how they are doing
- Understanding of second language acquisition and the implications for effective instruction and program design
- Clarity on goals
- Strong leadership, infrastructure and conditions for implementation

It is determined that it takes five to seven years to become sufficiently proficient in a well-implemented program to participate equally with native English speakers. So a quality program, curriculum and instruction consists of:

(a) Comprehensive program of English language development
(b) Full access to a Challenging and Relevant Curriculum
(c) High quality instructional materials and resources
(d) Inclusive and Affirming Climate – and empowering pedagogy
(e) Valid, comprehensive and useful assessment
(f) Strong family and community engagement
(g) Supports pathways to meet different needs and typologies of English Learners

Research- yielding data collected for ELL students to gain access to the regular curriculum, professional collaboration and sharing of best practices all contribute to the construction of curriculum for our sub-groups. Even though subject- matter will be taught in English, we will support our ELL’s in the classroom with teacher training in instructional methodologies that work for them and for other special learners. General education teachers will be trained in the use of (1) differentiation of instruction (2) Multiple Intelligences (3) Language Acquisition and Brain-based Learning (4) Culturally-relevant education. Certificated training in the CLAD, BCLAD and LDS will be required for teachers of these students. We will hire teachers who are
bi-lingual whenever possible and encourage staff to take coursework in Spanish. We will provide intervention and tutoring when necessary to increase English language proficiency. We will foster home support and parent involvement by providing a variety of information in the student’s primary language. Translators in the primary language will be provided for community meetings, parent meetings, and parent-teacher conferences, including Open House and Back-to-School nights, as well as other events where the parents may attend.

Standard English Learner’s (SEL’s)
African Americans are the principle ethnic group who are considered Standard English Learners. The groups of Standard English Learners also include: Native Americans, Mexican Americans, and Hawaiian Americans. They currently experience the most educational difficulty in American schools. Factors that Influence Academic Achievement in SELs are:

▶ Language Variation
▶ Status in Society
▶ Educator Attitudes (deficit perspectives)
▶ Cultural Diversity

African Americans and other SELs are perhaps the most overlooked, underserved, mis-educated and discriminated against student population in the history of American Education. In his book, “The Mis-Education of the Negro” Carter G. Woodson wrote (in 1933!),

“In the study of language in school pupils were made to scoff at the Negro dialect as some peculiar possession of the Negro which they should despise rather than directed to study the background of this language as a broken-down African tongue – in short, to understand their own linguistic history.”

Ebonics is defined as the linguistic features of the language that represents the communicative competence of the United States slave descendants of African origin. This language relexifies English vocabulary into African (Niger-Congo) linguistic structure. Teachers’ attitudes directly influence their classroom behavior. This is perhaps the most important truism that teachers must learn and must be the core reason for including Culturally Relevant Education strategies as necessary for the professional development of a UVMS instructor.

“If schools consider someone’s language inadequate, they’ll probably fail”
(Stubbs) 2002

The culture of African American SELs is not viewed as a useful rubric for addressing their language, literacy or learning needs. This passage is taken from the presentations given by the Office of the Academic English Mastery Program, Norma LeMoine, at the 2008 A+Workshop, sponsored by LAUSD.

▶ They have the lowest scores on standardized achievement tests
▶ Their culture is delegitimized in the classroom
▶ Their culture is treated as if it is a corruption of the dominant culture.

Educators often presume that their job is to rid AA of any vestiges of their own culture.
- AA have been told systematically and consistently that they are inferior and incapable of high academic achievement
- AA are often taught by teachers who would rather not teach them and who have low expectations for their success
AA are viewed and acted upon in educational settings from a deficit perspective

“Minority students are disempowered educationally as their identities are devalued in the classroom.”

Paul Cummins (1989)

“Teachers are now being told to ignore the language of black children as unworthy of attention and useless for learning. They are being taught to hear every natural utterance of the child as evidence of his mental inferiority. As linguists we are unanimous in condemning this view as bad observation, bad theory, and bad practice.”

William Labov

Professional Development Criteria
There are interactive teaching modalities that emerge from the principles of a rigorous, standards based constructivist curricula, that features project based learning using brain based and cooperative learning instructional strategies against the backdrop of culturally relevant education. Each teacher will be held accountable (a) to learn and develop as a teacher (b) to become proficient culturally (3) to be adept at delivering the curriculum (4) to become a creative instructional leader and (5) to create a brain-friendly classroom for learning and growing.

Brain-based Learning Professional Development
The Brain-Considerate Classroom Teacher

Students learn according to the way the brain is wired. Students need to be taught, according to their Multiple Intelligences. It is important for the student to be given time to reflect on the learning. Students must be taught to work cooperatively to develop “soft” skills: collaboration, communication, and responsibility. Students must be given the opportunity to criticize, analyze, synthesize and evaluate. Students must develop their creative skills, a high level of thinking. Therefore, we will spend a session working with teachers teaching them to incorporate brain-based strategies (see below) into their lesson planning. We will emphasize the characteristics that a brain-considerate classroom teacher possesses. S/he:

1. Offers personal acknowledgement and public acceptance of each student
2. Offers variety of activities that challenge students creatively such as problem solving, hands-on, experiential, demonstrations, project presentations, group activities and role-play.
3. Offers learning and behavioral expectations; students need opportunities to talk about the learning and thinking; gets students to cooperate, buy-in to learning
4. Connects learning to experiences through thematic units; prior knowledge; real world examples; other courses; current events; relevance
5. Minimizes risk; is non-punitive, non-threatening; lets students know that errors are not personal, permanent indictments; that classrooms should never have victims; does not use sarcasm and “put downs” (a teacher’s disposition can affect a student’s psyche and be a significant “stimulant or depressant” in her/his quest for success); helps the student find the way to learning or stands in the way of learning
6. Gives performance feedback; gives positive reinforcement; supportive responses to the work; knows that students need “downtime” to connect and reflect; schedules breaks to
check on learning (thoughtful consideration of the question is far more insightful and conducive to learning than repetitive or fact answering).

7. Uses humor as an effective way to make students feel safe, accepted and involved
8. Knows that practice makes permanent.

**Brain-Based Strategies**
Teachers will follow a differentiated instruction model based on a standards-based, brain-compatible curriculum. The Content Standards are the guideposts and the basis of what we teach at UVMS and brain-based strategies are the ‘how’ we deliver instruction. Teachers will plan lessons that engage and challenge all students in a highly rigorous atmosphere of exploratory learning. Along with the direct/lecture/discussion method for the verbal/linguistic learners, teachers will use a variety of brain-compatible strategies and activities to teach students of various learning styles in each content area. UVMS will train teachers to brainstorm, plan and write lessons that use the following strategies as they relate to the unit, project and curriculum goals. The Applied Learning Projects and Literary Circles are probably the most underused of the brain-based teaching strategies. The following brain-based strategies will be integrated into the lesson planning and used at UVMS.

**English/Language Arts**
- Literary Circles
- Applied Learning Projects
- Brainstorming
- Note-taking
- Games
- Graphic Organizers
- Metaphors
- Mnemonic Devices
- Reciprocal Teaching
- Storytelling
- Journaling
- Guided Imagery
- Speech and Debate
- Technology

**Mathematics**
- Applied Learning Projects
- Manipulatives
- Models
- Games/Competition

**History/Social Studies**
- Applied Learning Projects
- Study Trips
- Projects
- Models
- Games
- Role Play
- Speech and Debate
- Technology

**Science**
- Applied Learning Projects

Experiments
- Labs
- Technology
- Visuals
- Demonstrations
- Study Trips
- Technology
Project- Based Learning Professional Development

**Teachers Will Be Able To (TWBAT)**

- Teachers will be expected to work together in grade-level teams to plan PBL lessons across the content-areas.
- Teachers will be trained to become facilitators in the applied learning project activities.
- Teachers will be encouraged to work in pairs or triads to develop, plan and execute applied learning projects.
- Teachers will be assessed for their Multiple Intelligence and will in turn learn how to assess their students for theirs and how to use Multiple Intelligences in the classroom for grouping students.
- Teachers involved in Literary Circles will be able to execute them through professional training.
- Teachers will become culturally proficient through training in Culturally Relevant principles.

**Standards- based Lesson Planning/Co-planning Professional Development**

Teachers will be given the opportunity to plan lessons during staff development time. Co-planning is vitally necessary for a project-based curriculum. Teachers will work together in teams and individually to design standards-based lessons through objective development for project-based learning. Using the LAUSD model, the Standards-based Instructional Process Criteria Chart, we will design lesson plans from a backward-planning model.

Standards-Based Lesson Planning is based on general guidelines:

- Plans must be formulated so that they reflect the specific learning intentions of the teacher in regard to the cognitive, affective, or physical growth of students.
- Teachers should be able to relate individual lessons, learning intentions and/or lesson objectives back to the curriculum goals as well as to the standards.
- Plans should be easy to follow and learning objectives should be clearly stated.
- Plans should be easily understood by readers other than the developer.

Teachers and co-planning partners will write plans together as well as individually. The criteria for lesson planning will be based on a backwards-planning model. The assessment will be designed first to provide teachers with the guidance to determine the students learning goals and the objectives. Activities will be designed so that all students, all learners will be able to access the learning through differentiation of instruction based on how they learn best.
**Objective Selection: Lesson Planning Segment**

Teachers will plan their lessons around the following objectives, focusing on the Cognitive, Affective and Physical domains.

- Behavioral
- Non-behavioral
- Holistic

**Behavioral Objectives**

These types of objectives indicate the specific behaviors students must demonstrate to indicate that learning has occurred.

- They are easy to write.
- They are easier to categorize by domain (Cognitive, affective, physical/kinesthetic/tactile).
- They are more easily evaluated. (usually by objective methods.)
- May easily be designated for enrichment or acceleration into categories of:
  1. Must know
  2. Need to know
  3. Nice to know
  4. Or introduced, developed, mastered.

**Non-Behavioral Objectives**

These types of objectives have the following advantages:

- They can be more artistic -- not as rigid.
- They can be more reflective of real life problems.
- Several domains may be combined within one objective.
- The teacher can easily solicit input from students. (Evaluation of these objectives is more subjective, or authentic.)
- When you are integrating material, the non-behavioral format facilitates integration more easily. Therefore, several subject areas or different content may be easily incorporated into one objective.

These types of objectives are more open-ended and allow teachers to create related experiences based on students' interests and motivational levels. While educational objectives are currently written in the most common form as behavioral objectives (those using explicit verbs), at more artistic and sophisticated levels objectives may be written also as problem-solving objectives, or applied learning project objectives.

For example, a plan that has a problem-solving objective would look like this:

1. Statement of the problem.
2. Conditions - include product specifications. These usually refer to how the problem looks or desired standardized components within a final product.
Conditions can be used as portions of the assessment procedure. Some problems may be so open that they don't require conditions.

3. Parameters - are detailed restrictions on solving the problem. These may be either very general or very specific and, again, can be used to help determine assessment.

4. A partial or complete list of process skills and/or subject areas needed to solve problems.

5. A listing aims and goals met by completing the problem. This may be done before the statement of the problem or after the problem statement, or in the context of a grading rubric or checklist.

6. Methods of evaluation and/or evaluation forms.

7. A rationale statement - this should include a brief statement as to why you are having students do the problem. This may include a restatement or be part of the aims and goals statement.

8. Materials' list.

9. A listing of teacher's responsibilities within the problem.

Designing lesson plans that are for applied learning projects is the most artistic form of teaching teachers literally orchestrate lessons by preparing a field, developing an immersion experience or investigation, and then allowing students to actively explore and discover ideas and Council. Learning takes place within the context of students’ investigations, as they engage in activities and conversations, or within the context of their own active experimentation. It is a cause and effect relationship.

- Flexibility, adaptability and preparedness are key to the success of this type of teaching. Teachers add credibility to these types of learning experiences by reflectively or actively evaluating them as formal learning.

- Due to the nature of this form of teaching, learning and actual achievement must be evaluated for achieved objectives after the activity is completed or portions of the activity are completed.

- The teacher has the obligation to the students to inform them of their accomplishments and achievements at the end of each activity or session. This can be done through discussion or through openly charting progress.

- Formal assessment may be achieved through annotated records, checklists, observations, projects, portfolios, or presentations.

**Holistic Objectives**

Teachers can design holistic teaching practices by creating lessons which incorporate learning experiences from all three domains: the cognitive (thinking), the affective (feeling), and the psychomotor or physical (kinesthetic, tactile, and/or physical). This process creates additional neural pathways. This allows learners to more easily remember material and processes. In the past there has been an over-dependence on writing just cognitive objectives. It will be easier to develop holistic objectives in some areas of study over others. For instance, some educators find it hard to form affective objectives in the area of math. While this may be true, it is imperative for educators not to intentionally ignore instances where an array of domains can be included in lessons.
"The most powerful way to develop creativity in your students is to be a role model. Children develop creativity not when you tell them to, but when you show them."

Robert J. Sternberg, How to Develop

Changes to Bloom’s

1956
- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

2001
- Create
- Evaluate
- Analyze
- Apply
- Understand
- Remember

Noun to Verb Form

Note: The cognitive domain was revised in 2001 in a later work spearheaded by one of Bloom's former students, Lorin Anderson, and one of his original partners in defining the cognitive domain, David Krathwohl.

Student Creativity/Thinking Skills for GATE: Looking at Bloom’s Professional Development

The implications and suggestions for best teaching practices and optimal learning:

Learning environments are created which immerse students in a learning experience. Teachers and students build a rainforest in the classroom complete with stuffed animals and cardboard and paper trees that reach to the ceiling. Teachers take students hiking using a compass to explore and identify plants and insects. Middle school teachers take a field trip to a company to have students shadow an employee all day. Teachers of science have students experience weightlessness by scuba diving in a swimming pool.

An effort is made to eliminate fear while maintaining a highly challenging environment. Teachers play music when appropriate to set a relaxed tone in the classroom. Bright lights are dimmed. Guided Imagery (videos of nature or “mind journeys” are used to calm students; peppermint tea is used to stimulate the senses. All students are accepted with their various learning styles, capabilities and disabilities. A relaxed accepting environment pervades the room. Children are stretched to maximize their potential.

The learner consolidates and internalizes information by actively processing it. Information is connected to prior learning. The stage must be set before a unit of study is begun by the teacher. Teachers must allow the students to attach new information to prior knowledge so the new information has something to latch onto. Discussion, presentations, power points, videos should be shown to grab the audio-visual learners; skits, role-playing, scene study and living theatre is a great way to bring E/LA and History alive. Experiments and manipulatives, projects and research bring Math and Science to life.
SPECIAL POPULATIONS

- English Language Learners
- Socioeconomically disadvantaged
- Gifted and Talented
- Students achieving below grade level
- Students with disabilities

UVMS will strive to address the academic needs of all special populations of students including, but not limited to: economically disadvantaged students, single pregnant women, single parents, foster youth, students preparing for non-traditional training and employment as well as students with other barriers to educational achievement such as limited English proficiency. UVMS will target these special populations through specific academic counseling sessions that will be held in the Center for Student Development facilitated by the Principal, the CAO and teachers trained as facilitators for pull-out and push-in sessions and to conduct Student Success Team meetings for the purpose of identifying learning and post-secondary goals. They will be directed to mentoring and peer tutoring programs as well as receive social needs assessments, one-on-one counseling services, and flexibility with scheduling. UVMS will make every effort to ensure students in special populations have access and equity to available social services, Career Technical Education programs, job training programs, college and career counseling. UVMS recognizes the significant challenges faced by students in special populations and will ensure their access to programs that empower them to utilize the educational resources available and receive the support they need.

English Language Learners

“A quality program includes:

- Intentional strategies to create a safe, low anxiety and supportive learning environment for language learning (which may require separate settings and requires instructional strategies that support and scaffold participation)
- Respect for home language and culture
- Attention to issues of motivation and support for learning English
- Includes opportunities for English Learners to interact with Native English speaking peers and adults through structured and supportive social interactions as well as for authentic academic tasks.”

Achieving A+ Summit. Factbook. Office of Research and Evaluation. LAUSD, Board of Ed.

UVMS is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.
On an annual basis (on or about October 1), UVMS shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

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

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

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

English Learners (“EL”) include both Redesignated English Proficient (“REP”) students and Limited English Proficient (“LEP”) students. LEP students demonstrate limited English proficiency and have not been reclassified as REP students. They take English Language Development (“ELD”) courses designed to enhance fluency while they are learning English language skills. REP students have demonstrated proficiency in English Language through a variety of criteria as discussed below and are enrolled in English-only courses.

ELL and LEP students will be directed into ELD READ 180 Stage B program by Scholastic. READ 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Any student whether s/he is a special needs student or an underperforming gifted student can benefit from the guided reading, silent reading and reading assessment associated with READ 180. In addition to Read 180, teachers will learn how to differentiate instruction so that all learning styles are considered in the learning process. Teachers will also lead students in guided sessions of reading and discovery.

Overview

UVMS will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core
content instruction, teacher qualifications and training, recategorization to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. UVMS will implement policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents. The UVMS English Learner program will be research based reasonably designed for effectiveness, and regularly evaluated for effectiveness. UVMS will use Pearson’s Language Central 6-8 as the primary source for English Language Arts.

Home Language Survey

UVMS will administer the home language survey upon a student’s initial enrollment UVMS (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be assessed using the California English Language Development Test (“CELDT”) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. The 30 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. UVMS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

• Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT

• Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

• Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent’s opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

• Comparison of the pupil’s performance in basic skills against an
The empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

UVMS is dedicated to providing EL students with an exceptional education and transitioning them into English proficiency as soon as possible. However, we also recognize the importance of valuing students’ native languages, and will reinforce an appreciation for the cultures, customs, and languages of all students through the school’s core curriculum, enrichment programs, and life-skills curriculum.

UVMS will seek to hire faculty who have received Cross-Cultural Language and Academic Development (‘CLAD’) training and certification or the California Commission on Teacher Credentialing recognized equivalent. As many of our students are English Learners, all faculty will employ scaffolding techniques, performance based instruction, reciprocal teaching, Specifically Designed Academic Instruction in English (‘SDAIE’) teaching techniques, multifaceted approaches to addresses various modalities and learning styles of students with auditory, visual, and kinesthetic learning strengths as well as other innovative practices to ensure that all students are provided with multiple avenues to access the curriculum.

For both REP and LEP students, special programs will be developed to maximize time for students to interact with native English speakers in their classes through language exchanges, culturally directed events and outreach opportunities for EL students. Students who enter UVMS identified as EL will be offered voluntary tutoring after school. Immersion in the classroom is the preferred model for mastering the English language. EL students’ English Language Development progress is monitored by certificated personnel, and qualified staff. Using Read 180 and Prentice Hall curriculum tools for our REP students, our goal is to transition EL students into the general education program prepared for academic success as soon as possible.

UVMS will ensure that teachers are trained in SDAIE techniques, have CLAD certification and are otherwise qualified to teach our EL students. Should a student not be officially identified as EL, but nevertheless struggle with mastery of the English language, s/he will be monitored regularly via various assessment techniques to ensure mastery and retention of the material.

Teachers will be trained at UVMS to utilize best practices for the introduction of the lesson. The lesson will feature brain-friendly SDAIE strategies that help students understand the material. Their learning styles are the basis for co-operative grouping with regard to the method of delivery so that the best product is produced. With regard to the SDAIE strategies, they parallel the concept of differentiation of instruction innately and they are brain-friendly instructional
practices for the most part. Some of the SDAIE instructional strategies that we will expect teachers to implement in delivering the curriculum are:

- **Anticipatory Chart (KWL)** - to test prior knowledge and prediction skills
- **Brainstorming** - to outline or gather creative ideas before writing or doing projects
- **Matrix (GO)** – use a chart for listing items as a tool in critical thinking, such as, characteristics for analysis, comparison and contrast, or cause and effect
- **Co-op Co-op** – the basis for Project Based Learning/Applied Learning Projects
- **Idea Starts** – use of quotes, photographs, an article, a poem, an object, a film or a guest speaker to get students started in a writing assignment
- **Learning Logs** – double-entry journals with quotes, summaries, notes on the left and responses reactions, predictions, questions, or memories on the right

UVMS will translate written materials sent home as needed to ensure that parents/guardians of EL students understand all communications and are involved in all processes related to the English language development of their student.

**Socio-economically Disadvantaged Students**

Competition is the lifeblood of the traditional American education. Whereas, cooperation has been relegated to an innovative strategy. Competition exists among schools that are basically performing at the same levels not across socio-economical boundaries. Rich students do not compete against poor students. As Americans, we know that there is potential in all students, even the poorest ones. Surely there is a great percentage of these students who, if given the chance, would thrive and overcome the obstacles of poverty, if they attended schools in affluent neighborhoods. Very few will have that opportunity therefore, we at UVMS want to offer these students that type of education in their own community. The denial of opportunity to these students has been evident at many school sites across the nation. Efforts of reform are needed and we want to use our culture and climate based philosophy to serve the needs of this sub-group. The barriers to school success that confront so many Black and Hispanic students can be eliminated. Educators at UVMS will be given the professional development and those opportunities to enrich the lives of “hopeless” children.

“The deadliest form of violence is poverty”       Paul Cummins Two America, Two Educations

UVMS will be designated as a Title 1 school with students designated as having a low socio-economic status. UVMS aims to enhance the education of our students with low socio-economic status by lowering class sizes to ensure a quality education for all students. Lower class sizes will increase access to the instructors, curricular material, and enrichment opportunities and will enable students to benefit from more focused attention.

We will offer tutoring programs before and after school funded through Title 1 to address the academic achievement needs of our low socio-economic students. We will make every effort to provide access to social and psychological community resources for students and their families.
to ensure students come to school well prepared to learn and succeed in their academic goals. Family surveys will be conducted to determine areas of greatest need for these students and their families. By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, we will offer channels for students, their parents and family members to gain access to community resources that can assist with their areas of greatest need including: food and shelter, higher education, technical and job skills training, parenting classes, counseling and family support services.

**Gifted and Talented Students**

This student population will be identified by many methods such as CST, Grades, Gifted and Talented Education ("GATE") and recommendation from teachers. We believe that all students are entitled to receive a content rich, academically rigorous educational experience that prepares them for a multitude of post secondary possibilities. We are committed to meeting the needs of our gifted students. Students designated as gifted and talented are enrolled in rigorous honors courses where they are challenged among their peers as a method of differentiated instruction. All teachers of gifted and talented students are required to complete on-going training in their subject area in differentiated instruction.

High achieving students will be instructed through varied and rigorous instructional methodologies including, when appropriate, independent study opportunities, multi-step student-directed projects, creative media format projects, mock situations such as mock-trial and mock-crime scene investigations, deductive and inductive studies, hands-on experimentation, extension assignments designed to engage gifted learners beyond the classroom.

Additionally, classroom teachers will assist in finding opportunities for these students achieving beyond grade level to engage at challenging levels through course placement, peer-tutoring, and internship/community college courses that meet their needs for demanding instruction. Counseling for low-achieving gifted students will also be implemented to encourage maximum engagement and student achievement and satisfaction within UVMS. Low achieving gifted students will be identified through regular progress reports and from teacher observations. Students who are designated gifted and are earning below satisfactory progress reports will be referred for intervention as needed. Enrichment opportunities such as field trips and visits to community and real-world locations to apply learning will also be available for gifted students. Outreach to colleges and universities will provide greater possibilities for all students, including our high achieving students. We believe that successful college and university applicants are exposed to experiences resembling university life and education while in middle school.

Portfolios and exhibitions are particularly useful in assuring that students are accountable for working to potential by customizing expectations to the learner. Students working at different paces will sometimes be paired so that students excelling in a particular subject help students struggling with material more challenging. People can deepen their understanding of teaching through the process of teaching others.
Students Achieving Below Grade Level

A 2007 Walden University study on underachieving at-risk middle school students explored the effects of a specific intervention on underachieving and at-risk middle level students. Interventions included: (a) hands on approach, (b) instruction on multiple intelligences, (c) emphasis on student organizational skills, (d) differentiated instruction, and (e) specific communication techniques. The experimental group consisted of 39 at-risk and underachieving seventh graders and the control group numbered 53 students with varied behavior histories. Using a quasi-experimental design including pretest/post test and control/experimental group comparisons this study measured changes in student academic performance, attendance, behavior, and self-esteem. The researcher employed a paired-samples t test and a t test for independent distributions. Results indicate significant improvement in the areas of academic achievement and behavior. Point bi serial coefficients of association indicate specific improvement for students receiving free and reduced lunch, determining that free lunch status related strongly to errant behaviors prior to treatment but that after treatment, the lunch status was not a significant correlate. The noted improvements may be due to the active and engaging strategies provided by the treatment. Such improvement may help more students find success at the middle level and reduce the number of students who drop out of school before graduation.

Hilyer, Susan Burkeen, Ed.D., Intervention strategies for underachieving and at-risk middle-level students. Walden University, 2007

Underachieving Student:
It is the goal of UVMS to provide a classroom environment that is developmentally appropriate and provides core instruction and interventions that are designed to close the achievement gap. In order to effectively support students who are struggling to meet grade level standards, we will:
1. Promote early identification of low-performing students and students with special needs;
2. Provide research based intervention programs and materials for in-class support, afterschool and summer interventions; and
3. Provide ongoing professional development to strengthen teachers’ skills in assessing and implementing appropriate in-class intervention strategies.

Students who are identified as at-risk or as performing below potential will be evaluated on a case-by-case basis using formative and summative assessment tools. UVMS will use information gathered from all mandated state tests as well as local curriculum-based assessment data and UVMS benchmark assessments administered each quarter as described in Element 2. This information will also be included in each student’s individualized learning plan.

Interventions will be provided in language Arts and mathematics, the two core subject areas that have the greatest impact on API scores.

Intervention Strategies for Academic Deficiencies

In the last few decades, there has arisen a mania for testing which has resulted in becoming the main criteria whether districts are being successful in educating all children; whether schools are holding teachers accountable for teaching to the test in order to raise API and make the numbers in its AYP scores; and whether teachers are utilizing the pacing plans and periodic assessments.
to check the temperature of the child’s aptitude so that their classes are proficient and not below basic.

Because the mission of education to educate the masses is shifting to more specialization and individual development, each child must be taught to develop new skills but to discover their attributes, talents and skills and to master that which the child already naturally possesses. Tests are good to determine where a child is and what skill sets and knowledge that child needs to acquire to enable them to become competent and proficient and able to pass entrance tests to college or the career market. Tests must be given to children early on to determine their natural intelligence in order to determine how that particular child’s brain works. There must also be tests given to help to place students with teachers and in classes that work to not only enhance their natural intelligence but also their emotional intelligence. Teachers must be taught to teach to the brain if we are trying to develop young minds. When a child is not keeping up with the pacing plan, that child should be able to go at his own pace with interventions.

What kinds of interventions work best for the child depends on how that child can best be engaged in the learning process and make those interventions available not only after the child is showing signs of disengagement but also before. There should be preventative measures in place so that the child knows there is built in support if he or she should happen to get a C in Algebra I or when he or she is getting an A in Algebra I and wants to move forward. That is the only type of pacing plan that actually works because in Algebra I students need to master the basic skills first before moving to the abstract. So there must be various types of interventions available so the child can be placed in the group that suits his natural intelligence, so that he gets it! For example, if the child is visual-spatial the tools for that classroom would best enhance that child’s ability to engage in his or her learning style by using visual representations of information, photographs, film, and story boards – primary source materials and student-created materials.

Some types of ACADEMIC INTERVENTIONS that we will institute when needed are:

**Individual Learning Plan**
Each student will have an individual learning plan. When the student is having problems in the classroom, the ILP team will meet in Council with the student, the teacher and the student’s family to determine what interventions will work best for the student. The plan should be a road map to success, i.e. graduation. Each student will have a plan that should get him to college or develop a post-secondary education plan to prepare the student for the next phase of his educational career.

**Pre-Programing Testing**
For scheduling classes and programming students, it is necessary to have assessed that child’s immediate needs in certain areas in order to place that child in the proper classes within the appropriate level.

**Tutoring**
Tutoring can be individual or in groups depending on need. College students from USC and UCLA will be hired to work with students during and after school.
Discussion
The teacher can lead small discussion groups. In Discussion, the student gets to ask questions and work through problems in small, no more than 10 students per, group.

Laboratory
When funding allows, students can work at his/her own pace in self-directed practice classes in the computer lab on specific skills in all content areas. Students can apply and practice their skills in computer-based projects such as research, term papers, Power Point presentation, publishing, web design etc. The student is limited only by his skill level or creativity. Later in the term of the UVMS charter, if budget permits, classes in the computer lab will be part of the content area curriculum - such as Read 180, River Deep and Hot Math!

Co-Teaching
While one teacher is lecturing or explaining a concept, the other teacher roams the classroom troubleshooting student work. This can be a tag team teaching strategy.

Peer Tutoring
Students who are doing well in a class and would like to help other students learn can sign up for peer tutoring.

Intervention Classes
Classes will be offered in Math, Science, English and History during the school day if the student needs to make up a class or needs a regular intervention class in addition to his regular class. Hot Math! would be offered for students who need an intensive program of Algebra help.

Professional Development
Teachers can get hands-on training in working in an area of their choosing to increase skill levels for their students in areas such as the study of natural and emotional intelligences, multi-cultural curriculum, instructional strategies, lesson planning and implementation, co-planning and best practices demonstrations.

Mandatory After-School Intervention
Students who are in danger of failing any class must have participated in any one or many of the above programs first before being given after-school classes. Students may test out of this program only when the student can show proficiency.

Special Education Program
All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter
schools. Prior to Los Angeles Unified School District (“LAUSD or “District”) Governing Board approval, Urban Village Middle School will either execute a Memorandum of Understanding (“MOU”) by and between the Los Angeles Unified School District (“LAUSD”) and Urban Village Middle School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

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

**Modified Consent Decree Requirements**
All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court order imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measurable 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”) (“IEPs”) and tracking of related services provided to students during the course of their education.

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

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.

# Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

# CBEDS, which is due at the end of October of Each School Year.

# All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

# Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System. (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

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ELEMENT 2: MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school.
“Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.
California Education Code Section 47605 (b)(5)(B)

Student Outcomes:

The foundation of UVMS rests upon the development of the whole person. Although the development of the whole person who is engaged in school cannot be measured, it can be observed via:

- Self esteem improvement
- Amicable social relations with peers
- Students employ conflict resolution strategies in both social and academic environments
- Students are motivated to learn

Student growth in the above mentioned areas are observed through their weekly participation in Council class, their participation in Sports and in the Arts programs; and in their willingness to seek help and/or help students who are in need of help. Observed character and social traits such as, teamwork, cooperation, school spirit, school pride, fairness, inclusivity, empathy, and equity will be considered as those intangibles, those “soft skills” that we will look for in the typical UVMS student. These are the basic planks in our Human Development platform that is the purpose for the Center for Student Development.

UVMS will meet all statewide standards and conduct the pupil assessments required by California Education Codes including The California Content Standards Tests, CAT 6, and CELDT. The CSTs are the state-mandated assessments given which will measure students’ growth toward mastery of state standards in the core subjects—mathematics, science, and history, English. UVMS will transition to the Smarter Balanced Assessments when they are operational and ready for use in California in 2014-2015. All stakeholders of UVMS will work towards meeting the annual measurable objectives established by NCLB. We expect to have a minimum API growth rate of 5%. It is our goal to exceed the minimum API growth target set by the state and to meet AYP on a yearly basis. This includes working with our students to achieve proficiency on the California Standards Tests by the timeline established by the federal government. One hundred percent of students who are continuously enrolled at UVMS for three years will culminate on time.

SB 1290 revised Education Code sections 47605 to specify that “all groups of pupils served by the charter school” means “a numerically significant pupil subgroup” as defined by Education Code section
In particular, section 52052(a)(3) (also recently revised), specifies that a "numerically significant pupil subgroup" is one that meets both of the following criteria:

(1) The subgroup consists of at least 50 pupils, each of whom has a valid test score; and

(2) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores.

For a school with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board.

Examples of potentially significant student subgroups include ethnic subgroups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities. (Ed. Code § 52052(a)(2)(As revised by Assembly Bill 1668, effective 1/1/13.)

**Standards Based Curriculum**

A standards-based curriculum is one that provides for each essential subject area the specific content to be known and understood and the specific skills to be acquired. The California State Board of Education (“SBE”) and State Superintendent of Public Instruction (“SPI”) have adopted standards-based curricula for the essential subject areas of Language Arts, Mathematics, Science and Social Studies. UVMS will use these California standards as the center of its academic programming and will transition to the Common Core. UVMS will also use the standards in the areas of Fine Arts and Health/Physical Education. The faculty of the Charter School will use the California Department of Education Curriculum Frameworks in these subject areas, and from the frameworks UVMS will derive a working set of student performance standards.

**Goals for the Demonstration of Skills, Knowledge, and Attitudes - Measurable Outcomes**

UVMS shall meet all statewide standards and conduct student assessments required pursuant to Section 60605 and 60851 of the California Education Code and any other statewide standards authorized in statute or student assessments applicable to students in non-charter schools.

UVMS shall strive to meet its API growth and AYP under the NCLB. Courses will prepare middle students to meet high school “A-G” requirements of the University of California and the California State University, and meet accreditation standards as established by the Governing Board of the Western Association of Schools and Colleges.
### OUTCOMES

| Meet AYP annually | AYP determination |
| Meet Academic Performance Index Growth Target annually | Academic Performance Reports |
| 75% of students will perform at or above proficiency in each core discipline | Benchmark assignments, formative and summative assessments given each semester |
| All students will demonstrate 5% gains in each area of CST scores each year | Annual STAR tests |
| 15% of students achieving at the Far Below Basic or Below Basic will increase proficiency to move up to Basic or above. | Annual STAR tests |
| 10% of students achieving at the Basic level will increase proficiency to move up to the Proficient level or above. | Annual STAR tests |
| 5% of students achieving at the Proficient level will increase their proficiency to move up to the advance level | Annual STAR tests |
| Raise API by 25 points for the 2013, 2014 school year. Raise API to 750 by end of five-year charter term | API scores |
| 100% of eligible students will culminate to 9th | Culmination data for eligible students |
| Increase in percentage of EL students reclassified as REP within first two years of attending UVMS | CELDT |

### Promotional Standards

Mastery of the standards for each course will be the basis for promotion. UVMS teachers will assess a student’s progress on a quarterly basis (benchmarks) in order to determine whether the student is mastering the objectives throughout the year. The program design of UVMS is to ensure that all students succeed. Extended day programs will provide teachers with the time needed to do remediation work when necessary. Students who are in jeopardy of retention may be individually counseled and given extra help in their specific areas of concern. Students who continue to struggle may be provided with tutoring from outside source which includes...
afterschool tutorial services such as Supplemental Educational Services (SES) tutorial services. In addition to progress reports, in-class tests and teacher observations, students’ STAR and California Standards Test scores, and where applicable, the California English Language Development Test scores will also be taken into account for promotional purposes along with applied learning projects and the year end Portfolio.

**Retention**

Students must earn 60 credits per year in order to promote to the next grade level. Students who do not meet the performance standards for advancement to the next grade or course will be required to take that course over successfully in Summer School. The Center for Student Development staff that conducts the Student Success Team (SST) program will support identified students through this process.

**Attendance Requirements**

UVMS will comply with Education Code Section 47612.5 in regard to the annual required number of offered minutes of instruction. UVMS will be willing to be flexible within our selected schedule and calendar. Attendance is required of all students during school hours.

UVMS will not accrue attendance credit for any student who is absent from school. Students with excessive absences may fail to meet course requirements. Students who are frequently absent will be referred for appropriate intervention through the SST program.

**Accountability**

All stakeholders in the UVMS community are responsible for providing the opportunity and environment conducive to student achievement. The UVMS Governing Board will be accountable for monitoring and assessing student progress and continued evaluation of ways in which progress may be improved. Students and parents are ultimately responsible for achievement of the above-entitled goals.

UVMS will strive to ensure that all students demonstrate mastery of at least 75% of curricular material in each core discipline. Those students who do not demonstrate adequate mastery will receive mandatory intervention via remediation/acceleration programs as necessary. These programs will be offered before and after school, on Saturdays, and during summer and winter sessions.

All students will demonstrate 5% gains in each area of their CST scores each year. Through our Student Information System (“SIS”), data will be tracked and managed to ensure students are making achievement gains accordingly. Fifteen percent (15%) of students achieving at the Far Below Basic or Below Basic level will increase proficiency to move up to Basic or above. Ten (10%) of students achieving at the Basic level will increase proficiency to move up to the Proficient level or above. 5% of students achieving at the Proficient level will increase their proficiency to move up to the Advanced level.
Annual Self-Study

The charter school will submit to the LAUSD Board of Education an annual progress report. The LAUSD Board of Education will review the progress report and provide comments to the charter school within 60 days.

Board Discretion

At the time of renewal, the LAUSD Board of Education will present an analysis of its finding with respect to the above, with a recommendation for action. The determination of whether a charter will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.
ELEMENT 3: OUTCOMES MEASUREMENT PROCESS

The method by which progress in meeting those pupil outcomes is to be measured.

California Education Code Section 47605(b)(5)(C)

METHODS OF ASSESSING STUDENT PROGRESS TOWARDS MEETING OUTCOMES

When and How Student Outcomes Will Be Assessed

Students will be given benchmark assessments four times each semester to determine their mastery towards our overall outcome objective, UVMS intends that its students meet or exceed achievement levels of similar populations of students.

At UVMS we will use the fundamental aspects of the District’s Professional Development Guide for Periodic Assessments model in order to improve instruction and student learning. Teachers will be given at least four opportunities per year to examine the results of periodic assessments given school-wide including teacher-designed benchmark testing. There will be dedicated staff meetings for the purpose of analyzing testing results after all outcomes are compiled for individual students, their various learning styles, all classes, each grade level and school-wide. We will look at (1) the implemented curriculum – (classroom instruction) backwards-planned lessons, standards-based curriculum, instructional practice, instructional unit review, student work and periodic assessments to gauge student achievement; (2) the learned curriculum – (data analysis) analyze student data from periodic assessments while identifying students’ strength and need; (3) the informed curriculum – (collaboration and professional development) use data to develop and refine lessons; identify resources to increase achievement; plan instruction to address areas of greatest need; to involve students in achievement status and planned improvement; (4) the intended curriculum – (instructional guides) well-defined units, model lessons, connections to culturally-relevance, brain-friendly strategies, natural intelligences to support all learners, and develop strategies for intervention. The teachers will work in a collaborative model to design the quarterly benchmark assessments to align with the standards and thematic units during the given timelines. The benchmark assessments will include multiple choice, short answers and essays utilizing reading comprehension and writing. In the data analysis process teachers might reflect on how the students applied what they learned through an assessment format, how the data aligns with how students did in their applied learning projects, how they can improve student collaboration and increase their skills as facilitators, what areas did the students show deficiencies, and how can they make the best use of time.
Diverse forms of assessment:

Maintaining portfolios is important for reflective improvement and self-assessment. These help teachers, parents and students observe demonstrated growth over time. Teachers also need to maintain appropriate content mastery through regular testing programs. Demonstrations, writing and art are ways of assessing student’s progress, as are pre and post surveys and tests useful in assessing student’s progress. Both verbal and written self-assessments are important parts of proving academic growth, and interdisciplinary and cross-curricular projects provide realistic assessment tools. In essence, students should be exposed to multiple assessment methods.

Portfolios

All student work will be edited and prepared for publishing for entry into the Portfolio.

Year End Portfolio Requirements:
- Four essays
- One research paper
- Two applied learning projects reports
- Four poems (different genres)
- Four key math and/or science assignments
- Journal
- Individual Learning Project report
- Book Analysis

Testing

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

Our Underlying Beliefs Regarding Student Assessment

We believe assessment of student progress is an extremely valuable tool for teacher growth and school wide improvement. Schools have traditionally made use of very limiting models of student assessment: multiple choice, end-of-year exams, published produced end of unit tests, etc. We believe in an assessment process that calls for teacher collaboration, fosters teacher communication and learning from one another, and provides students with an opportunity to monitor their own development. Teachers will access student assessment data at regular intervals and will use that information to inform curricular and instructional decisions. Student and school achievement data will be provided to parents of UVMS students and community stakeholders through a comprehensive annual report published at the beginning of each school year.
Assessment

UVMS believes that student progress in meeting standards should be determined through multiple measures that are valid, reliable and fair. Therefore:

- Weekly and accurate assessment of student progress in mastering grade-level standards is essential to the success of any instructional program and ensures quality for all students.

- Classroom and school assessments are based on content that every student has had the opportunity to learn and master.

- Assessment is critical to the appropriate placement of students to ensure the opportunity to succeed at their ability levels and paramount to stemming the flow of drop-outs.

- Students are adequately prepared for assessments that appropriately measure their abilities.

- Administrators promote a comprehensive approach to assessment. On-going assessment provides students, parents and certificated personnel specific and constructive feedback to inform instruction and learning.

- Decisions about instruction are driven by assessment data. Both qualitative and quantitative data (aggregated and disaggregated) are current, easily retrieved, analyzed, understood, and used to drive instruction.

- Administrators are aware of and apply appropriate, legal accommodations for testing students with special needs, including English Learners.

Forms of Assessment

In order to support our instructional program and meet our identified student outcomes, assessment measures will take various forms:

Test Preparation
UVMS will use the California Standards Released Test Questions to prepare our middle school students for the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education. (See Appendix XIII, for Sample Grade 6 E/LA)

Diagnostic Testing
When parents are enrolling their children in UVMS, students will take two Diagnostic Tests, E/LA and Math (See Appendix XIV, for Sample Grammar Practice Test 1 and Sample Reading Comprehension Practice Test 1)

Standardized Tests
The STAR battery of tests, including the California Standards Test will be given the first year and will continue annually.

**Course Assessments: Formative and Summative Tests**
Student progress will be constantly monitored, in the classroom and school-wide.

- Quarterly Periodic Assessments (Benchmark)
- Teacher Initiated
- Criterion referenced
- Norm-referenced
- Text-Generated
- Test Prep
- Vocabulary
- Essay Tests
- Applied Learning Projects
- Portfolios (Year End Review)

**Performance Assignments**

Performance assignments are projects, papers, or tasks that require students to produce or create a product. While they are more open-ended than multiple-choice exams, they are always aligned to content standards. Performance assignments provide the teacher with an opportunity to see if students understand important concepts and can apply them to actual work. UVMS will develop school-wide performance assessments to evaluate student progress toward meeting academic standards and graduation requirements. Departments, through their benchmark and core assignments, will continue to develop performance assignments, formative and summative assessments.

**Rubrics**

Rubrics will be developed to evaluate student work. Rubrics may be tailored to a particular classroom assignment, may be department wide for a benchmark or core assignment, or school-wide involving all teachers and students. Rubrics will be an important tool in assessing assignments in content areas such as E/LA, Science, Social Studies, the Arts and Physical Education. It will help to define a uniform grading system that incorporates both hard and soft skills into the average; it gives students an opportunity to see where they need to improve and what it will take to get there; it offers equity and fairness to the students.

**Applied Learning Projects**

Many aspects of Project- based Learning can be assessed: individual performance, group performance and dynamic, product produced, research, and execution. In Project- based Learning, students demonstrate *hands-on* knowledge, skills, and attitudes necessary for them to
master the lesson. This is authentic assessment. Authentic assessment is a natural option for applied learning projects. Teachers can design assessment instruments such as structured observations, checklists, rubrics, and portfolios to match the activities the students will use to demonstrate content and theory mastery.

**Assessment Schedule**

The Lead Teacher Committee comprised of faculty selected through the protocols set forth in governance, may develop a school wide assessment schedule for quarterly assessments. Individual teachers and departments may develop a system for assessing students that closely aligns with their instructional goals. Ongoing, periodic benchmark assessment is an integral part of the teaching/learning process. Assessment of student progress will take place at the end of units of study, after individual lessons, and periodically when students have had opportunities to internalize new concepts.

**Collaborative Scoring**

At UVMS teachers are problem solvers and collaborators, just as students are. Throughout the year, teachers will meet to score student work. We aim to develop a school culture that focuses on powerful teaching and learning. Collaborative assessment is a tool for teachers to talk about their teaching and improve their practices. As teachers assess student work, they will identify instructional practices that are effective for students, set goals for their teaching, and share successful lessons, strategies and classroom practices.

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, UVMS shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation process as they apply to the individual and our own school performance. Assessment tools may include, but are not limited to, the following:

A. Standards-based Skills (California State Content Standards) Assessments:
   - California Standards Test
   - Teacher Evaluation and Assessment

B. Additional Performance Indicators
   - Secretary’s Commission on Achieving Necessary Skills (SCANS)
   - Preparation for Post Secondary Options Assessments
   - California English Language Development Test (CELDT)
   - Career Profiler such as CAP
   - Fitness Gram
   - Kaufman Test of Educational Achievement (KTEA II)

Some of these assessments will provide achievement and assessment data, at their option, for UVMS from external sources counseling personnel.
C. WASC and ESLRs: At UVM, teachers, students, staff and parents are committed to creating a learning community where all students are able to:

- Access and organize information
- Communicate effectively
- Solve problems thoughtfully
- Act responsibly
- Be a lifelong learner

D. Assessments: for measuring success of student achievement.

Standards Based Assignments: *(Grade Level/Subject Matter Designed Core and Benchmark Assignments)*

- Computer Literacy Competency
- Student Self Assessments
- Department-Teacher Standards-based Assessments based upon clearly specified criteria
- Longitudinal/survey and other data collected to evaluate student progress
- Voluntary community service through clubs and/or organizations
- API, AYP
- CST statewide Exams

UVMS will use the LAUSD Student Information System that is appropriate to the needs of UVMS. The system will have the ability to manage and track the following data: attendance, demographics, ongoing assessment, course schedules and credits, discipline, customizable reports, robust security and networking back-ups, student activities, data extraction, etc. UVMS SIS program enables the management and tracking of above data for improved student achievement. We are examining the strengths of various SIS programs to ensure that student data is accurate, manageable and easily quantifies student growth and areas needing more growth in our charter school. The SIS system will be a key component of our school’s ability to quickly and appropriately address the needs of students performing below mastery in each curricular area.

Once assessment data is collected by faculty, it will be entered into the SIS and analyzed by departments during professional development time to determine areas of weakness in concept acquisition and instructional methodology. Such analysis will occur frequently throughout the semester, but at a minimum, four times following each periodic assessment. Data will be disseminated to students after each periodic assessment and it will be communicated to parents through print, email, or telephone contact and at required Parent Information Nights each semester. School-wide data will be uploaded onto the school website and will be assembled into a data book available to all stakeholders in one or more locations on campus. Some data may be accessed online through the website or remotely providing the SIS is internet accessible.

**School Accountability Report Card**
The governing board of UVMS shall develop and cause to be implemented a School Accountability Report Card.

(a) The School Accountability Report Card shall include, but is not limited to, the conditions listed in Education Code Section 33126.

(b) Not less than triennially, the governing board shall compare the content of the School’s Accountability Report Card to the model School Accountability Report Card adopted by the State Board of Education.

(c) The Governing Board shall annually issue a School Accountability Report Card, publicize such reports, and notify parents or guardians of students that a copy will be provided upon request.

**Grading Policy**

Reportcards will be given twice a semester. Each semester will include a progress and a final report. Students will be assessed for a variety of skills using tools that measure their competency in course content knowledge, reading, and writing. Students must demonstrate their mastery of skills through a variety of modalities. Grades assigned will correspond to students’ level of mastery as demonstrated in coursework for each discipline. UVMS will use the traditional method of grading A-F based on the 100-point and percentage scale. Rubrics will be used on a four-point scale for applied learning projects. Teachers will write reports for both the parents and the school stating the students’ progress academically, socially and emotionally. The purpose of this reporting system is to communicate with parents and students about progress towards mastery of specific learning standards. This reporting system identifies students’ levels of achievement with regard to those standards, areas of strength, and areas where additional time and/or relearning opportunities are needed. A standards-based system is one in which, instead of or in addition to, the traditional A-F grading system, teachers report progress in detailed analysis of what a child has learned relating to state standards. Education will be tailored to hit targets based on that as well. Teacher reports will also discuss the child's social/emotional learning. Teachers will participate and students will have teachers who grade traditionally and who will implement standards-based reports. Teachers will communicate with parents about their methods of teaching and grading. Teachers will also send home students' work with reports on how the work aligns with development standards. Grades and grading reports will be kept in the students’ Individual Learning Plan.
ELEMENT 4: GOVERNANCE

CA Education Code 47605 (b) (5) (D)A.

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement
CA Education Code 47605 (b) (D)

A. CHARTER SCHOOL INCORPORATION:

UVMS, an independent charter school will comply with all applicable laws and regulations relating to the operation of charter schools. UVMS shall be operated by Community Harvest Foundation, (CHF) a California 501 (c) (3) non-profit benefit corporation.

The Articles of Incorporation are filed with the California Secretary of State. (CHF’s Articles of Incorporation are included in Appendix XV) CHF shall be governed pursuant to its Corporate Bylaws which shall be consistent with the California Charter Schools Association and compliant with the Brown Act: Education Code Section 47604 (c). UVMS shall operate autonomously from the Los Angeles Unified School District (LAUSD) with the exception of supervisorial oversight and Special Education services as required by the statute. The LAUSD shall not be liable for the debts and obligations of UVMS, operated as a California non-profit, public benefit corporation.

UVMS and its non-profit corporation, (CHF) is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

UVMS will comply with the Brown Act.

B. CHARTER SCHOOL BY-LAWS:

CHF is an independent, non-governmental and non-sectarian organization to serve the humanitarian needs of the public in general. UVMS will comply with the District policy related to charter schools. Please find Corporate Bylaws in the Appendix XVI.

C. GOVERNANCE STRUCTURE:

The governance structure of CHF shall include processes to ensure parental involvement as stated in California Education Code Section 47605 (b) (5) D).

The CHF Governing Board, administrators, employees, and all committees shall comply with federal and state laws, nonprofit integrity standards and LAUSD Charter School policies and regulations regarding ethics and conflict of interest. All meetings of the CHF Governing Board shall be held in accordance with the Brown Act. All approvals need an affirmative vote of the majority of the Governing Board members.
The Governing Board will create a functioning structure that supports educational goals through a vigorous process of decision-making and consensus building, in which representatives from all stakeholder groups are represented. The Governing Board shall have ultimate responsibility for the overall operation of UVMS, while the School Principal governs the day-to-day activities of the school. Board members have the responsibility to solicit input/opinions from the parents regarding issues of significance and to weigh the input/opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies. The power to alter or amend the charter shall be vested in the Board of Directors. Such action may be taken at a regular or special meeting for which written notices of the purpose shall be given. If the governing board wishes to amend the charter, it shall submit a material revision request to the District.

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

UVMS petitioners collectively have held a variety of professional educational positions and have accumulated a great deal of educational experiences to be capable of designing curriculum and making financial decisions that will support its educational vision. The Board includes: an expert in Board Development, and strategic planning, a Certified Public Accountant, an expert in Media and a community organizer. The Board brings this background of professional experiences and dedication to ensure the success of UVMS.

The Governing Board will consist of at least five (5) and no more than fifteen (15) voting community representatives including one parent representative. (b). The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604 (b).

The Governing Board consists of members with the following areas of expertise:

- **Celina McHugh** has a background in non-profits and for profit organizations. Ms. McHugh has been able to utilize her background in finance, real estate, and fund-raising for several corporations.

- **Raul Claros** is a teacher, community organizer, and political activist. Mr. Claros developed the Life Skills Sports Academy, an afterschool academic and sports program. Mr. Claros brings strong leadership skills in team building, networking, and fundraising. He also is responsible for reviving MLK Park and bringing the University Little League to MLK Park, the first one in 10 years.
• **Jasmine Taylor** is the co-founder of Community Harvest Foundation. Ms. Taylor specializes in program development and management of operations. She has extensive experience in grant writing, major gifts, planned giving and direct mail fundraising. She also is skilled with public relations and building donor relations.

• **Daniel Fountenberry** brings a variety of skills to the Board in Media. He is a director of customer strategy and for Reuters. He also has been a multimedia business and project manager. He also is a marketing and social media analyst.

• **Darlington Ahaiwe** is a finance supervisor and fiscal analyst. He excels and multi-tasking while maintaining attention to detail. He is a part of the UCLA Riordan MBA Fellows.

• **LAUSD Representative**

**Responsibilities of the Governing Board include, but are not limited to, the following:**

- Adopting, evaluating, and updating school policies consistent with the law and UVMS’s mission
- Adopting a fiscally responsible budget based on the school’s vision and goals
- Review of the recommendations from UVMS’s principal for the hiring of school personnel or independent contractors
- Monitoring the fiscal health of UVMS on a monthly basis and approving budget expenditure recommendations in excess of one thousand dollars ($1,000)
- Approval of annual fiscal and performance audits
- Development of school calendar and the scheduling of Board meetings
- Development of Board policies and procedures
- Development and approval of the annual budget
- Maintaining accountability for student learning by monitoring student progress
- Ensuring that a safe and appropriate educational environment is provided to all students
- Hiring, supervising, and evaluating the Principal and if necessary, terminating
- Meeting corporate requirements
- Review of quarterly financial reports
- Election of Governing Board members once every three years or as necessary.
- Assessing and determining salary increases
- Overseeing the dispute resolution and compliant procedures when necessary
- Approval of personnel discipline (suspensions or dismissals) as needed
- Creation of Advisory Councils, sub-committees as needed including but not limited to a hiring committee, a compensation committee, and an audit committee.
D. SELECTION OF THE GOVERNING BOARD:

Any Board member can nominate potential Board members for election by the Board of Directors at the annual meeting of the Board, although additional members can also be added between annual meetings if deemed necessary and approved by a vote of the entire Board.

The Governing Board members will serve for a term of three (3) years. At the end of third (3rd) year, for staggering purpose three (3) of the members’ terms will end. At the end of the fourth (4th) year, a different three (3) members’ terms will end & at the end of the fifth (5th) year the remaining three (3) members’ terms will end. This way, at any given time six (6) Governing Board members, with experience, will continue to serve on the Board. However, upon expiration of their term, the CHF Governing Board members could be reselected to serve additional terms but not to exceed three terms.

E. FREQUENCY OF THE GOVERNING BOARD MEETING

The Governing Board will meet monthly. All meetings will comply with the Brown Act. All meetings will be scheduled in advance. All meeting dates, times and agendas will be posted on-line, at UVMS at least 72 hours prior to the meeting and 24 hours prior to a special meeting. All Board meetings will have minutes taken as required and will be kept in a binder in the UVMS main office. In compliance with the Brown Act, some of CHF Board meetings will be held in closed session. UVMS committee meetings will also be held in compliance of Brown Act requirements.

F. LEADERSHIP AND SCHOOL OPERATIONS:

School-based decision-making at UVMS is designed to:

- Ensure that all decisions regarding policy and practice made at UVMS have a single focus: to achieve the learning outcomes delineated for students in the charter
- Ensure that staff members are involved in the decision-making process at UVMS
- Ensure that stakeholders (parents, community members, and all school personnel) are involved as active partners in the decision-making process
- Ensure long-term effectiveness of local school control and accountability
- Ensure that a collaborative, consensus building model is applied to all decision-making processes at UVMS.
- Ensure that UVMS principal be an integral part of the decision-making process throughout discussions on key issues on a daily basis. If consensus from the Administrative team on an issue cannot be reached, the Governing Board will have final authority.

Councils and Committees

The role of the principal in all councils and committees is to help support and maintain UVMS
School’s vision and also be the conduit to the UVMS Governing Board for recommendations or requests. Either the committee secretary or a committee liason will present a report at board meetings. In the interest of creating a large base of input from the staff, and to ensure that grade level and program needs are met, a different representative will be selected for each of the Councils. During the first three weeks of the school year new representatives will be selected for the committees by school staff or parents (as appropriate). Interested teachers will be nominated or nominate themselves and the teaching staff will select their representatives.

**Human Resources Committee**
The Human Resources Committee (HRC) is in charge of recruiting, interviewing, and recommending all new certificated and classified employees. HRC assists in the induction of new staff members. HRC continually reviews the effectiveness of personnel policies and makes recommendations to the School Principal, who then takes the recommendations to the Governing Board.

**The Human Resources Committee includes:**
- The Principal (or representative)
- One parent
- One Certificated Council member (from pertinent grade level)
- One Classified Council member
- One student
- Consultant from Governing Board

**Certificated and Classified Council**
The School Principal will manage the day-to-day decisions of the UVMS. The School Principal will be a member of the Certificated and Classified Council (CCC). Recommendations are strictly limited to personnel issues. This committee collaborates with the School Principal. Certificated and Classified Council members will be able to make suggestions and decisions about Professional and Staff Development. Certificated and Classified Council representatives are voted in and elected to serve for a one-year period. Certificated and Classified representatives are elected by their peers. CCC meetings are scheduled in advance for the entire year in an alternating week cycle (twice per month). From time to time there may be a need to change a scheduled meeting. However, any change in a meeting schedule will take place with at least a 72-hour notice. CCC meeting agendas are always posted 72 hours in advance and the minutes of the meetings will be kept in the main office along with the agendas and sign-ins. All decisions made by the CCC will be made by consensus in Council.

**The Certificated and Classified Council includes:**
- The Principal (or representative)
- A teacher representative from each grade level
- One classified representative
The Lead Teacher Committee
The Lead Teacher Committee meets twice a month and acts as an informational body. Their work is to inform teachers in their content area (Math, Science, E/LA, Social Studies, Physical Education and the Arts) about new and current issues within each department and to bring ideas and any concerns to the School Principal about the UVMS academic and instructional program. This Committee will develop and enhance the instructional program designed by the Curriculum and Instructional Leader. This committee will be able to make suggestions and design Professional and Staff Development plans. Additionally, this committee will address the educational needs of English language learners, gifted and talented students, and students with special needs. Lead Teacher Committee members, elected by the teachers are committed to serve for a two-year period.

The Lead Teacher Committee includes:
- The Principal (or representative)
- One teacher from each content area

Parent Involvement Committee
The Parent Involvement Committee (PIC) acts as an advisory body to the School Principal. Parents are partners in the education of UVMS students and are encouraged to actively participate in UVMS. The purpose of the PIC is to coordinate all parent activities and involvement through the parent center, on campus, as well as participation in parent training workshops etc. Additionally, PIC will recruit volunteers, engage parents in educational issues that affect UVMS families, and students, and assist in the fundraising activities for the school. Every enrolled family becomes a member of this group and is encouraged to participate in meetings and activities. Elections will be held once every year. PIC members will be elected by their peers. The PIC meets once per month in Council. Parent Information Meetings will be held once a month and conducted by the PIC.

The Parent Involvement Committee includes:
- The Principal (or representative)
- Parent representatives from each grade level

Health and Safety Committee
The Health and Safety Committee (HSC) meets monthly and is responsible for the creation and implementation of the Health and School Safety Plan. This plan includes monthly emergency fire drills, earthquake preparedness and drills, blood borne pathogens, hate crimes, child abuse and reporting procedures, and annual follow-up on students’ health and growth status (i.e., eye, ear, teeth, growth, gait, and spinal check).

The Health and Safety Committee includes:
- One principal
- One nurse (volunteer)
- One teacher
- One parent
• One classified representative

G. ASSURANCES/BROWN ACT:
UVMS and its Governing Board will comply with the Brown Act and Government Code 1090.

H. CONFLICT OF INTEREST:
Members of the UVMS executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest. (See Appendix XVII for Boards COI statements)

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

• UVMS 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.

• UVMS 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.

I. Responding to Inquiries
• UVMS 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. UVMS acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.
LAUSD Charter Policy  UVMS will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

Responding to Inquiries

UVMS and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. UVMS and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

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

Notifications
Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by UVMS.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

CA Education Code 47605 (b) (5) (E)
The qualifications to be met by individuals employed at the school.

A. QUALIFICATIONS OF SCHOOL EMPLOYEES:

The vision and mission of UVMS must be embraced by all stake- holders in its goal for educational excellence for all students. Every stakeholder is accountable for the academic and social growth of our students. UVMS shall comply with the requirements for hiring of teachers and paraprofessional as specified by the No Child Left Behind Act (NCLB). UVMS will adhere to the same Title I accountability requirements as other public schools in the state, including Adequate Yearly Progress.

All teachers at UVMS shall be “Highly Qualified” and will be required to possess a CTC credential, permit or other document equivalent to that which in other public schools would be required to hold. Teachers will meet the requirements for employment as stipulated by the California Education Code 47605(1). It is the intent of the UVMS to recruit “Highly Qualified” teachers through extensive recruitment efforts, such as participating in college and university job fairs and posting openings on Ed Join website. Teachers currently enrolled in clear credential programs will be given two years to complete the requirement if they want to maintain their employment status at UVMS (C 4).

B. QUALIFICATIONS OF EMPLOYEES IN KEY POSITIONS:

Qualifications of Principal:
- **Principal should:** Hold a valid California teaching credential from the Commission on Teacher Credentialing.
- Hold a California administrative services credential from the Commission on Teacher Credentialing.
- Have at least three-five years of successful teaching experience
- Have at least two years of out-of-classroom experience (e.g. coordinator, coach, assistant principal, or principal)

Qualifications of Teachers
- **All teachers must:** Meet the requirements of NCLB (Highly Qualified).
- Hold a valid teaching credential from the Commission on Teacher Credentialing, Clear or Preliminary

Qualifications of Paraprofessionals
All paraprofessionals/instructional aides must meet the NCLB requirements:

- Graduation from high school or equivalent.
- Complete two years of higher education study (48 units) or obtain an AA degree or higher or pass a formal academic assessment test (NCLB requirement).
- Knowledge of basic methods and techniques for effective instruction of students in reading, writing and math.

C. EMPLOYMENT REQUIREMENTS:
Staff Member Selection

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

When certificated vacancies occur, the Human Resources Committee shall:

- Announce openings
- Recruit applicants
- Request resumes
- Interview applicants
- Observe demonstration lessons
- Choose the candidate by consensus

All applicants will be required to:

- Meet the NCLB requirements, if applicable (Highly Qualified)
- Provide medical clearance (TB test results)
- Use Live Scan for fingerprinting and background investigation
- Furnish a criminal record summary as required in E.C. 44237
- Certify knowledge of child abuse reporting requirement
- Certify knowledge of drug-free environment requirement

No new employee can begin employment until the fingerprint cards are processed by the California Department of Justice and it is determined that there is no criminal conviction that would prohibit the employee from working with students. All employee records regarding the criminal background check for each employee will be kept and maintained in a secure file in the school office. All credentialing documents will be kept and maintained on file and monitored to ensure that they are renewed when appropriate. Additionally, credentialing documents will be made available for inspection. Arrangements will be made with LAUSD for processing of credentials on fee for service basis if the need arises. LAUSD is under no obligation to furnish such service if requested.
Selection of Principal
The Board of Directors is responsible for hiring and evaluating the principal.

Selection of Teachers
Initially, the Board of Directors will assist the principal in interviewing and selecting the Teachers. Thereafter, teachers will be selected through the Human Resources Committee.

Selection of Paraprofessionals
The principal with the Human Resources Committee will interview and hire paraprofessionals. All paraprofessionals will meet the requirements of NCLB.

Support Staff/Classified Employees
Classified staff will be interviewed and selected by the Human Resources Committee. All support staff (e.g. clerical, custodial, cafeteria, parent educator, community representatives) will also be interviewed and selected by the Human Resources Committee.

Selection of Day-to-Day Substitutes
UVMS utilizes appropriately credentialed substitute teachers. UVMS will utilize organizations such as Teachers on Reserve for obtaining substitutes.

Duties for Principal
- Facilitate the development, articulation, implementation and stewardship of a shared vision of learning
- Advocate, nurture and sustain UVMS culture and instructional program
- Manage the organization, operation and resources to facilitate a safe and effective learning environment
- Collaborate with families and community members
- Act with integrity, fairness and in an ethical manner
- Maintain compliance with state and federal regulations for education standards/requirements
- Take responsibility for day-to-day operation of UVMS
- Oversee the business practice of UVMS
- Attract new resources to UVMS

Duties for Assistant Principal
- Oversee the instructional program
- Lead and supervise a high-functioning team of educators focused on driving superior academic performance and fostering a high level of personal responsibility
- Supervise teachers’ instructional methods, evaluate lesson plans, provide weekly observations
- Coach teachers found effective instructional strategies
- Assist teachers and provide additional support for students who need supplemental educational services
• Support the Principal in ensuring effective collection and analysis of student performance data to identify struggling students, curriculum shortfalls, and teacher quality issues
• Evaluate staff effectiveness
• Provide opportunities for professional growth
• Manage Professional Development
• Manage Staff Training; staff development
• Manage Special Education

Duties for Teachers

• Uphold the Charter vision
• Engage and support all students in learning
• Create and maintain effective environments for student learning
• Understand and organize subject matter for student learning
• Assess student learning
• Plan instruction and design learning experiences for all students
• Develop as a professional educator
• Participate in school committees
• Provide a quality and enriched curriculum
• Provide continual assessment of student progress and maintain records of progress
• Continually evaluate classroom performance to meet the changing needs of students
• Provide an effective classroom environment that reflects and facilitates the academic program
• Continue to work on professional growth
• Act with integrity, fairness and in an ethical manner
• Provide for open communication with all members of UVMS community
• Discipline of students
• Adhere to all Charter School policies as established by the Governance team

Duties for Classified and Other Personnel

• Uphold the Charter vision
• Perform daily duties as described by individual job descriptions
• Ensure proper function and operation of UVMS (attendance, enrollment, etc.)

Secretary/Office Manager

Qualifications:

• Graduation from high school or equivalent, including or supplemented by courses in typing and office practices.
• Three (3) years of responsible office, stenographic, or secretarial experience, preferably in positions requiring independent responsibilities for office procedures.
• Knowledge of Microsoft Word and Excel.
• Type at a rate of 55 words per minute from clear, legible copy.

**Essential Functions and Responsibilities:**

• Serve as secretary to a school administrator, relieving the administrator of a variety of clerical and technical duties.
• May take and transcribe dictation or transcribe dictation from voice recording equipment of correspondence, reports, bulletins, memoranda, manuals and other materials.
• Compute and compile information and figures for reports.
• Review type technical reports including doing research assistance in some instances.
• Act as a receptionist.
• Give information and assistance to school employees, students, other public officials and the general public by telephone and in person.
• Compose correspondence independently on routine matters not involving policy decisions.
• Post and maintain records.
• Type a variety of materials.
• Prepare forms and requisitions and maintain files.
• Receive, open and review mail for supervisor and other staff.
• Maintain appointment calendars.
• Operate a variety of office equipment.
• Keep time sheets for other employees.
• May assist supervisor in preparing and setting up materials for special workshops including doing memoranda, attendance lists, agenda and evaluation surveys.
• Organize budget books and other financial material to maintain accurate fiscal records; maintain a wide variety of files and other information.
• Gather information and prepare draft agenda for meetings or approval by supervisor.
• Attend meetings and take notes of business transacted and prepare official minutes from notes taken.
• May supervise assigned workers.

**Clerk Typist II**

**Qualifications:**

• Equivalent to graduation from high school, including or supplemented by courses in typing and office practices.
• Three (3) years of increasingly responsible office and clerical experience, preferable including experience in school or instructional activities.
• Knowledge of modern office methods and procedures including the preparation of business correspondence.
• Ability to type at a rate of not less than 45 words per minute from a clear, legible copy.
• Knowledge of filing and standard office equipment operation; computer software for attendance reporting.
• Knowledge of Microsoft Word and Excel.
Knowledge of correct English usage, spelling, grammar, and punctuation.
Knowledge of receptionist and telephone communications techniques in providing information to the public.
Knowledge of basic arithmetic concepts.

**Essential Functions and Responsibilities:**
- Perform general clerical work involving some independent judgment, accuracy and speed.
- Work independently with confidential records and materials.
- Learn and interpret rules, regulations, and instructions and carry out oral and written directions.
- Operate word processing equipment.
- Experience with student accountability systems is desirable.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Responsible for specialized functions such as student attendance/enrollment activities.
- Maintain daily attendance records and monthly reports.
- Perform a wide variety of clerical work including tasks such as standard and statistical typing, checking, proofreading, filing, distributing copies, posting to cards and logs, reporting information on records, and compiling information for reports and summaries.
- May independently maintain records for specialized programs.
- Prepare a wide variety of reports and summaries requiring independent judgment.
- Type confidential and technical reports.
- Answer telephones and handle public inquiries.
- Maintain a variety of files and records, personally collecting the required information; type rough and final copy materials from a Dictaphone and/or written rough drafts.
- Operate office equipment including adding machine, typewriter, computer and copy machines.
- May compose simple or routine letters independently.
- Receive, sort and distribute mail.
- Schedule meetings.
- May be involved in maintaining permanent records of students.
- May be involved in maintaining some financial records and preparing deposits.
- May type requisitions, receive, shelve and distribute supplies and materials.

**Teacher Assistant Qualifications:**
- Graduation from high school or equivalent.
- Complete two years of higher education study (48 units) or obtain an AA degree or higher or pass a formal academic assessment test (NCLB requirement).

**Knowledge of:**
- Basic methods and techniques for effective instruction of students in reading, writing and math (NCLB requirement).
Correct English usage, spelling, grammar and punctuation.
General needs and behavior patterns of students at level to which assigned.
Typing, filing and other general clerical skills.
Basic arithmetic skills.

Ability to:
- Perform routine, general clerical tasks.
- Operate or learn to operate audio-visual equipment.
- To understand and carry out oral and written directions.
- Establish and maintain cooperative working relationships with others.

Essential Functions and Responsibilities:

- Assist teachers by providing instructional assistance to individuals and small groups in reviewing and reinforcing previously introduced skills.
- Read to students, explain work assignments, coordinate and assist students in learning groups and centers.
- Assist students in the selection of books and resource materials.
- Follow teacher’s lesson plans and assist in preparation of plans or develop own plans based on teacher’s direction and explanation of students’ academic needs.
- Assist in the evaluation of the instructional and the students’ progress and problems.
- Organize and classify resource materials.
- Assist teacher in preparing a variety of learning materials including preparation and maintenance of bulletin boards, interest centers, educational displays and teaching devices.
- Operate audio-visual equipment such as video tape decks, motion picture projectors, film strip and overhead projectors, and collect and inventory equipment.
- Perform variety of routine clerical and record keeping activities such as taking roll, collecting monies, filling out forms and applications, and correcting papers.
- File and record test scores, grades and other data in student records.
- May be required to assist in administering, proctoring and scoring tests and charting student progress.
- May be required to check out, order, process and maintain books and various reference materials in a library or resource room.
- Prepare materials for parent meetings.
- Operate office equipment such as typewriter, duplicator, and copy machine in the preparation of instructional materials.
- Straighten or organize classroom or other learning facility.
- May be required to accompany students on field trips.
- May be asked to attend in-service training programs and workshops, Back-to-School nights and other activities.
- Respect confidential nature of pupil records and school reports.
- Assist in maintaining student contracts, observe and report to teacher unusual or atypical behavior or problems.
• May be asked to attend parent conferences.
• Assist teacher in maintaining discipline and monitor classroom, playground or other areas.

Work Basis

**Teachers:**
• All teachers work per the traditional calendar adopted by UVMS.
• Certificated staff are required to attend all trainings held during the calendar year.

**Office and Custodial Personnel:**
• All office and custodial personnel will work per the traditional calendar.
• Work opportunities may be offered during summer school and when necessary.

**Principal:**
• Will work per the adopted calendar.
• Principal will be present when children are participating in a school activity outside UVMS calendar.

**Paraprofessionals:**
• All paraprofessionals will be assigned to classes during the school year. Hours and number of days may vary, as they are not contracted employees.
• Paraprofessionals will not be assigned during the summer months.

**Evaluation**

UVMS will evaluate certificated and classified employees. Certificated employees will set goals for improvement based on the California Standards for the Teaching Profession. The evaluation process will follow the Stull Act. The process will include: goal setting, pre-and post-observation conferences, and Summative evaluation. In the event of an unsatisfactory evaluation, the teacher may submit a written response. This written response will be included in the teachers’ confidential personnel file.

The principal will be evaluated by the Board based on the Standards for School Leaders; the Board will set goals for evaluation. The Board will provide a Summative evaluation. Classified staff and paraprofessionals will be evaluated annually by the principal. The process will include goal setting, job benchmarks, observations and Summative evaluation. In the event of an unsatisfactory evaluation, the staff member may submit a written response. This written response will be included in the teachers’ confidential personnel file.

Both for certificated and classified staff, if an evaluation reveals poor job performance, a conference will be scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement. The action plan will outline
implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations.

Termination

All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. Employees will be dismissed from working at the charter school by:

- Voluntary termination or resignation. In this event, it is highly desirable and recommended that the employee provide the school with a 10 working day notice.
- Involuntary termination or discharge. When an employee is terminated or discharged, the Principal will make a recommendation of termination or suspension to the Governing Board if s/he determines that the employee has failed to fulfill the duties and responsibilities as outlined in the job description, or if other good cause exists. In the event the school finds it necessary or desirable to terminate an employee’s employment before the end of the school year, the school will attempt to give the employee written notice at least 10 working days before termination, unless the Principal determines that the employee poses a threat to the health, safety, or welfare of the students, other employees and/or the school property - in that case, the employee will be removed from the campus immediately. Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

Employee Grievance Procedures:
All staff members will have due process rights that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to appeal certificated and classified evaluation process (described in Element 5). Disputes arising from within the school, including all disputes among and between teachers, staff, and administration, will be resolved pursuant to policies and practices developed by the school. Dispute resolution process will include the following:

Due Process for Resolving Complaints/Grievances

Employees who have a complaint or wish to challenge disciplinary action taken by UVMS must use the following procedures:

(1) An Employee having a grievance shall present the grievance in writing to his or her supervisor within 10 working days of the event or condition given rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party’s rights under this procedure. The supervisor shall meet with the employee and other persons as determined by the Principal. If the grievance is not resolved within 14 working days of receipt by the Principal, the grievance shall be deemed denied and the employee may proceed to Step 2.
(2) A Grievance Board shall be called, to be chaired by a designee of the Governing Board. A three-member grievance board (made up of members of the Governing Board that do not present a conflict of interest) shall meet within 35 days of receipt of Grievance. Both parties will be given 1 hour each to present all arguments and documentation, including witnesses and/or other representatives, to the Grievance Board. Failure to appear before the Grievance Board will be taken as a waiver of all rights under the grievance procedure. The Grievance Board decision is final and no further action is available under this grievance procedure. A written decision made by the Grievance Board will be rendered within 10 working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within 10 working days of the original hearing.
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

CA Education Code 47605 (b) (5) (F)

The procedures that the school will follow to ensure the health and safety of the pupils and staff. The procedures shall include the requirements that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

A. HEALTH AND SAFETY POLICIES:
UVMS will provide a safe, nurturing, healthy and protective atmosphere. It 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 47605 9b (5)(F), Section 44237, as well as all state and federal laws.

UVMS will develop a health and safety policy prior to the opening day which will be annually updated and reviewed, in agreement with staff and specified Sub-Committee. This policy will be distributed to all staff and parents. It will cover the following points:

- Each new employee or non-parent volunteer who will work in contact with students must submit to a fingerprint scan (Live Scan) for the purpose of obtaining a criminal record summary as required by California Education Code section 44237.
- All employees and students will be required to provide records documenting immunizations to the extent required by law. Records of student immunizations will be maintained.
- Staff will honor County requirements for periodic Mantoux tuberculosis (TB) tests.
- Legal obligation of reporting contagious conditions
- Prevention of drug, tobacco and alcohol use and violence
- Procedures for administration of medication at school
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc) and those required by CAL/OSHA, the California Health and Safety Code, and EPA
- Among the many health and safety laws that will be followed is the Healthy Schools Act – California Education Code section 17608, which details pest management requirements for schools.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies
- Safe use, maintenance, and sanitation of school equipment and facilities
- To secure our campus, all perimeter gates will be locked during school hours
- Students will be supervised at all times by certificated teachers and/or by paraprofessionals
B. SITE COMPLIANCE:

UVMS location TBD
South Los Angeles, California

C. REQUIRED INSURANCE POLICIES:

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

It shall be UVMS’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements. The following insurance policies are required:

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

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

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

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

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

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

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

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

Evidence of Insurance

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

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

Hold Harmless / Indemnification Provision

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

Asbestos Management

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

D. DISTRICT SERVICES:
1. Fee for Service (if available)

LAUSD and UVMS will reach a mutual agreement for the rate of services rendered, but UVMS shall retain the right to negotiate a contract with an outside contractor at any time, if such a contract proves to be in the best interest of UVMS. UVMS will contract out with private companies to provide the following services as needed:
- Administrative Services/Finance
- Student Information System
- Routine Maintenance
- Building Equipment Operation (e.g., air filter)
- Major or Differed maintenance
- Alteration and Improvements
- Custodial Services
- Gardening, landscaping, and tree trimming
- Pest Management Utilities
- Site maintenance and repair
- Garbage pick-up
- Pest control
- Technology
- Telephone

2. Utilities
UVMS will directly pay for its utilities, such as electricity, gas, water and telephone.

3. Transportation
UVMS will either contract with the sponsoring district or with other approved bus companies for curricular trips and receiving students from other schools.
4. General Maintenance
UVMS will maintain the campus at or above LAUSD standards at all times.

5. Food Services
UVMS will contract with an outside agency for its food service consultation needs. UVMS is responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursements from the state.

6. Contract Development
UVMS will always utilize effective business practices, which will result in the best quality at the best price. Contracts for services, equipment and alterations/improvements will be submitted to multiple bidders. All things being equal, preference will be given to local bidders.

7. Alterations and Improvements
UVMS will consult with LAUSD on any major construction that is to be placed on District property.

8. Sponsoring District Services
UVMS requested services from LAUSD (if available) will be on a fee-for-service basis. Mutually agreed upon fees must be in place prior to UVMS requested services. Needed services include:
- Fingerprinting and criminal processing of certificated and classified employees
- School mail
- School police and alarm monitoring
- Standardized test processing
- Supplies/materials acquisition and delivery

E. NATURAL DISASTERS DRILLS AND EMERGENCIES:

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

UVMS will develop a safety and emergency preparedness plan per the guidelines set forth by the sponsoring district. This plan will include:
- Staff training on emergency procedures
- Emergency preparedness exercises (fire drills and earthquake drills)
- Storage of water, food, and first aid supplies for three days, as outlined in sponsoring district emergency preparedness bulletin
- Evacuation Plan
Emergency Preparedness
UVMS will further develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train, or contract trainers, all instructional and administrative staff in basic first aid.

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

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

F. Zero Tolerance of Use of Drugs and Tobacco:
UVMS will have a “zero tolerance” policy regarding the use of drugs and tobacco by its students and staff on campus. Additionally, UVMS will be a “drug free” and “tobacco free” zone, prohibiting the use of drugs and/or tobacco by parents, staff members, or visitors to UVMS while on campus.

G. HEALTH SCREENING AND ADMINISTRATION OF MEDICATION:
UVMS will abide by all current requirements for health screening of employees and incoming students. UVMS’s designated staff will monitor all health files and administer all medications to students.

Immunizations and TB Testing
All enrolling students and staff will provide records documenting immunizations to the extent required by public schools. Records of student immunizations shall be maintained to the extent for enrollment in public schools, UVMS will require the examination of faculty and staff for tuberculosis as described in Education Code section 49406.
. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended any other public school.

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

Blood Borne Pathogens
UVMS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The CHF Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

H. FERPA/Confidentiality of Pupil Records
UVMS, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. All student records will be in a locked file cabinet. Access will be provided to only those authorized persons (school leadership and teachers).

I. REPORTING CHILD ABUSE
UVMS will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. All UVMS employees will be mandated child abuse reporters. School staff must report to the proper authorities if they suspect the following occurring to a student:
- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

J. SEXUAL HARRASSMENT POLICIES AND PROCEDURES
UVMS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. UVMS will develop a comprehensive policy to prevent and immediately address any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to
student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed.

K. Criminal Background Checks and Fingerprinting.
Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

L. Health Safety and Emergency Plan
UVMS will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. UVMS will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.
ELEMENT 7: RACIAL AND ETHNIC, BALANCE OF STUDENTS

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.

California Education Code Section 47605(b)(5)(G)

UVMS is committed to maintaining a diverse student body, and will take the following steps to achieve a racial and ethnic balance that is reflective of the LOS ANGELES UNIFIED SCHOOL DISTRICT as a whole:

UVMS will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of the District. UVMS will conduct orientation meetings year round to inform interested parents and students on what the school has to offer. Open houses and school tours will be conducted on a regular basis during the school year as well. UVMS is committed to creating a school community with racial and ethnic balance that is reflective of the general population residing in the surrounding community and the District. The charter school will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. It will also keep, on file, documentation of the efforts the school makes to achieve racial and ethnic balance.

Recruitment Plan
Immediately upon authorization, UVMS will implement an aggressive recruitment campaign and continue through the school’s opening in the following manner:

- Presentations and open houses at community centers such as: Kenneth Hahn Park, Ladera Park, Van Ness Park, Martin Luther King Park, Leimert Park, Denker Park,
- Elementary feeder schools
- Churches, Kingdom Halls, and Mosques
- LA Swap Meet, Beauty Supplies, Beauty Salons, Restaurants/Fast Food joints
- Neighborhood Councils District 8, 9, and 10.
- Social Clubs such as: The Cork, Dynasty, The Game, The Townhouse, Bottom Line, Cheers #2, Jackie Robinson Post, Berries, Joe Jackson Production Entertainment,
- Motorcycle Clubs--City Slickers, Choppers, 2nd to None, Buffalo Soldiers, LA Deuces, Just Poundin, 110 to the N, Black Hawks, Black Knights,
- Advertisement in local newspapers such as the LA Watts Times, Wave, Los Angeles Sentinel, La Opinion,

The targeted areas span: 10 Freeway to the North; Imperial Hwy to the South, La Cienega Blvd to the West and the 110 Freeway to the East. These recruitment efforts ensure that parents residing in the targeted area are informed about the availability of UVMS as a viable option for the education of their children. We expect that this targeted outreach will help to achieve the goal
of reflecting the general population residing in the district. All promotional material will be in English and Spanish in order to reach diverse groups.

**Court-ordered Integration**

The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. *Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW).* The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

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

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

The District and UVMS are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind—Public School Choice (‘‘NCLB-PSC’’) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (‘‘NCLB’’).

UVMS agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.”

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

UVMS will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. UVMS will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process,
guidelines, policies and the requirements of NCLB. In the event demand for places at UVMS under the NCLB-PSC program increases in subsequent years, UVMS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

**Federal Compliance**

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

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

UVMS also understands that as part of its oversight of the Charter school, the District may conduct program review of federal and state compliance issues.
Element 8: Admission Requirements

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

UVMS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

In accordance with Education Code Section 476045(5)(H), UVMS shall admit all students who wish to attend, up to the school’s enrollment limit. The school will adhere to entrance and enrollment age requirements set by the District. UVMS will be non-sectarian and non-discriminatory in all areas of operation and will not charge tuition.

UVMS will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment. UVMS is committed to serving all students, including academically low-achieving, economically disadvantaged students. UVMS therefore tailors its student recruiting efforts and students enrollment processes to attract all students including students typically classified as “low achieving and or economically disadvantaged.” Admission will not be determined according to the place of residence of the pupil or of his parent or guardian. Specific activities that will be employed by UVMS include: use of English and Spanish collateral; extensive grassroots marketing; simple, easy to use and easy to understand forms and brochures; removal of any language/messaging that may traditionally deter underserved populations. (See Appendix V for UVMS application)

UVMS will actively recruit a diverse population from the District and surrounding areas who understand and value our mission and are committed to our instructional and operational philosophy. UVMS recruitment strategy will target students directly, announcing the program through their classes and after-school programs, recommendations from teachers of students who would benefit from the UVMS model. Local non-profit organizations that serve homeless children, children in the foster-care system and other children whose circumstances put them at risk for school failure will refer children to UVMS. Students who reside in the District shall have preference and siblings shall be exempt. When enrolling students, priority will be offered to students who are children of school employees. The number of students receiving this priority will not exceed 10% of the total seats. Sibling preference will only be given for siblings living in the same household or through joint custody as the current UVMS sibling and when submitted by the lottery deadline. Any sibling preference applications received after the lottery deadline
will be added to the end of the waiting list. If a child is accepted for the upcoming school year through sibling preference, but the sibling (who had been at UVMS) does not return for the following year (or in the case of an 8th grader if the 8th grade sibling left before graduating), sibling preference is no longer valid. If a family is applying for more than one child, an application needs to be completed for each child and each child’s name will be entered individually into the lottery. For all other cases, if/when UVMS gets one of a family’s children on the waiting list, the other sibling will be moved to a sibling waiting list. However, there is no guarantee that a space will become available for those siblings.

Applications - UVMS accepts applications for enrollment via schools’ website, fax, US mail, or in person. Applications can be obtained from the school’s main office as well as from Open Houses held throughout the year. If the number of applicants exceeds the number of openings at UVMS, a public random lottery will take place to determine the enrollment in accordance with Education Code 47605(d).

UVMS will designate an open enrollment deadline and only applications received prior to the deadline will be included in the public random drawing. The deadline will be provided each year on the applications and will usually be in February. Public notice will be posted on the school’s website and in the school’s lobby regarding the date, time, and location of the public drawing once the open enrollment deadline date has passed. The lottery will be conducted in the evening so interested parties will be able to attend. It is open to the public. Parents do not need to be present at the public random drawing. Names of applicants will be drawn publicly at random.

Waiting List-

Students who are not selected via the random drawing will be placed on a waiting list in the order in which their names are selected during the public random drawing. If vacancies occur during the school year, the vacancies will be filled first from the waiting list. UVMS moves through the waiting list in numerical order, beginning with the sibling waiting list and then moving to the general lottery list. Parents of students who have been promoted off the waiting list will be contacted by phone (and if available, email) and must respond within two days in order to secure admissions. If a child is accepted from the waiting list for a space at UVMS and that child has another sibling on an UVMS waiting list (who meets the UVMS preference policy), that sibling will be moved to the sibling waiting list. Applications received after the lottery will be accepted for the waiting list through the last day of the current school year. They will be added to the end of the waiting list for the particular grade in the order they are received. Only one application can be submitted per student. The waiting list is for the current school year only. Applicant not admitted must re-apply each year.
Method to Verify Fair Lottery Procedures - UVMS will use a neutral proctor to ensure that lottery procedures are fairly executed.

Timelines for Open Enrollment Period and Lottery - the open enrollment period is from early January through middle April. Exact dates will be determined and posted annually. Families have 3 months to submit lottery forms. The public random drawing will occur during the first week in May.

Lottery Location – The lottery will take place on school grounds in the evening and will be open to the public. The lottery will be held in the evening to ensure parent and interested parties are able to attend and observe the lottery.

Fair Execution of Lottery Procedures and Record Keeping – UVMS will keep on file a list of all student names entered into the drawing, original applications for enrollment, list of students on the waiting list by grade level. UVMS will also keep the lottery procedures and fair execution of lottery procedures for review for a period of one year.

Parents and students admitted to the school are encouraged to attend an orientation session to review the policies and expectations of the school. One month prior to the opening of school, weekly orientation meeting will occur in the evening and on Saturdays. UVMS will work to assure that all families understand these policies and expectations and that they are aware of ways to be involved in the school’s life and decision-making. Failure to attend the orientation will not disqualify an applicant from admission. Each student will be given a handbook in the native language of the parent, provided a translator for that language can be secured, unless the student indicates that a copy in English is preferred.
ELEMENT 9: FINANCIAL AUDITS

The manner in which an annual, independent, financial audit 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.

California Education Code Section 47605 (b)(5)(1)

A. Independent Audit

The books and records of UVMS will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

The Board of Directors of CHF will hire and oversee a Certified Public Accountant (CPA) with experience in educational institution audits to conduct annual, independent financial audits. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The independent public accountant will prepare the necessary audit report to be submitted to The CHF Board of Directors, District, County Superintendent of Schools, California Department of Education and the State Controller. Audit exceptions must be resolved to the satisfaction of LAUSD within the reasonable timelines as prescribed by the District. A Board designee will work with our back office support to address any audit findings and/or resolve any audit exceptions in a timely manner. The committee will report their recommended corrective action to the Board with a recommendation at the next regularly scheduled Board Meeting.

Two interim reports and a year-end report, in a format to be provided by LAUSD, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all parties. In addition, financial statements audited by a Certified Public Accountant will be submitted to LAUSD by December 15th following the close of each fiscal year. Audit exceptions must be resolved to the satisfaction of LAUSD. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent financial audit of UVMS is to be provided to the public upon request.

B. Budget Development/Fiscal Reports

The following reports will be submitted to LOS ANGELES UNIFIED SCHOOL DISTRICT, in the required format and within timelines to be specified by LOS ANGELES UNIFIED SCHOOL DISTRICT each year:
• Provisional Budget – Spring prior to operating fiscal year
• Final Budget – July of the budget fiscal year
• First Interim Projections – November of operating fiscal year
• Second Interim Projections – February of operating fiscal year
• Unaudited Actual – July following the end of the fiscal year
• Audited Actual – November following the end of the fiscal year
• Classification Report – monthly the Monday after close of the last day of the school month
• Statistical Report – monthly the Friday after the last day of the school month.
• Bell Schedule – annually by September
• Other reports as requested by the District

Administrative/business operations will be performed by UVMS back office support who provides the following services, plans and systems:

• All budget preparation
• Application for revolving loan fund
• Setup of fiscal control policies and procedures
• Setup and assistance for administration of human resources – including payroll
• Interface when necessary with district, county, and state in matters relating to fiscal affairs, reporting, audits, accountability
• Attendance, accounting and reporting controls
• All accounting services – including establishing chart of accounts
• Setup of banking relationships
• Preparation for annual audit

**District Oversight Costs**

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

**Balance Reserves**

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.
Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

**Special Education Revenue Adjustment/Payment for Services**

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

**J. AUDIT AND INSPECTION OF RECORDS:**

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

- UVMS is subject to District oversight
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of UVMS
- The District is authorized to revoke this charter for, among other reasons, the failure of UVMS to meet generally accepted accounting principles or if it engages in fiscal mismanagement
- CHF is responsible for the debts and obligations of UVMS

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

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

UVMS shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to UVMS. When 30 days notice
may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice. In addition, if an allegation of waste, fraud or abuse related to UVMS operations is received by the District, UVMS shall cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

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

**Responding to Inquiries**
UVMS shall promptly respond to all inquiries, including but not limited to, inquiries
Element 10: Student Discipline

The procedures by which pupils can be suspended or expelled.
California Education Code Section 47605(b)(5)(J)

Center for Student Development

In today’s schools, it is necessary to discipline differently. Society is plagued with many problems that affect our students’ lives directly and indirectly. At Urban Village Middle School, we find it necessary to equip our students with the tools to be productive and responsible citizens on campus and in the global community. We will develop a Center for Student Development where students can participate in their mental, emotional, behavioral development, adjustment and well-being. It is a center where the student goes rather than is “sent”, unlike the Dean’s Office. We will train our behavior support staff to work with youth and develop their hearts and minds to be the best student/learners they can be. We will equip this center with the information needed to develop teachers and staff understanding about Early Teen Development. It will be a place that is for students, about students.

Students learn best in an environment where there are clear expectations about behavior. In order to maintain a positive learning community, UVMS will develop and maintain a comprehensive set of student discipline policies through the work at the Center for Student Development which includes the administration, teachers, staff, and parents. In addition UVMS will have Discipline Plan that has been developed in accordance with California Education Code Section 48900 and will also include reasons for suspension and expulsion.

The main features of the discipline plan will include, but not be limited to the following guidelines:

- **Behavior Values**: mutual respect, responsibility, appreciation of differences, honesty, safety, participation in the
- **Rules of Conduct and behavior**: attendance, computer Policy, Dress Code, electronics, homework policy and tardy policy
- **Consequences**: warning and reminder, a respectful related consequence, disciplinary referral to the office, loss of privileges, In-house suspension, suspension/parental supervision
- **Intervention Strategies**: Council as described below is one way to create, alternative programming, behavior modification, problem solving/contracting, alternatives to suspension

Council can be used for many purposes. It can be used as a disciplinary tool for ditching, academic failure, cheating, fighting, inappropriate activities and language, defiance, etc. Council has been used throughout history in many cultures. It is a way to make decisions, collaboratively based on dialogue in a confidential setting. Council is open and honest dialogue about the issues that affect negative student behavior in an atmosphere of authentic mutual respect and trust for the purpose of finding solutions, thus paving the way for cooperation and collaboration. (See Appendix IV Council Formats; Questions and Prompts and Council Habit of Mind). In Council used for the purpose of School-wide Positive Behavior Support, the process reveals:
• What the negative behavior was
• Why the incident occurred
• What positive steps could have been taken instead
• How to prevent the negative behavior from occurring again
• What the consequences should be
• What is the positive outcome

Council is a tool by which students can express themselves and use their voice to discuss ideas, issues, and topics important to themselves, each other, the school community, and the community-at-large. In Council, students are taught to speak from the heart, listen intently, and be in the moment. Council is a way that students “connect” with each other and their world. It is a way of creating empathy and empowering students to be who they are, and a way that students accept others for whom they are. Council creates and establishes community and helps students complement and see value in each other while also building self-esteem. Council is a way for students to resolve issues and conflicts with each other without resorting to violence. It is our form of conflict-resolution. Council can be used with one or many students; it can be used gender, grade and topic-specific and it can be used with any member(s) of the school community. There is always a trained adult facilitator present at all Council sessions. Students will be trained to be peer (facilitators). Council meetings are built into the bell schedule so that all students stay “connected” with themselves, each other, their teachers and administrators.

These policies will be distributed in the school’s Student Handbook which will be developed prior to the schools opening. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

SUSPENSION AND EXPULSION PROCEDURES:
A student may be suspended or expelled for any of the acts enumerated in this section that are related to school activity or school attendance that occur at any time, including, but not limited to, the following:
• While on school grounds
• While going to or coming from school
• During the lunch period whether on or off the campus
• During, or while going to or coming from, a school-sponsored activity

UVMS’s Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. UVMS staff shall
enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its Procedures will be printed and distributed as part of UVMS Student Handbook and will clearly describe discipline expectations.

UVMS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures as described in the Student Handbook. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension.

**Compliance with IDEIA**

UVMS will comply with the mandates of IDEIA. The Gun-Free Schools Act must consider the mandates of the IDEIA. A student identified as an individual with disabilities or for whom UVMS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. UVMS will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom UVMS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

UVMS recognizes the necessity and importance of the manifestation determination or, in cases of 504 accommodations, the link determination. UVMS shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

**Grounds for Suspension and Expulsion**

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

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs SOMA.
- Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or preinitiantion 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. Hazing does not include athletic events or school sanctioned events.
- Engaged in an act of bullying, including, but not limited to means of an electronic act, as defined in subdivisions (f) and (g) of section 32261, directed specifically toward a pupil or school personnel.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence Section 48900.3
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4
- Made terroristic threats against school officials, school property or both. Section 48900.7

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The Principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program. Students shall be immediately suspended and recommended for expulsion for any of the following reasons, as specified in Education Code Section 48915(c):
  - Possessing, selling, or otherwise furnishing a firearm
  - Brandishing a knife at another person
  - 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

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity. A student will not be suspended or expelled for truancy or tardiness.

B. Alternatives
No student shall be immediately suspended or expelled for a first time offense such as tardies and truancies, except in cases where suspension or expulsion is legally required. Interventions shall be first attempted and will include student study teams, family support team meetings, behavior modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardies and truancies are dealt with through UVMS attendance policy and are not in of themselves a student discipline issue.

C. Appeal Process
A teacher-generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal. The pupil will be sent to an administrator for appropriate action, which may include suspension from school or other disciplinary measures. Suspensions from School shall be initiated according to the following procedures:
  - Conference
Suspension shall be preceded, if possible, by a conference conducted by the Principal or a designatee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal 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. 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. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. 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, an administrator or designee 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 and the date of return. This notice shall state the specific offense committed by the student. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

**Length of Suspension**
The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Students with disabilities will be provided with classroom material and current assignments. Students suspended for more than 10 days in a year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, and to progress toward meeting the goals set out in the child’s IEP/504 Plan. These services may be provided in an interim alternative educational setting provided the School.

- **Suspension Time Limits/Recommendation for Placement/Expulsion**
  Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Placement/Expulsion by the Principal or 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 designee upon either of the following determinations: 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.
• **Suspension Appeal Process**
The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 2 working days directly to the Governing Board. The Governing Board will expeditiously review the case with the parent and/or student in question within 2 working days of receipt of the appeal. If the Board determines that the student has not violated one of the rules in the Student Handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed.

- UVMS’s Governing Board will gather information from the Principal, student, parent or guardian to determine whether or not the Principal suspended the student properly and followed all applicable procedures. The Governing Board will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.

- Based on the information submitted or requested, UVMS’s Governing Board may make one of the following decisions regarding the suspension.
  - Uphold the suspension
  - Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.
  - UVMS Governing Board will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the school Principal.

**Authority to Expel**
The UVMS Board has the authority to expel a student. A committee or Administrative Panel composed of at least 3 impartial members who are certificated and are neither a board member or teacher of the pupil will provide a recommendation to the Board. The Board may decide to accept or reject the recommendation.

**Expulsion Procedures**
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense. All expulsions cases will be heard by an independent Administrative Panel pursuant to E.C Section 48918 (d). And as such, the panel will make a recommendation to the Board for a final decision whether to expel. The administrative hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. The Administrative Panel should consist of at least three impartial members who are certificated and neither a teacher of the pupil or a Board member.
Written Notice
Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules relate to the alleged violation;
4. Notification of the student's or parent/guardian's 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;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including 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 in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, 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. The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of UVMS who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.
Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student's status with the UVMS.
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

a) The student's name
b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, UVMS 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.

Disciplinary Records

UVMS shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the school. These files will only be accessible to the UVMS principal, and designated staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

Procedures for Expulsion hearings Involving Sexual Assault/Battery Offenses

UVMS 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, which shall be examined only by UVMS or a hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. 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.
2. UVMS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person or group conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person or group conducting the expulsion hearing 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.

6. 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, UVMS must present evidence that the witness' presence is both desired by the witness and will be helpful to UVMS. 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.

8. 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 courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the 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.

10. 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.

**D. PROCESS FOR REHABILITATION, READMISSION, INTERIM PLACEMENT**

**Expelled Pupils/Alternative Education**

In the event of a decision to expel a student from UVMS, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

**Expelled Transfer Student Admission**

If a student is under an expulsion order from another school district (LEA), all information must be provided to UVMS Board of Directors for review. UVMS Governing Board will determine if
enrollment will be granted. The decision to admit an expelled pupil from another school district or charter school shall be in the sole discretion of the Board. To determine if a student is “rehabilitated,” the Principal will hold a meeting with the pupil and guardian or representative to determine progress and challenges. The Principal will make the determination whether the pupil has successfully completed the rehabilitation plan, from UVMS or from the sending school, and will determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following an investigation as to the student’s progress in his/her Rehabilitation Plan and causes for expulsion. The pupil's readmission is also contingent upon UVMS's capacity at the time the student seeks admission. All expelled students from other schools will begin their time at UVMS going to our Center for Student Development where they will be instructed on our Guiding Principles. The parent, the student and the school will receive a weekly reports and ongoing weekly monitoring to determine the student’s success at UVMS.

Expulsion Appeal Process
Parents or guardians are entitled to a hearing to determine whether the student should be expelled. A request for appeal of expulsion must be addressed to the Board and must be received within thirty (30) working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). In the case of expulsion, a fair and impartial panel of representatives appointed by UVMS Governing Board will hear the appeal. All expulsion cases will be heard by an independent Administrative Panel pursuant to E.C. Section 48918(d). The hearing will be held in closed session unless the pupil makes a written request for a public hearing three days prior to the hearing. The Administrative Panel shall consist of three members who are certificated and neither a teacher of the pupil or a Board member.

Rehabilitation Plans
Students who are expelled from UVMS shall be given a rehabilitation plan upon expulsion as developed by UVMS’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the charter School for readmission.

Readmission
The Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.
Readmissions Due Process

In the event an expelled student is denied admission to UVMS, after the investigation and meetings by the Principal to determine that the student had made significant progress in their Rehabilitation Plan or they were deemed to possess no threat to the safety of the UVMS students, the student will be notified by the Board in writing of the decision not to admit. The notice to the parent or guardian will be mailed three (5) days after the Board determination and will include the following:
1. Notice of the previous specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the UVMS
3. Findings by the Board on the Principal’s investigation and assessment of facts that determined unsuccessful completion of Rehabilitation Plan
4. Alternative area schools
5. New admissions eligibility date

Readmissions Appeal Process

A request for appeal of decision not to readmit or admit after expulsion from another school must be received within five (5) working days after the written notice received by the parent/guardian. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). In the case of expulsions, a fair and impartial panel of representatives appointed by UVMS Governing Board will hear the readmissions denial appeal, and its decision will be final.

Reinstatement

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

Students with Special Needs

UVMS recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, state, and District policies addressing the appropriate treatment special education students. UVMS will adhere to all laws and/or consent decrees affecting individuals with exceptional needs, including all provisions of Special Education Modified Consent Decree, PL 94 142, the Individual with Disabilities Education Improved Act (IDEIA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. The IEP team and the Principal or designated administrator will be responsible for managing continued application of school policies. A manifestation determination will be deemed necessary when a change of placement occurs, such that a special education student is removed for more than ten consecutive days or is subjected to a series of removals that appear as a pattern because they accumulate to
more than ten school days in a school year. Consideration in this decision will be given to such factors as the length of each removal, the total amount of time the student is removed and the proximity of the removals to each other.

**Suspension of Students with Exceptional Needs**

While special education students are subject to suspension on the same “Grounds for Suspension and Expulsion” as general education students, special education students may be suspended for up to, but not more than 10 consecutive school days if he/she poses an immediate threat to the safety of himself or herself or others.

- Suspension will be imposed only when other means of correction fail to bring about proper conduct
- This will be done though a positive behavior intervention plan developed by the IEP team

**Outcome Data**

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

Outcome data will be maintained including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

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

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

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

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

Charter School shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.
If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed

- student’s current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

**Special Education Students**

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter School’s failure to implement 504?

**Gun Free Schools Act**

The Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11: RETIREMENT SYSTEM (COMPENSATION AND BENEFITS)

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

Staff at the UVMS will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the Board of Directors and adopted as the school’s employee policies. UVMS retains the option for its board to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff. If the school should opt to participate in the STRS or PERS systems, the district shall cooperate as necessary to forward any required payroll deductions and related data. The school shall pay the district a reasonable fee for the provision of such services.

Work Basis
Employee work calendars, hours per week, and vacation time will be determined in individual employment contracts. The administrative staff will typically work a calendar year of 12 months with a standard week of approximately 40 hours. Teachers will typically work a calendar year of 10 months with a standard week of approximately 38.5 hours, including instructional hours, meetings, and professional development (teachers may work some 40-hour weeks for evening parent conferences, meetings, and professional development). Office personnel and classified staff will typically work a calendar year of 12 months with a standard week of approximately 40 hours. Salaries will be similar to salaries at LAUSD.

Benefits
Sick days will be provided for each eligible full-time employee 5 paid sick days per year. Classified year-round employees earn 8 paid sick days per year. Eligible part-time employees will be provided with a portion of the sick days that corresponds to the number of hours worked.

Full-time employees will be provided with three bereavement days for immediate family, or five bereavement days when out-of-state travel is required. Immediate family members will be defined as: spouse or cohabitant who is the equivalent of a spouse; parent (includes in-law, step and foster parent, and parent of cohabitant); grandparent (includes in-law, step and grandparent of a cohabitant); child (includes son/daughter-in-law, step and foster child, and child of a cohabitant); grandchild (includes grandchild of spouse, step grandchildren, and grandchildren of cohabitant); brother; sister; and any relative living in the employee’s immediate household. Eligible employees will receive not less than 10 legal holidays each contract year.

Mandatory benefits such as workers’ compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by UVMS. Health benefits will also
be provided to full-time employees. Employees on charter school leave from LOS ANGELES UNIFIED SCHOOL DISTRICT elect to give up district-offered coverage during the term of their employment with UVMS.

Retirement

I) STRS
All full-time employees who are eligible will participate in the State Teachers’ Retirement System (STRS). Employees will contribute the required percentage (currently 8.0% of salary), and UVMS will contribute the employer’s portion (currently 8.25%) required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. Employees will accumulate service credit years in the same manner as all other of STRS.

II) PERS
All UVMS classified employees who are eligible will participate in the Public Employees Retirement System (PERS). Employees will contribute the required percentage as designated by PERS, and UVMS will contribute the employer’s portion as required by PERS. All withholdings from employees and the charter school will be forwarded to the PERS Fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS.

III) OASDI, PARS and Others
UVMS will participate in OASDI for non-PERS/STRS eligible part-time employees. The UVMS Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.
ELEMENT 12: ATTENDANCE ALTERNATIVES

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

UVMS is a school of choice. No student is required to attend, and no person is required to work at the charter school. LOS ANGELES UNIFIED SCHOOL DISTRICT students living within the attendance area of LOS ANGELES UNIFIED SCHOOL DISTRICT who do not desire to attend the charter school may attend another school in LOS ANGELES UNIFIED SCHOOL DISTRICT. Alternatives to UVMS for these students living within the LOS ANGELES UNIFIED SCHOOL DISTRICT attendance area who opt not to attend the charter school will be the same as those offered to all other students currently residing in the district. Pupils who choose not to attend UVMS may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

UVMS will inform parents/guardians of each pupil enrolled in the charter school has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District.
ELEMENT 13: EMPLOYEE RIGHTS

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after the employment at a charter school.

California Education Code Section 47605 (b)(5)(M)

Equal Rights Statement

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

Education Code Compliance

UVMS accepts and understands its obligation to comply with specific sections of the Education Code such as Sections 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance.

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

Former District employees must consult with the District to determine their eligibility for leave. All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements. Currently, district union employees who are offered employment and who choose to work at UVMS will be given unpaid charter school leave from LOS ANGELES UNIFIED SCHOOL DISTRICT with return rights. Certificated leave from the District may be for one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition. Return rights would be offered with neither loss nor gain of status or seniority with LOS ANGELES UNIFIED SCHOOL DISTRICT, at the salary and
benefit rate in current use by the district for employees in the same classification who remained with the district or return to a non-charter district school. This is subject to change per changes in the collective bargaining unit.

All employees will be individually contracted rating in at a level competitive to the district’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations. Employee contracts are year-to-year, renewable in May.
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.
California Education Code Section 47605(b)(5)(N)

The staff and governing board members of UVMS agree to attempt to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and UVMS 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 UVMS shall be resolved in accordance with the procedures set forth below:

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

To UVMS c/o CEO
4859 Slauson Avenue, # 121
Los Angeles, Ca. 90056

Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, Ca. 90017

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the claim or controversy (“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 p.m. ot otherwise the business day following personal delivery; (b) if by facsimile, upon
electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING

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 the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). California Education Code Section 47605(b)(5)(O)

Educational Employment Relations Act

The UVMS is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA). Collective bargaining purposes Educational Employment Relations Act (“EERA”), and will act independently from LOS ANGELES UNIFIED SCHOOL DISTRICT for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice professional and employment relationships. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
ELEMENT 16: PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES

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

California Education Code Section 47605(b)(5)(P)

Terms and Renewal
This charter for Urban Village Middle (UVMS) may be up to a five-year term beginning in August 2013 and expiring in June, 2018. The Los Angeles Unified School District Board of Education may renew the charter for subsequent five-year terms. Prior to the expiration of the charter, Los Angeles Unified School District will contract an independent third-party to perform a school evaluation based upon the measurable goals and terms outlined in this charter. The Charter School must submit its renewal petition to the District’s Charter School Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire. At the time the charter renewal is submitted, UVMS and Los Angeles Unified School District will establish a mutually agreeable timeline to complete the renewal process.

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

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

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

The decision to close UVMS either by the UVMS governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

*Closure Procedures*

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

**Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the UVMS will be issued by UVMS within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the UVMS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the UVMS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the UVMS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

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

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

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

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

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

School and Student Records Retention and Transfer

[Charter School] shall observe the following in the transfer and maintenance of school and student records:

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

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

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

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

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

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

**Financial Close-Out**

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

[Charter school] shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

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

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

Facilities

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

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

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

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (―F&E‖) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  
  (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to
inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.

(i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

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

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

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