Frederick Douglass Academy
Charter Elementary School

Submitted on October 30, 2012 by:

A California Non-Profit Corporation
5150 W. Goldleaf Circle, Ste 401
Los Angeles, CA 90056
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As the authorized lead petitioner, I, Myles Meshack, hereby certify that the information submitted in this petition for Frederick Douglass Academy Charter Elementary School (also referred to herein as “Charter School”), a California public charter school, to be located within the boundaries of the Los Angeles Unified School District (also referred to herein as “LAUSD” or “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.

- Not charge tuition.

- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

- Not require any child to attend the Charter School nor any employee to work at the charter school.

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

Myles Meshack, Lead Petitioner
Inner City Education Foundation
ELEMENT 1
EDUCATIONAL PROGRAM

The address of Frederick Douglass Academy Charter Elementary School is 2400 Western Ave., Los Angeles, CA 90018.

The contact person for Frederick Douglass Academy Charter Elementary School is Kazuki Uema.

The phone number of Frederick Douglass Academy Charter Elementary School is (323) 290-6997.

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

The grade configuration is Kindergarten through 5th grade.

The number of students in the first year will be 346.

The grade levels of the students the first year will be K-5th grade.

The enrollment capacity of the school is 450 students. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).

Frederick Douglass Academy Charter Elementary School will grow by approximately 50 students per year until it reaches its maximum enrollment of 450 students beginning in the 2015-2016 school year.

The scheduled opening date of the Charter School is August 12, 2013.

The admission requirements include that admission is available to all students residing in California.

The instructional calendar will be from August 12, 2013 to June 6, 2014. A short version of the calendar may be found beginning on pg. 49, and a complete version is attached to this petition.

The bell schedule for the Charter School will be from 7:45am – 3:00pm, and 7:45am – 12:30pm on shortened days, Wednesdays are shortened days for professional development.

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

**Inner City Education Foundation**

Inner City Education Foundation (ICEF) was founded in 1994 to provide alternative, first-rate educational opportunities to underserved children in Los Angeles. ICEF sees education as the primary vehicle by which to build strong sustainable communities.
ICEF provides families in Los Angeles the opportunity for their children to receive a superior education in their own community.

ICEF currently operates fourteen public charter schools:

<table>
<thead>
<tr>
<th>Year Established</th>
<th>Number of Students Currently Served</th>
<th>Grade Levels</th>
<th>Free/Reduced Percentage</th>
<th>API Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. View Park Prep ES</td>
<td>1999</td>
<td>433</td>
<td>K-5</td>
<td>76.5%</td>
</tr>
<tr>
<td>2. View Park Prep MS</td>
<td>2002</td>
<td>335</td>
<td>6-8</td>
<td>79.4%</td>
</tr>
<tr>
<td>3. View Park Prep HS</td>
<td>2003</td>
<td>421</td>
<td>9-12</td>
<td>72.7%</td>
</tr>
<tr>
<td>4. Frederick Douglass ES</td>
<td>2008</td>
<td>292</td>
<td>K-5</td>
<td>89.8%</td>
</tr>
<tr>
<td>5. Frederick Douglass MS</td>
<td>2006</td>
<td>298</td>
<td>6-8</td>
<td>91.8%</td>
</tr>
<tr>
<td>6. Frederick Douglass HS</td>
<td>2006</td>
<td>367</td>
<td>9-12</td>
<td>73.0%</td>
</tr>
<tr>
<td>7. Lou Dantzler ES</td>
<td>2008</td>
<td>304</td>
<td>K-5</td>
<td>99.7%</td>
</tr>
<tr>
<td>8. Lou Dantzler MS</td>
<td>2007</td>
<td>261</td>
<td>6-8</td>
<td>92.0%</td>
</tr>
<tr>
<td>9. Lou Dantzler HS</td>
<td>2007</td>
<td>253</td>
<td>9-12</td>
<td>67.5%</td>
</tr>
<tr>
<td>10. Thurgood Marshall MS</td>
<td>2007</td>
<td>160</td>
<td>6-8</td>
<td>86.3%</td>
</tr>
<tr>
<td>11. ICEF Vista ES</td>
<td>2008</td>
<td>312</td>
<td>K-5</td>
<td>94.9%</td>
</tr>
<tr>
<td>12. ICEF Vista MS</td>
<td>2008</td>
<td>199</td>
<td>6-8</td>
<td>91.5%</td>
</tr>
<tr>
<td>13. ICEF Inglewood ES</td>
<td>2009</td>
<td>299</td>
<td>K-5</td>
<td>70.2%</td>
</tr>
<tr>
<td>14. ICEF Inglewood MS</td>
<td>2009</td>
<td>193</td>
<td>6-8</td>
<td>81.9%</td>
</tr>
</tbody>
</table>

**ICEF’s Record of Excellence**

- 2012 graduates earned over $850,000 in scholarships, including four graduates with full tuition scholarships from the Posse Foundation and three University of California Blue and Gold Scholarship recipients (ICEF Development Office)

- 88% of our graduating seniors in the 2011-12 school year were accepted to four year colleges and universities, including students with acceptance to Brown University, an Ivy League university. (ICEF Development Office)

- We celebrated the graduation of 12 high school seniors that have been with ICEF from kindergarten, each of which is continuing on to college. (ICEF Development Office)

- View Park Prep High School football team was honored with the Academic Team Excellence Award for a 43-man team collective GPA of 3.35; the highest GPA among the 71 high schools in the L.A. Unified School District. This is a repeat honor for the View Park Prep High School football team who won this award in 2010 and 2011 (ICEF Athletics, CIF)

- The Rugby team experienced its 9th tour with 38 High School players touring Tahiti and New Zealand for 19 days in March, 2012. A documentary of the tour will be released during the 2012-13 school year. (ICEF Rugby)
• In 2011, ICEF Public Schools became the first charter district to partner with *Arts for All*. Established by the Los Angeles County Board of Supervisors, *Arts for All* is the dynamic, county-wide collaboration working to create vibrant classrooms, schools, communities and economies through the restoration of all arts disciplines into the core curriculum for 1.6 million public K-12 students. The ICEF Visual and Performing Arts team has created a long-range strategic plan to strengthen arts education for every student in ICEF schools. (*ICEF Visual and Performing Arts Department*)

• 90.1% of 2011 ICEF graduates (View Park, Frederick Douglass, Lou Dantzler) are attending a 2 or 4-year college or university (*ICEF High School College and Career Center*).

• ICEF students in the Arts and Rugby Programs have travelled internationally to study, perform, and play abroad in Hong Kong, Brazil, England, New Zealand, Spain, France, Italy, South Africa, and Washington DC with an official visit to the White House (*Visual and Performing Arts Department; Rugby Program*)

• In 2011, 4 ICEF elementary schools achieved an African American API from 45 to 150 points above the state API for African Americans at the elementary level. ICEF’s 5th elementary school, ICEF Vista Elementary Charter Academy, had a Hispanic API 2 points above the state Hispanic API at the elementary level. View Park Elementary’s API exceeded the API for the State’s white subgroup. (*CDE Dataquest*)

• In 2011, 3 ICEF middle schools achieved an African American API from 32 to 98 points above the state API for African American at the middle school level. ICEF Vista Middle School had a Hispanic API 54 points above the state Hispanic AP at the middle school level. View Park Middle School’s API was 98 points above the state API for the African American subgroup at the middle school level and well above all but one of the APIs of the LAUSD schools that students would otherwise have attended. (*CDE Dataquest*)

• In 2011, 3 ICEF high schools achieved an African American API from 6 to 52 points above the State API for African Americans at the high school level. (*CDE Dataquest*).

• 93% of View Park Middle School 8th grade students have achieved proficient on the CST in Science three years in a row – 2009, 2010, 2011, compared to LAUSD’s 41%, 46%, and 51%. (*CDE Dataquest*).

• Based on the 2011 AYP Report for percent proficient and above in English-Language Arts, View Park Middle’s African American subgroup performed in the top 16% of LAUSD middle school African American subgroups. View Park Middle’s African American subgroup is in the top 39% in Math. (*CDE Dataquest - http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp*).

**Highlights of ICEF College Acceptances**

ICEF Public Schools is committed to preparing its students to attend and compete at the top 100 colleges and universities in the nation. Accordingly, ICEF graduates have gone to attend prestigious universities including but not limited to:

*Amherst College*  
*Mount St. Mary’s College (Doheny)*
<table>
<thead>
<tr>
<th>University</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnard College</td>
<td>New York University</td>
</tr>
<tr>
<td>Berklee College of Music</td>
<td>Northern Arizona University</td>
</tr>
<tr>
<td>Boston University</td>
<td>Oberlin College</td>
</tr>
<tr>
<td>Bryn Mawr College</td>
<td>Pace University, New York City</td>
</tr>
<tr>
<td>California State Polytechnic University, Pomona</td>
<td>Pace University, New York City</td>
</tr>
<tr>
<td>California State University, Dominguez Hills</td>
<td>Pitzer College</td>
</tr>
<tr>
<td>California State University, Long Beach</td>
<td>Rensselaer Polytechnic Institute</td>
</tr>
<tr>
<td>California State University, Northridge</td>
<td>Rochester Institute of Technology</td>
</tr>
<tr>
<td>California State University, San Bernardino</td>
<td>Sonoma State University</td>
</tr>
<tr>
<td>Carnegie Mellon</td>
<td>Spelman College</td>
</tr>
<tr>
<td>Claremont McKenna</td>
<td>Stanford University</td>
</tr>
<tr>
<td>Dartmouth College</td>
<td>Syracuse University</td>
</tr>
<tr>
<td>Fordham University</td>
<td>Texas Christian University</td>
</tr>
<tr>
<td>George Washington University</td>
<td>The New School for Liberal Arts</td>
</tr>
<tr>
<td>Grinnel College</td>
<td>The University of Arizona</td>
</tr>
<tr>
<td>Hampton University</td>
<td>University of California, Berkeley</td>
</tr>
<tr>
<td>Howard University</td>
<td>University of California, Davis</td>
</tr>
<tr>
<td>Ithaca College</td>
<td>University of California, Los Angeles</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>University of California, Riverside</td>
</tr>
<tr>
<td>Kenyon College</td>
<td>University of California, San Diego</td>
</tr>
<tr>
<td>Lehigh University</td>
<td>University of California, Santa Barbara</td>
</tr>
<tr>
<td>Loyola Marymount University</td>
<td>University of California, Santa Cruz</td>
</tr>
<tr>
<td>Manhattanville College</td>
<td>University of Miami</td>
</tr>
<tr>
<td>Morehouse College</td>
<td>University of Southern California</td>
</tr>
<tr>
<td>Notre Dame University</td>
<td>Western Kentucky University</td>
</tr>
<tr>
<td>Reva andപdric Smith University</td>
<td>Brown University</td>
</tr>
</tbody>
</table>

ICEF’s management team has extensive education experience in urban communities.

**Parker Hudnut**, Chief Executive Officer. Prior to joining ICEF, Mr. Hudnut was responsible for supporting and holding accountable a portfolio of over 200 schools within the Los Angeles Unified School District that educated over 100,000 students and included charter, pilot, expanded school based management and network partner schools.

Previously, Mr. Hudnut was the COO/CFO for Alliance for College-Ready Public Schools, a Los Angeles based network of public charter schools serving 7,000 grade 6-12 students in some of the most socioeconomically disadvantaged neighborhoods of the region. He was one of the first employees at Alliance and was responsible for finance & accounting, technology, facility development & operations, human resources and many strategic partnerships.

Mr. Hudnut holds an M.B.A. from the Wharton School of Business at the University of Pennsylvania, where he was a Leadership Fellow and received a Morgenthau fellowship for
dedication to public service. He earned his B.A. in Environmental Science at the University of Virginia.

**Amarpal Khanna**, Director of Visual Arts, has been a professional artist working in the Animation, Illustration, Comic Books, and Children's books industries for over ten years. Previous companies he has worked with include DreamWorks Animation, the Anti-Defamation League, and Original Syndicate Press. A passionate advocate for arts education, he has taught art at all grade levels including college at the Art Institute of California-Los Angeles in the Animation department. Mr. Khanna started the ICEF Visual Arts program twelve years ago and is a graduate of Otis College of Art and Design.

**Chris Borunda**, Director, of Centralized Operations, is responsible for managing facilities and IT. Focused on improving efficiency, reducing costs, and increasing transparency, he has implemented tools and practices that enable school site administrators to base their future operations decisions on the organization's valuable past experiences. Prior to joining ICEF, Borunda worked as an independent consultant where he managed supply chain activities, conducted market analysis, analyzed inventory tracking methods, provided implementation recommendations, and dissected operational data. Previously, Borunda worked for large multi-national organizations such as Sony, Bristol-Myers Squibb, and Caterpillar in the areas of supply chain and information management where he worked on top organizational initiatives from leading process improvement projects to managing cost reduction activities. Borunda holds a bachelor's degree in business administration with an emphasis in supply chain management from the University of San Diego and a master's degree in business administration from the Darden School of Business at the University of Virginia. Borunda was a participant in The Broad Residency in Urban Education (Class of 2009-2011), and joined the team permanently after serving his two-year Residency at ICEF Public Schools.
*Neighborhood Schools Comparison includes majority of schools ICEF students would otherwise attend.
**Students The School Proposes to Serve**
Frederick Douglass Academy Charter Elementary School serves approximately 450 K-5 students. Students are recruited from South Los Angeles. Frederick Douglass Academy Charter Elementary School is located at 2400 Western Ave., Los Angeles, CA 90016. The student population has an economic composition similar to the surrounding schools below and these schools below represent many of the schools Frederick Douglass Academy Charter Elementary School students would otherwise attend. Frederick Douglass Academy Charter Elementary School is aware that the schools below have a different ethnic composition. Please see Element 7 for the school’s plan to become more ethnically diverse.

**Demographics Matrix of Surrounding Schools of Intended Target Area**

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Student</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide 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>Major Ethnicity #1</th>
<th>Major Ethnicity #2</th>
<th>Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vermont Ave. ES</td>
<td>480</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>807</td>
<td>5</td>
<td>9</td>
<td>94%</td>
<td>Hispanic 93%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>24th St. ES</td>
<td>430</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>No</td>
<td>No</td>
<td>667</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>Hispanic 74%</td>
<td>Af Am 21%</td>
<td>NA</td>
</tr>
<tr>
<td>Bright ES</td>
<td>474</td>
<td>No</td>
<td>Yes, Year 4</td>
<td>Yes</td>
<td>No</td>
<td>806</td>
<td>6</td>
<td>10</td>
<td>86%</td>
<td>Hispanic 78%</td>
<td>Af Am 21%</td>
<td>NA</td>
</tr>
<tr>
<td>Weemes ES</td>
<td>630</td>
<td>No</td>
<td>Yes, Year 4</td>
<td>No</td>
<td>No</td>
<td>740</td>
<td>3</td>
<td>8</td>
<td>80%</td>
<td>Hispanic 72%</td>
<td>Af Am 27%</td>
<td>NA</td>
</tr>
<tr>
<td>6th Ave. ES</td>
<td>496</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>Yes</td>
<td>No</td>
<td>692</td>
<td>1</td>
<td>1</td>
<td>82%</td>
<td>Hispanic 76%</td>
<td>Af Am 22%</td>
<td>NA</td>
</tr>
<tr>
<td>Crown Prep</td>
<td>289</td>
<td>No</td>
<td>Yes, Year 1</td>
<td>NA</td>
<td>NA</td>
<td>801</td>
<td>NA</td>
<td>NA</td>
<td>95%</td>
<td>Hispanic 63%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Douglass ES</td>
<td>188</td>
<td>Yes, Year 1</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>776</td>
<td>4</td>
<td>7</td>
<td>88%</td>
<td>Af Am 82%</td>
<td>Hispanic 17%</td>
<td>NA</td>
</tr>
</tbody>
</table>
School-Wide Vision of the Frederick Douglass Academy Charter Elementary School

The students of Frederick Douglass Academy Charter Elementary School work cooperatively, think critically, develop self-esteem, value fine arts and respect cultural diversity. They actively seek learning opportunities. The teachers of Frederick Douglass Academy Charter Elementary School work to establish the highest standards and expectations for student achievement. The teachers model the appropriate behaviors and attitudes expected of educated individuals in the 21st century. The entire school community-faculty, parents, staff, administrators, and community members work cooperatively and collaboratively to create a student-centered environment in which all partners are empowered by their sense of ownership and responsibility to the school.

Frederick Douglass Academy Charter Elementary School

Mission Statement

To prepare students to attend and to compete academically at the best colleges and universities in the nation.

To expand the choices that parents have for a first-rate educational opportunity within the public school system.

To achieve this mission by discovering and by developing each students’ gifts and talents.

A Typical Day at Frederick Douglass Academy Charter Elementary School

When one enters Frederick Douglass Academy Charter Elementary School at the beginning of the day, you will see students and teachers engaged in the school-wide morning assembly when students participate in vocabulary of the day. This instills a culture that promotes the love of learning. When students see their teacher read it models the value of reading.

A visitor will also see students using technology to enhance their classroom learning.

As one enters Frederick Douglass Academy Charter Elementary School, one will encounter an exciting student-centered learning environment. Students are actively engaged in the lesson before them, and teachers are engaged in the process of teaching students. The atmosphere is one where learning is prized, excellence demanded, and performance rewarded.

Teachers employ a variety of teaching methods across the curriculum. Teachers express clear learning goals in writing, visually posted in the classroom and verbally to both students and parents. Teachers’ classrooms employ a balance of interactive settings. In general, a visitor will see a class that is actively engaged through whole class discussion, teacher-centered direct instruction, small group learning, and individualized learning or testing. Individualized learning may include guided practice, individual practice or one-on-one instruction. Frederick Douglass Academy Charter Elementary School teachers also change the student composition in the small
groups as a classroom management strategy. In addition, this gives students an opportunity to learn from different people in the class and to vary the flexible groupings. A visitor will see that in all of these classroom settings, students remain engaged and teachers are skilled at managing the classroom.

Teachers will be seen effectively scaffolding lessons to engage students in higher order thinking. A visitor to the school will see that teachers are actively leading students to think critically. Teachers engage students using real life concepts that are relative to their life experience and build upon students’ prior knowledge.

Student work is visible in every part of the school including the classrooms the hallways and in office spaces.

Teachers ensure student learning by creating a professional learning community. Teachers work together to determine what students should learn, how they will assess students’ learning, and how they will respond to students’ needs. At Frederick Douglass Academy Charter Elementary School, we provide opportunities for the students to participate in after-school and Saturday school intervention programs. The teachers recommend the students based on student data and they have the choice of attending the intervention program. The goals of intervention program are to provide the students extra instructional support in a small group setting and increase the student learning. Those students who struggle academically are identified in a timely manner and strongly encouraged to attend interventions.

Outside of the classroom, teachers meet weekly in grade level teams to assist each other in developing lesson plans that effectively keep students on target to meet learning goals and work collaboratively to plan thematic units. A visitor to Frederick Douglass Academy Charter Elementary School will see teachers using the standards to guide lesson planning in every subject area at every grade level. Teachers use formative assessments to make adjustments in their approach and to assess if key learning standards were acquired by students. In addition to formative assessments, teachers consistently ask comprehension questions during instruction.

**Teaching Methodologies**

Frederick Douglass Academy Charter Elementary School is a learning environment that focuses on providing an enriched, standards-based curriculum. Frederick Douglass Academy Charter Elementary School provides each student with powerful learning experiences that are differentiated to meet individual student needs. A combination of small-and large-group instruction is utilized to deliver the curriculum with one-on-one help, including mentoring assistance for those who are in need of additional support. Frederick Douglass Academy Charter Elementary School seeks to:

- Create small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth; and
• Teach a core academic program that utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well as critical thinking and reasoning.

Frederick Douglass Academy Charter Elementary School understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be trained to:

1. Utilize research based curriculum
2. Incorporate state standards into instruction
3. Align appropriate assessments to the state standards
4. Implement relevant, supplemental instructional programs that are aligned to standards and reflect research-based best practices
5. Design instruction that incorporates instructional strategies and curriculum as detailed in Whatever It Takes: How Professional Learning Communities Respond When Kids Don’t Learn by DuFour, Dufour, Eaker, and Karhanek; Classroom Instruction that Works, by Marzano, Pickering, and Pollock; (classroom management – first day of school) Henry Wong

Backward Mapping/Backward Design

This process is one in which teachers start with the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. There are three distinct stages of this process that Frederick Douglass Academy Charter Elementary School will use. The three stages are as follows:

Stage 1: Unpacking and Prioritizing State Content Standards

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary pre-requisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

• Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
• Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
  - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
  - Percentage of questions from the STAR exam and the pre-release questions from the SMARTER Balance Assessment that relate to each strand of the current Common State Standards (this will be tied to creating assessments)
  - Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).
Teachers in each of the content areas, including Physical Education and visual performing arts will use California State Content Standards as part of this process. Please see the ICEF Transition to Common Core Standards Plan which is attached to this petition.

Stage 2: Aligning Assessments (formative and summative) to content standards

Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard.

Specifically, teachers will:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative) that include Common Core Standards.
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans
- Exploring how all learners (including ELLs and special needs students) vary in their readiness, interests and learning profiles).
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)
- Ensuring that all coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:
  - Small projects and other ways of experiencing real-world problems
  - Collaborative investigations and demonstrations
  - Mini-lessons that address specific skills within the context of larger projects
  - Giving guidance and adequate time to self-reflect and self-assess
- Democratic classrooms and school structure
- Authentic assessments
- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined “Learning Targets” for all students by all teachers
- Rubric self-assessment
- The involvement of parents and utilizing community resources as educational partners in instructional presentation
- mentoring programs
- peer study groups
- Creating learning experiences that promote understanding, interest, and excellence
- Innovating and enhancing current standards-based adopted programs

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate if students are mastering content. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels at Frederick Douglass Academy Charter Elementary School. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

**Scope and Sequence of Skills to Be Taught Across Grade Levels and Subjects**

Frederick Douglass Academy Charter Elementary School’s curriculum is based on the California State Frameworks and Academic Content Standards. The school’s curriculum ensures that students will receive instruction in, and will be expected to master, all grade level standards including English Language Arts, Mathematics, ELD, Social Studies, Visual and Performing Arts and Physical Education. The school will transition to and implement the Common Core State Standards and corresponding assessments by 2014-2015. Frederick Douglass Academy Charter Elementary School will offer a Transitional Kindergarten program. A more complete description of the transition to Common Core State Standards is attached to this petition. Grade Level standards students are expected to master by the end of their grade level include, but are not limited to:

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
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<tbody>
<tr>
<td><strong>KINDERGARTEN</strong></td>
</tr>
</tbody>
</table>
| Reading | • Students will know about letters, words, and sounds. They will apply this knowledge to read simple sentences.  
• Students will identify the basic facts and ideas in what they have read, heard, or viewed.  
• Students will listen to and respond to stories based on well-known characters, themes, plots, and settings. |
| Writing | • Students will write words and brief sentences that are legible. |
| Written & Oral English Language Conventions | • Students will write and speak with a command of Standard English conventions. |
| Listening and Speaking | • Students will listen and respond to oral communication. They will speak in clear and coherent sentences.  
• Students will deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of organization and delivery strategies. |

| 1st GRADE |
|---|---|
| Reading | • Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.  
• Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.  
• Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements. |
| Writing | • Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.  
• Students will write compositions that describe and explain familiar objects, events and experiences. Student writing will demonstrate a command of standard American English and drafting, research, and organization strategies. |
| Written & Oral English Language Conventions | • Students will write and speak with a command of Standard English conventions appropriate to this grade level. |
| Listening and Speaking | • Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.  
• Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.  
• Student speaking will demonstrate a command of standard American English and organizational and delivery strategies. |

| 2nd GRADE |
|---|---|
| Reading | • Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.  
• Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.  
• Students will read and respond to a variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements. |
| Writing | • Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process. |
| Written & Oral English Language Conventions | Students will write and speak with a command of Standard English conventions appropriate to this grade level. |
| Listening and Speaking | Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.  
Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.  
Student speaking will demonstrate a command of standard American English and organization and delivery strategies. |
| **3rd GRADE** |  
**Reading**  
Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.  
Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies, as needed.  
Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements. |
| **Writing** | Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.  
Students will write compositions that describe and explain familiar objects, events, and experiences. Student's writing will demonstrate a command of standard American English and drafting, research and organizational strategies. |
| **Written and Oral English Language Conventions** | Students will write and speak with a command of Standard English conventions appropriate to this grade level. |
| **Listening and Speaking** | Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.  
Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.  
Student speaking will demonstrate a command of standard American English and organization and delivery strategies. |
| **4th GRADE** |  
**Reading**  
Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.  
Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies, as needed.  
Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements. |
| **Writing** | Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.  
Students will write compositions that describe and explain familiar objects, events, and experiences. Student's writing will demonstrate a command of standard American English and drafting, research and organizational strategies. |
| **Written and Oral English Language Conventions** | Students will write and speak with a command of Standard English conventions appropriate to this grade level. |
| **Listening and Speaking** | Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.  
Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.  
Student speaking will demonstrate a command of standard American English and organization and delivery strategies. |
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- Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.
- Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

### Writing
- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events and experiences. Student's writing will demonstrate a command of standard American English and drafting, research and organizational strategies.

### Written and Oral English Language Conventions
- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

### Listening and Speaking
- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.
- Student speaking will demonstrate a command of standard American English and organization and delivery strategies.

### 5th GRADE

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td>- Students will 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. &lt;br&gt; - Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. &lt;br&gt; - Students will read and respond to historically or culturally significant works of literature. They will begin to find ways to clarify the ideas and make connections between literary works.</td>
<td>- Students will write clear and coherent and focused essays. Their writing will exhibit the students’ awareness of the audience and purpose. Essays will contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed. &lt;br&gt; - Students will write narrative, expository, persuasive, and descriptive texts of at least 500-700 words in each genre. Student writing will demonstrate a command of standard</td>
</tr>
</tbody>
</table>
### Written and Oral English Language Conventions
- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

### Listening and Speaking
- Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication.
- Students will deliver well-organized formal presentations employing traditional rhetorical strategies. Student speaking will demonstrate a command of standard American English and organizational and delivery strategies.

### MATHEMATICS

#### Kindergarten
By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will count, compare, describe and sort objects, and develop a sense of properties and patterns.

| Number Sense | Students will understand the relationship between numbers and quantities.  
|              | Students will understand and describe simple additions and subtractions.  
|              | Students will use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places. |
| Algebra and Functions | Students will sort and classify objects. |
| Measurement and Geometry | Students will understand the concept of time and units to measure it; they will understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.  
|              | Students will identify common objects in their environment and describe the geometric features. |
| Statistics, Data Analysis, and Probability | Students will collect information about objects and events in their environments. |
| Mathematical Reasoning | Students will make decisions about how to set up a problem.  
|              | Students will solve problems in reasonable ways and justify their reasoning. |

**1st GRADE**
By the end of grade one, students will understand and use the concept of ones and tens in the place value number system. Students will add and subtract small numbers with ease. They will measure with simple units and locate objects in space. They will describe data and analyze and solve simple problems.

| Number Sense | Students will understand and use numbers up to 100.  
|              | Students will demonstrate the meaning of addition and subtraction and use these operations to solve problems.  
|              | Students will use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places. |
| Algebra and Functions | Students will use number sentences with operational symbols and expressions to solve problems. |
| Measurement and Geometry | Students will use direct comparison and nonstandard units to describe the measurements of objects. |
### 2nd GRADE

By the end of grade two, students will understand place value and number relationships in addition and subtraction and they will use simple concepts of multiplication. They will measure quantities with appropriate units. They will classify shapes and see relationships among them by paying attention to their geometric attributes. They will collect and analyze data and verify the answers.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
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| **Number Sense**                             | Students will understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.  
Students will estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers.  
Students will model and solve simple problems involving multiplication and division.  
Students will understand that fractions and decimals may refer to parts of a set and parts of a whole.  
Students will model and solve problems by representing, adding, and subtracting amounts of money.  
Students will use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places. |
| **Algebra and Functions**                    | Students will model, represent, and interpret number relationships to create and solve problems involving addition and subtraction. |
| **Measurement and Geometry**                 | Students will understand that measurement is accomplished by identifying a unit of measure, repeating that unit, and comparing it to the item to be measured.  
Students will identify and describe the attributes of common figures in the plane and of common objects in space. |
| **Statistics, Data Analysis, and Probability**| Students will collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.  
Students will demonstrate an understanding of patterns and how patterns grow and describe them in general ways. |
| **Mathematical Reasoning**                  | Students will make decisions about how to set up a problem.  
Students will solve problems and justify their reasoning.  
Students will note connections between one problem and another. |

### 3rd GRADE

By the end of grade three, students will deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students will estimate, measure, and describe objects in space. They will use patterns to help solve problems. They will represent number relationships and conduct simple probability experiments.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
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| **Number Sense**                             | Students will understand the place value of whole numbers.  
Students will calculate and solve problems involving addition, subtraction, multiplication, and division.  
Students will understand the relationship between whole numbers, simple fractions, and decimals. |

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| Algebra and Functions | • Students will select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.  
• Students will represent simple functional relationships. |
| --- | --- |
| Measurement and Geometry | • Students will choose and use appropriate units and measurement tools to quantify the properties of objects.  
• Students will describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems. |
| Statistics, Data Analysis, and Probability | • Students will conduct simple probability experiments by determining the number of possible outcomes and make simple predictions. |
| Mathematical Reasoning | • Students will make decisions about how to approach problems.  
• Students will use strategies, skills, and concepts in finding solutions.  
• Students will move beyond a particular problem by generalizing to other situations. |

**4th GRADE**

By the end of grade four, students will understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They will describe and compare simple fractions and decimals. They will understand the properties of, and the relationships between plane geometric figures. They will collect, represent, and analyze data to answer questions.

| Number Sense | • Students will understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions.  
• Students will use the concepts of negative numbers.  
• Students will extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.  
• Students will solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.  
• Students will know how to factor small whole numbers. |
| --- | --- |
| Algebra and Functions | • Students will use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.  
• Students will know how to manipulate equations. |
| Measurement and Geometry | • Students will understand perimeter and area.  
• Students will use two-dimensional coordinate grids to represent points and graph lines and simple figures.  
• Students will demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems. |
| Statistics, Data Analysis, and Probability | • Students will organize, represent, and interpret numerical and categorical data and clearly communicate their findings.  
• Students will make predictions for simple probability situations. |
| Mathematical Reasoning | • Students will make decisions about how to approach problems.  
• Students will use strategies, skills, and concepts in finding solutions.  
• Students move beyond a particular problem by generalizing to other situations. |

**5th GRADE**

By the end of grade five, students will increase their facility with the four basic arithmetic operations...
applied to fractions, decimals, and positive and negative numbers. They will know and use common measuring units to determine length and area. They will know and use formulas to determine the volume of simple geometric figures. Students will know the concept of angle measurement and use a protractor and compass to solve problems. They will use grids, tables, graphs, and charts to record and analyze data.

| Number Sense                  | - Students will compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They will understand the relative magnitudes of numbers.  
|                              | - Students will perform calculations and solve problems involving addition, subtraction, simple multiplication and division of fractions and decimals. |
| Algebra and Functions         | - Students will use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results. |
| Measurement and Geometry      | - Students will understand and compute the volumes and areas of simple objects.  
|                              | - Students will identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures. |
| Statistics, Data Analysis, and Probability | - Students will display, analyze, compare, and interpret different data sets, including data sets of different sizes. |
| Mathematical Reasoning       | - Students will make decisions about how to approach problems.  
|                              | - Students will use strategies, skills, and concepts in finding solutions.  
|                              | - Students will move beyond a particular problem by generalizing to other situations. |

**SCIENCE**

**Kindergarten**

| Physical Sciences            | 1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:  
|                             | a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).  
|                             | b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.  
<p>|                             | c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not. |</p>
<table>
<thead>
<tr>
<th>Life Science</th>
<th>2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).</td>
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<td></td>
<td>b. Students know stories sometimes give plants and animals attributes they do not really have.</td>
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<tr>
<td></td>
<td>c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).</td>
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<tr>
<td>Earth Sciences</td>
<td>3. Earth is composed of land, air, and water. As a basis for understanding this concept:</td>
</tr>
<tr>
<td></td>
<td>a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.</td>
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<td></td>
<td>b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</td>
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<tr>
<td></td>
<td>c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.</td>
</tr>
<tr>
<td>Investigation and Experimentation</td>
<td>4. 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:</td>
</tr>
<tr>
<td></td>
<td>a. Observe common objects by using the five senses.</td>
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<td></td>
<td>b. Describe the properties of common objects.</td>
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<td></td>
<td>c. Describe the relative position of objects by using one reference (e.g., above or below).</td>
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<tr>
<td></td>
<td>d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).</td>
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<tr>
<td></td>
<td>e. Communicate observations orally and through drawings.</td>
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<tr>
<td>1st GRADE</td>
<td></td>
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<tr>
<td>Physical Science</td>
<td>1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:</td>
</tr>
<tr>
<td></td>
<td>a. Students know solids, liquids, and gases have different properties.</td>
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<tr>
<td></td>
<td>b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.</td>
</tr>
</tbody>
</table>
| Life Science | 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:  
| | a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.  
| | b. Students know both plants and animals need water, animals need food, and plants need light.  
| | c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.  
| | d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).  
| | e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.  
| Earth Science | 3. Weather can be observed, measured, and described. As a basis for understanding this concept:  
| | a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.  
| | b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.  
| | c. Students know the sun warms the land, air, and water.  
| Investigation and Experimentation | 4. 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. Draw pictures that portray some features of the thing being described.  
| | b. Record observations and data with pictures, numbers, or written statements.  
| | c. Record observations on a bar graph.  
| | d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).  
| | e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.
### Physical Sciences

1. The motion of objects can be observed and measured. As a basis for understanding this concept:
   a. Students know the position of an object can be described by locating it in relation to another object or to the background.
   b. Students know an object's motion can be described by recording the change in position of the object over time.
   c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
   d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.
   e. Students know objects fall to the ground unless something holds them up.
   f. Students know magnets can be used to make some objects move without being touched.
   g. Students know sound is made by vibrating objects and can be described by its pitch and volume.

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### Life Sciences

1. Plants and animals have predictable life cycles. As a basis for understanding this concept:
   a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
   b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
   c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
   d. Students know there is variation among individuals of one kind within a population.
   e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
   f. Students know flowers and fruits are associated with reproduction in plants.

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### Earth Science

2. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:
   a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
   b. Students know smaller rocks come from the breakage and weathering of larger rocks.
   c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of
| Investigation and Experimentation | 3. 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. Make predictions based on observed patterns and not random guessing.
  b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
  c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).
  d. Write or draw descriptions of a sequence of steps, events, and observations.
  e. Construct bar graphs to record data, using appropriately labeled axes.
  f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.
  g. Follow oral instructions for a scientific investigation.

| 3" GRADE |
### Physical Sciences

1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
   - a. Students know energy comes from the Sun to Earth in the form of light.
   - b. Students know sources of stored energy take many forms, such as food, fuel, and batteries.
   - c. Students know machines and living things convert stored energy to motion and heat.
   - d. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.
   - e. Students know matter has three forms: solid, liquid, and gas.
   - f. Students know evaporation and melting are changes that occur when the objects are heated.
   - g. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
   - h. Students know all matter is made of small particles called atoms, too small to see with the naked eye.
   - i. Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

2. Light has a source and travels in a direction. As a basis for understanding this concept:
   - a. Students know sunlight can be blocked to create shadows.
   - b. Students know light is reflected from mirrors and other surfaces.
   - c. Students know the color of light striking an object affects the way the object is seen.
   - d. Students know an object is seen when light traveling from the object enters the eye.

### Life Sciences

3. Adaptations in physical structure or behavior may improve an organism’s chance for survival. As a basis for understanding this concept:
   - a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
   - b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
   - c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism.
or other organisms, and some are beneficial.

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<td>d.</td>
<td>Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.</td>
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<td>e.</td>
<td>Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.</td>
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| Earth Sciences                                                                 | 4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:  
|                                                                              | a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.  
|                                                                              | b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.  
|                                                                              | c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.  
|                                                                              | d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.  
|                                                                              | e. Students know the position of the Sun in the sky changes during the course of the day and from season to season. |

| Investigation and Experimentation                                                   | 5. 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. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.  
|                                                                                   | b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.  
|                                                                                   | c. Use numerical data in describing and comparing objects, events, and measurements.  
|                                                                                   | d. Predict the outcome of a simple investigation and compare the result with the prediction.  
|                                                                                   | e. Collect data in an investigation and analyze those data to develop a logical conclusion. |
| **4" GRADE** | **Physical Sciences** | 1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:  
   a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.  
   b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.  
   c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.  
   d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.  
   e. Students know electrically charged objects attract or repel each other.  
   f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.  
   g. Students know electrical energy can be converted to heat, light, and motion. |
| **Life Sciences** | 2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:  
   a. Students know plants are the primary source of matter and energy entering most food chains.  
   b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.  
   c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.  
 3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:  
   a. Students know ecosystems can be characterized by their living and nonliving components.  
   b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.  
   c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.  
   d. Students know that most microorganisms do not cause disease and that many are beneficial. |
| **Earth Science** | 4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept: |
a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).

b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.

5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:
   a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
   b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
   c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

Investigation and Experimentation

6. 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. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
   b. Measure and estimate the weight, length, or volume of objects.
   c. Formulate and justify predictions based on cause-and-effect relationships.
   d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
   e. Construct and interpret graphs from measurements.
   f. Follow a set of written instructions for a scientific investigation.

5" GRADE
**Physical Sciences**

1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:
   a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
   b. Students know all matter is made of atoms, which may combine to form molecules.
   c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
   d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
   e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.
   f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
   g. Students know properties of solid, liquid, and gaseous substances, such as sugar (C$_6$H$_{12}$O$_6$), water (H$_2$O), helium (He), oxygen (O$_2$), nitrogen (N$_2$), and carbon dioxide (CO$_2$).
   h. Students know living organisms and most materials are composed of just a few elements.
   i. Students know the common properties of salts, such as sodium chloride (NaCl).

**Life Sciences**

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:
   a. Students know many multicellular organisms have specialized structures to support the transport of materials.
   b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO$_2$) and oxygen (O$_2$) are exchanged in the lungs and tissues.
   c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
   d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
   e. Students know how sugar, water, and minerals are transported in a vascular plant.
   f. Students know plants use carbon dioxide (CO$_2$) and energy from sunlight to build molecules of sugar and release oxygen.
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<td>g.</td>
<td>Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO$_2$) and water (respiration).</td>
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Earth Sciences

3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:
   a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
   b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
   c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
   d. Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
   e. Students know the origin of the water used by their local communities.

4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
   a. Students know uneven heating of Earth causes air movements (convection currents).
   b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
   c. Students know the causes and effects of different types of severe weather.
   d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
   e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.

5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:
   a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
   b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.
   c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.
### Investigation and Experimentation

6. 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:

- f. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
- g. Develop a testable question.
- h. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
- i. Identify the dependent and controlled variables in an investigation.
- j. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
- k. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
- l. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
- m. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
- n. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

### SOCIAL STUDIES

#### Kindergarten

**K.1 Students understand that being a good citizen involves acting in certain ways.**

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions.

**K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.**

**K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.**

**K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.**

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in
historical legends and stories.

3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).

4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.

3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

1st GRADE

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship.

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.

2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.

2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.

3. Construct a simple map, using cardinal directions and map symbols.

4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

1.3 Students know and understand the symbols, icons, and traditions of the United States that
provide continuity and a sense of community across time.

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").
2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

2nd GRADE

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

3rd GRADE

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago and in the recent
1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students’ “work” in school and their personal human capital.

4th GRADE

Students learn the story of their home state, unique in American history in terms of its vast and varied
geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).
4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
4. Study the lives of women who helped build early California (e.g., Biddy Mason).
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

### 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
6. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
8. Describe the history and development of California's public education system, including universities and community colleges.
9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

### 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
5. Describe the components of California's governance structure (e.g., cities and towns, Indian
rancherias and reservations, counties, school districts).

**5th GRADE**

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people that has gone through a revolution that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).

6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.

2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).

3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).

4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.

5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.

3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.

2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).
### 3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).

### 4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.

### 5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.

### 6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.

### 7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

### 5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.

2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.

3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

### 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).

2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).

3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).

4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.

6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

### 5.9 Students know the location of the current 50 states and the names of their capitals.
Textbooks and Instructional Resources to Be Used
Frederick Douglass Academy Charter Elementary School places a high value on the quality, condition and availability of textbooks for all students. Textbooks and ancillary materials in English Language Arts, Mathematics, Social Studies, and Science are selected with a strong focus toward alignment to State standards.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TEXTBOOK TITLE</th>
<th>PUBLISHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts K-5</td>
<td>Imagine It</td>
<td>McGraw Hill</td>
</tr>
<tr>
<td>Math K-5</td>
<td>Saxon Math</td>
<td>Saxon</td>
</tr>
<tr>
<td>Science K-5</td>
<td>Harcourt Science</td>
<td>Harcourt</td>
</tr>
<tr>
<td></td>
<td>Imagine It Connections (Science)</td>
<td>McGraw Hill</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Kinder</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td></td>
<td>1st Grade</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td></td>
<td>2nd Grade</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td></td>
<td>3rd Grade</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td></td>
<td>4th Grade</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td></td>
<td>5th Grade</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td></td>
<td>K-5</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td></td>
<td>ELD (K-5)</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td></td>
<td>ELD (TK)</td>
<td>McGraw Hill</td>
</tr>
<tr>
<td></td>
<td>Photo Library Kit</td>
<td>McGraw Hill</td>
</tr>
</tbody>
</table>

In addition to the instructional material above, Frederick Douglass Academy Charter Elementary School will use:

1. Core Knowledge Program for English Language Arts Enrichment. Core Knowledge complements the skills-based curriculum of Imagine It by providing carefully sequenced and challenging knowledge in which to ground skills instruction. Core Knowledge was started by Professor E. D. Hirsch, Jr., author of Cultural Literacy and The Schools We Need, and is based on a large body of research in cognitive psychology, as well as a careful examination of several of the world’s fairest and most effective school systems. Professor Hirsch has argued that, for the sake of academic excellence, greater fairness, and higher literacy, early schooling should provide a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge. After wide consultation, the content of this core curriculum has been outlined in two books — the Core Knowledge Preschool Sequence and the Core Knowledge Sequence, K–8 — that state explicitly what students should learn at each grade level. Currently, hundreds of schools and thousands of dedicated educators are participating in this school reform movement throughout the United States.

2. The Frederick Douglass Academy Charter Elementary School Computer Lab will be used by grades 2-5 regularly. Lab lessons are connected to the classroom curriculum and the California State Content Standards. Classroom teachers meet with the technology teacher to discuss how technology can best be used to expand various subjects. Keyboard and typing skills are also reviewed and reinforced at each level. Finally, safe and proper use of technology equipment is always a priority in the computer lab.

Teacher Recruitment
Frederick Douglass Academy Charter Elementary School involves all stakeholder groups in the school to identify the best teachers to deliver our instructional program. An extensive body of research shows that teacher quality is one of the most important factors related to increasing
student achievement. Teachers who are committed, engaged and skillful in their approach to instruction have a powerful, long-term impact on their students’ lives. ICEF has identified teacher recruitment as an organizational priority and has developed a full human resources department in the back office to help reach our recruiting goals.

The key factors of success in recruiting are:
- Dedicated Human Resources Staff in the back office
- Centralizing all of the processing of new employees in the back office
- Good Internal Communication between the back office and school sites
- Casting a wide net for candidates using traditional and innovative outreach strategies
- Responsiveness to Candidates – timely return of calls and clear explanation of next steps to prospective candidates
- Rigorous evaluation and selection process

The Human Resources Department works with the Communications Department to raise awareness about ICEF public charter schools as early as November. Most of the hiring is done from March – June. They employ a broad range of outreach tactics, from cultivating individual networks to implementing print and on-line advertising campaigns. A wider pool of candidates will ultimately result in a higher quality of teachers hired. Primary outreach strategies include:
- Information sessions at colleges and graduate schools
- Partnerships with Teach for America, R.I.S.E. and Cal Teach
- Advertisements through organizations
- Newspaper and on-line advertising such as Craig’s List, Edjoin.org and Teacher-teachers.org
- Utilize the network of colleagues from our existing teaching staff

Application and Selection Process
1. Candidate submits a resume and an application
2. The recruitment team reviews the documents submitted including a credential check.
3. If a candidate is qualified, a brief phone interview is conducted
4. Candidates who pass the phone screen are invited to an interview feedback session.
5. Candidates who pass the interview/feedback session are then invited to teach a sample lesson. Parents and students are an integral part of this step in the process.
6. The final step in the process is a reference check.
7. Ultimately the school director decides to extend a job offer to a candidate.

Characteristics of a Strong Teacher Prospect
Teacher candidates should demonstrate most of the following characteristics in their written application, phone interview, and formal interview or during the sample lesson plan:
- Preferably at least two years of teaching experience
- Clear credential or enrolled in a teacher intern program
- Urban teaching experience
- Commitment to teaching in underserved areas
- Demonstrated use of data-driven instruction
- Demonstrated passion for closing the achievement gap
- Openness to feedback
- Demonstrates a desire for personal and professional growth
- Strong connection with students
- Commitment to a rigorous education
- Strong execution of the sample lesson plan.

**Formalized Ongoing Professional Development Program**
Frederick Douglass Academy Charter Elementary School has implemented a comprehensive model of continuous school improvement which includes staff professional development as well as personalized coaching to help teachers implement concepts in their classroom in a practical way that meets their needs.

Every year since the inception of ICEF public charter schools, teachers have dedicated time during the summer, and throughout the school year, to professional development. Teachers returning to ICEF Public Schools have 110 total hours of professional development embedded within the year, consisting of: 40 hours prior to the start of school in August, 10 early release days (3.5 hours) spent in content area or grade level cadres across the organization, and 10 early release days (3.5 hours) spent on school site professional development. Early release days occur on Wednesdays when school ends at 12:30. Newly hired teachers have an additional 5 days of professional development prior to the start of school in August for a total of 150 hours of professional development.

Frederick Douglass Academy Charter Elementary School has identified the following topics for professional development:

- Teachers will receive training on the newly adopted Common Core Standards. This training will include:
  - Unpack and map Common Core Standards
  - Participate in modeled exemplar lessons to connect standards to outcomes
  - Complete individual school site and district level needs assessment
  - Monthly updates and trainings to explain the rationale for Common Core Standards, the correlation between the current state standards
  - Demonstration of modeled exemplar lessons to connect to current standards
  - Watch video series on key shifts to determine staff development needs, necessary changes to curriculum and the changes to current ICEF Instructional Support materials (e.g. Framework for Effective Teaching, School Instructional Quality Checklist, College Readiness Criteria)

- Teachers examine the backward design process and use specific tools (e.g. Bloom’s Taxonomy, STAR Blueprints) and critical questions to “unpack” and prioritize content standards.

- Teachers review their prioritized standards and work collaboratively to cluster standards around “big ideas.” The “big idea” or “key” standards will serve as anchors for units.
Teachers analyze achievement targets embedded in standards, as well as assessment options available to them in order to design effective assessments that are aligned to standards.

Teachers establish specific criteria that will be used to determine student proficiency on any given task (essay, projects, oral presentations, etc…) and then communicate the criteria to students prior to giving the assessment.

Teachers will develop instructional techniques that are proven to have a positive effect on student achievement. Participants will also learn how to differentiate the strategies in order to meet the needs of students with special needs, English language learners and high achieving/talented students.

In addition to the formalized professional development objectives outlined in this charter petition, teachers are encouraged to share with the staff and the charter school director the areas where they feel a need for more support and professional development. Peer support teams, and informal and or formal interdisciplinary teams promote the school as a place for professional and personal growth for every staff member, as well as a place for learning for every student. Professional development is led by school site leaders, teacher content area leaders, and other curriculum specialists.

<table>
<thead>
<tr>
<th>Professional Development Topic</th>
<th>Approx. Hours</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backward Mapping &amp; Clustering Standards to Create Standards-Based Units</td>
<td>16</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Socratic Seminars/Great Books</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Content Specific Pedagogy (included within departmental planning meetings)</td>
<td>30</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>S.D.A.I.E. Training</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Standards-Based Instruction; Aligning standards to college expectations</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Embedding rigor in the curriculum</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Data-Driven Decision Making</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Supporting Full Access of General Ed for Special Education Students</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>2</td>
<td>Completed online and through safe schools training.</td>
</tr>
<tr>
<td>Mandated Reporting</td>
<td>2</td>
<td>Completed online and through safe schools training.</td>
</tr>
<tr>
<td>Analyzing Student Achievement Data with Peers</td>
<td>36</td>
<td>During content area cadres on early release Wednesday per</td>
</tr>
</tbody>
</table>
Embedded within the 150 hours of professional development are 40 hours solely designed for newly hired teachers. These teachers receive the following professional development:

<table>
<thead>
<tr>
<th>Professional Development Topic</th>
<th>Approx. Hours</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backward Mapping &amp; Clustering Standards to Create Standards-Based Units</td>
<td>8</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>6</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td>Content Specific Pedagogy (included within departmental planning meetings)</td>
<td>8</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>6</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td>S.D.A.I.E. Training</td>
<td>4</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td>Embedding rigor in the curriculum</td>
<td>4</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td>Data-Driven Decision Making</td>
<td>4</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td><strong>40</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Academic Calendar and Sample Daily Schedule**
Frederick Douglass Academy Charter Elementary School exceeds the State requirements for the number of instructional days and minutes for our students, K = 36,000 minutes, 1-3 = 50,400 minutes, 4-5 = 54,400 minutes delivered in a minimum of 180 instructional days. Frederick Douglass Academy Charter Elementary School shall offer, at minimum, the number of instructional minutes set forth in Education Code § 47612.5. Minimum days on which professional development is provided occur every Wednesday. There are a total of 38 scheduled minimum days. In addition, the School Director will schedule up to ten additional minimum days that are currently "at their discretion" based on school site specific needs. They could be used as half days before holidays, for testing, at finals, or they may choose not to use any of the discretionary minimum days, in which case the school will exceed our expected instructional minutes.

<table>
<thead>
<tr>
<th>School Year Begins</th>
<th>August 12, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day (No School)</td>
<td>September 2, 2013</td>
</tr>
<tr>
<td>Pupil Free Day (No School)</td>
<td>September 30, 2013</td>
</tr>
<tr>
<td>Columbus Day (No School)</td>
<td>October 14, 2013</td>
</tr>
<tr>
<td>Veteran’s Day (No School)</td>
<td>November 11, 2013</td>
</tr>
<tr>
<td>Pupil Free Day</td>
<td>Dec 1, 2013</td>
</tr>
</tbody>
</table>
A more complete version of the academic calendar is attached to this petition.

**Daily Schedule**
The school day will begin at 7:45 am and conclude at 3:00 pm. Instruction begins at 8:00 am. Each day will include a 40 minute lunch and a 20 minute break. The total number of offered daily instructional minutes under this schedule is 345 instructional minutes for kindergarten, and 360 instructional minutes for grades 1-5. Minimum days provide 250 instructional minutes for grades K-5.

**Kindergarten Schedule at a Glance (Full Day Instructional Minutes: 345 min/day)**
Kindergarten regular, full day schedule is 8:00 a.m. to 3:00 p.m. & 20 minute morning recess & 40 minute lunch & 15 minute afternoon recess = 345 minutes of instruction per day.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Assembly</td>
<td>7:45 a.m. – 8:00 a.m.</td>
</tr>
<tr>
<td>English Language Arts or Mathematics</td>
<td>8:00 -8:30 a.m.</td>
</tr>
<tr>
<td>Physical Education (Twice a week)</td>
<td>8:30-9:10 a.m.</td>
</tr>
<tr>
<td>English Language Arts (Twice a week)</td>
<td>8:30-9:10 a.m.</td>
</tr>
<tr>
<td>Recess</td>
<td>9:10 – 9:30 a.m.</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>9:30 – 11:00 a.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:00-11:40 a.m.</td>
</tr>
<tr>
<td>Science and Social Studies (Three times a week)</td>
<td>11:45 – 12:45 p.m.</td>
</tr>
<tr>
<td>Visual Arts (Once a week)</td>
<td>12:45 – 1:45 p.m.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1:45 – 2:00 p.m.</td>
</tr>
<tr>
<td>Afternoon Recess</td>
<td>2:00 – 2:35 p.m.</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>2:35 – 3:00 p.m.</td>
</tr>
<tr>
<td>Daily Reflection &amp; Clean Up</td>
<td>3:00 – 3:15 p.m.</td>
</tr>
</tbody>
</table>
Dismissal

**Kindergarten Schedule at a Glance (Minimum Day Instructional Minutes: 250 min/day)**
Kindergarten regular, full day schedule is 8:00 a.m. to 12:30 p.m. & 20 minute recess = 250 minutes of instruction per day.

7:45 – 8:00 a.m. School Assembly
8:00 – 8:30 a.m. English Language Arts or Mathematics
8:30-9:10 a.m. English Language Arts
9:10 – 9:30 a.m. Recess
9:30 – 11:00 a.m. English Language Arts

11:00 – 12:00 p.m. Mathematics
12:00- 12:30 p.m. English Language Arts & Clean Up
12:30 p.m. Dismissal & Lunch on the Go

*”Lunch on the go Wednesdays”*
- Scholars who participate in the after school program pick up their lunches at dismissal and eat with the tutors.
- Scholars who participate in the lunch program who go home after dismissal pick up their lunches and eat at home.

**Grade 1 Schedule at a Glance (Full Day Instructional Minutes: 360 min/day)**
Grade 1’s regular, full day instructional schedule is 8:00 a.m. to 3:00 p.m. & 20 minute morning recess & 40 minute lunch = 360 minutes of instruction per day.

Total Minimum Days: 48
Total Regular Days: 132
48 x 250 minutes = 12,000
132 x 360 minutes = 47,520
12,000+47,520 = 59,520 minutes

7:45 a.m. – 8:00 a.m. School Assembly
8:00 -8:30 a.m. Physical Education (Twice a week)
               Morning Meeting (ELA & Math Twice a week)
8:30-9:35 a.m. English Language Arts
9:35 – 9:55 a.m. Recess
9:55 – 11:25 a.m. Mathematics
11:25-12:05 p.m. Lunch
12:10 – 12:40 p.m.  English Language Arts
12:40 – 1:45 p.m.  English Language Arts
1:45 – 2:45 p.m.  Social Studies and Science (Three times a week)
                Visual Arts (Once a week)
2:45 p.m.  Daily Reflection and Clean Up
3:00 p.m.  Dismissal

**Grade 1 Schedule at a Glance (Minimum Day Instructional Minutes: 250 min/day)**

Grade 1’s minimum day schedule is 8:00 a.m. to 12:30 p.m. & 20 minute recess = 250 minutes of instruction per day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 – 8:00 a.m.</td>
<td>School Assembly</td>
</tr>
<tr>
<td>8:00 – 9:35 a.m.</td>
<td>95 min  English Language Arts</td>
</tr>
<tr>
<td>9:35 – 9:55 a.m.</td>
<td>Recess</td>
</tr>
<tr>
<td>10:00 – 10:30 a.m.</td>
<td>30 min  English Language Arts</td>
</tr>
<tr>
<td>10:30 – 12:00 p.m.</td>
<td>90 min  Mathematics</td>
</tr>
<tr>
<td>12:00- 12:30 p.m.</td>
<td>30 min  English Language Arts</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Dismissal &amp; Lunch on the Go</td>
</tr>
</tbody>
</table>

*”Lunch on the go Wednesdays”*
- Scholars who participate in the after school program pick up their lunches at dismissal and eat with the tutors.
- Scholars who participate in the lunch program who go home after dismissal pick up their lunches and eat at home.

**Grade 2 Schedule at a Glance (Full Day Instructional Minutes: 360 min/day)**

Grade 2’s regular, full day schedule is 8:00 a.m. to 3:00 p.m. & 20 minute morning recess & 40 minute lunch = 360 minutes of instruction per day.

Total Minimum Days: 48  
48 x 250 minutes = 12,000  
12,000 minutes

Total Regular Days: 132  
132 x 360 minutes = 47,520  
47,520 minutes

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 a.m. – 8:00 a.m.</td>
<td>School Assembly</td>
</tr>
<tr>
<td>8:00 -8:30 a.m.</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>8:30 – 10:00 a.m.</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>
10:00 – 10:20 a.m.         Recess
10:20 – 11:50 a.m.         English Language Arts
11:50 – 12:30 p.m.         Lunch
12:30 – 1:30 p.m.          English Language Arts
1:30 – 2:30 p.m.           Social Studies & Science (Three times a week)
                           Visual Arts (Once a week)
2:30 – 3:00 p.m. (30 min)  Physical Education (Twice a week)
                           English Language Arts (Twice a week)
3:00 p.m.                 Dismissal

**Grade 2 Schedule at a Glance (Minimum Day Instructional Minutes: 250 min/day)**
Grade 2’s minimum day schedule is 8:00 a.m. to 12:30 p.m. & 20 minute recess = 250 minutes of instruction per day.

7:45 – 8:00 a.m.          School Assembly
8:00 – 8:30 a.m.          English Language Arts
8:30 – 10:00 a.m.         Mathematics
10:00 – 10:20 a.m.        Recess
10:20 – 12:00 p.m.        Mathematics
12:00- 12:30 p.m.         English Language Arts
12:30 p.m.                Dismissal & Lunch on the Go

*"Lunch on the go Wednesdays”*
  - Scholars who participate in the after school program pick up their lunches at dismissal and eat with the tutors.
  - Scholars who participate in the lunch program who go home after dismissal pick up their lunches and eat at home.

**Grade 3 Schedule at a Glance (Full Day Instructional Minutes: 360 min/day)**
Grade 3’s regular, full day schedule is 8:00 a.m. to 3:00 p.m. & 20 minute morning recess & 40 minute lunch = 360 minutes of instruction per day.

Total Minimum Days: 48     Total Regular Days: 132
48 x 250 minutes = 12,000  132 x 360 minutes = 47,520
12,000+47,520 = 59,520 minutes
7:45 a.m. – 8:00 a.m. School Assembly
8:00 -8:30 a.m. English Language Arts or Mathematics

8:30 – 9:30 a.m. Mathematics

9:30 – 9:55 a.m. English Language Arts
9:55 – 10:25 a.m. Mathematics

10:25 – 10:45 a.m. Recess

10:45 – 12:15 p.m. English Language Arts
Physical Education (Twice a week, 45 minutes/day)

12:15 – 12:55 p.m. Lunch

12:55 – 1:55 p.m. English Language Art (Twice a week)
Mathematics (Twice a week)

1:55 – 3:00 p.m. Social Studies and Science (Three times a week)
Visual Arts (Once a week)

3:00 p.m. Dismissal

**Grade 3 Schedule at a Glance (Minimum Day – 250 minutes)**
Grade 3’s minimum day schedule is 8:00 a.m. to 12:30 p.m. & 20 minute recess = 250 minutes of instruction per day.

7:45 – 8:00 a.m. School Assembly
8:00 – 8:30 a.m. English Language Arts or Mathematics
8:30 – 9:15 a.m. Mathematics
9:15 – 10:25 a.m. English Language Arts
10:25 – 10:45 a.m. Recess

10:45 – 12:00 p.m. English Language Arts or Mathematics

12:00 – 12:30 p.m. English Language Arts

12:30 p.m. Dismissal & Lunch on the Go

*”Lunch on the go Wednesdays”*
  * Scholars who participate in the after school program pick up their lunches at dismissal and eat with the tutors.
  * Scholars who participate in the lunch program who go home after dismissal pick up their lunches and eat at home.*
Grades 4 and 5 Schedule at a Glance (Full Day Instructional Minutes: 360 min/day)
Grade 4 & 5 regular, full day schedule is 8:00 a.m. to 3:00 p.m. & 20 minute morning recess & 40 minute lunch = 360 minutes of instruction per day.

Total Minimum Days: 48  Total Regular Days: 132
48 x 250 minutes = 12,000  132 x 360 minutes = 47,520
12,000+47,520 = 59,520 minutes

7:45 a.m. – 8:00 a.m.  School Assembly
8:00 -8:30 a.m.  English Language Arts or Mathematics

*8:00 – 9:00 a.m.  Visual Arts (Once a week)

8:30 – 10:50 a.m.  English Language Arts (Twice a week)
Physical Education (Twice a week for a period of 45(

minutes/class)

10:50 – 11:10 a.m.  Recess
11:10 – 12:45 a.m.  English Language Arts

12:45 – 1:20 p.m.  Lunch
1:20 – 3:00 p.m.  Mathematics

3:00 p.m.  Dismissal

Grades 4 & 5 Schedule at a Glance (Minimum Day Instructional Minutes: 250 min/day)
Grade 4 & 5’s minimum day schedule is 8:00 a.m. to 12:30 p.m. & 20 minute recess = 250 minutes of instruction per day.

7:45 – 8:00 a.m.  School Assembly
8:00 – 8:30 a.m.  English Language Arts or Mathematics
8:30 – 9:15 a.m.  Mathematics
9:15 – 10:25 a.m.  English Language Arts
10:25 – 10:45 a.m.  Recess

10:50 – 12:00 p.m.  English Language Arts or Mathematics

12:00 – 12:30 p.m.  English Language Arts

12:30 p.m.  Dismissal & Lunch on the Go
**Lunch on the go Wednesdays**

- Scholars who participate in the after school program pick up their lunches at dismissal and eat with the tutors.
- Scholars who participate in the lunch program who go home after dismissal pick up their lunches and eat at home.

**English Language Learners**

**Overview**

Frederick Douglass Academy Charter Elementary School meets all applicable legal requirements for English Language Learners as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Frederick Douglass Academy Charter Elementary School will implement policies to assure proper placement, evaluation, and communication regarding ELL’s and the rights of students and parents. Students receive 20 minutes a day of English Language Development, as well as the use of SDAIE (specifically designed Academic Instruction in English) strategies-strategies that are used to teach EL students core curriculum content. Students requiring additional support may also work 1-1 or in small groups with an instructional assistant.

**Home Language Survey**

Frederick Douglass Academy Charter Elementary School administers the home language survey upon a student’s initial enrollment into school.

**CELDT Testing**

All students who indicate on their initial home language survey, that their home language is other than English are CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.¹

**Reclassification Procedures**

Frederick Douglass Academy Charter Elementary School utilizes the California Education Code Section 313 (d) as a guide for reclassification. Student in grades 1st -5th will be eligible for reclassification. The school uses the following criteria in determining whether to classify a pupil as proficient in English:

- Assessment of English proficiency; CELDT overall score of 4 or 5 with at least a 3 on all of the domains.
- Evaluation of performance in basic skills, such as the CST for English-language arts (CST- ELA) or the California Modified Assessment for ELA (CMA-ELA) with a score of proficient or above in 2nd-5thgrade, if the student has taken the assessment.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.
Evaluation of performance of basic skills, such as ICEF Benchmark Assessments with a score of proficient or above for 1st grade students and for all students who have not taken the CST.

- Teacher evaluation with the focus of mastery of the curriculum as measured by a grade of 4 or 3 in ELA, Math, Science, History (1st grade) or A, B, or C in ELA, Math, Science and History (2nd – 5th grade). Any grade below a 2 or C in the aforementioned subjects will require a teacher affirmation that the student will be able to master the material without additional ELD support.

- Parental opinion and consultation, achieved through notice to parents or guardians of the proposed language reclassification and placement, including a description of the reclassification process, and the parents opportunity to participate in the school's reclassification procedural meeting; including seeking their opinion and consultation during the reclassification process.

The Frederick Douglass Academy Charter Elementary School 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.

**Strategies for English Language Learner Instruction and Intervention**

Teachers are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English language learners. The instructional design model used by Frederick Douglass Academy Charter Elementary School places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers are trained on a variety of instructional strategies to be used specifically with English Language Learners. These strategies include, but are not limited to the following techniques:

**Total Physical Response (TPR).** Developed by James J. Asher, TPR is a language learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)*

**Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in
Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

**Language Experience Approach** (also known as Dictated Stories). This approach uses students’ words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student’s words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O’Neal, & Cusenbary, 2000).

**Dialogue Journals** (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a non-threatening opportunity for EL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid’s literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

**Academic Language Scaffolding.** The term "scaffolding" is used to describe the step-by-step process of building students’ ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins’s research into Cognitive Academic Language Proficiency (Chamot & O’Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (See Gibbons [2002] for specific scaffolding strategies.)

**Native Language Support.** Whenever possible, EL students should be provided with academic support in their native language (Thomas & Collier, 2002). According to Lucas and Katz (1994), a student’s native language serves several important functions: it gives students "access to
academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students’ languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students’ development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

**High Achieving Students**

Frederick Douglass Academy Charter Elementary School believes that all children are entitled to a curriculum that offers the best of what we know about education. Students who demonstrate an ability to achieve beyond grade level as well as any students who want the challenge, are provided with many opportunities to study the core curriculum in-depth and at an accelerated pace, allowing for novelty in student outcomes and emphasizing higher level thinking skills.

**Intended Goals and Outcomes for High Achieving Students at Frederick Douglass Academy Charter Elementary School**

At Frederick Douglass Academy Charter Elementary School, all teachers participate and contribute to the academic goals of high achieving students as all teachers may have high achieving students in their classroom and are responsible for meeting these students’ needs.

1. High achieving students at Frederick Douglass Academy Charter Elementary School receive differentiated instruction during language arts and mathematics including use of differentiated materials and instruction that reflects advanced levels of thinking (synthesis and evaluation). Teachers use flexible grouping. Teachers plan for horizontal curriculum alignment through grade-level meetings, as well as vertical curriculum alignment between grade levels to ensure a continuum of learning that reflects one or more years above grade level.

2. High achieving students at Frederick Douglass Academy Charter Elementary School study the same core curriculum as their peers in social studies, science, music and art, however, these students have opportunities to study topics in detail, and are required to demonstrate their understanding through projects, experiments, and other means of creative expression. Teachers continually modify instructional strategies to include flexible groupings and hands-on learning experiences.

3. High achieving students at Frederick Douglass Academy Charter Elementary School participate within the regular classroom as a means of developing and encouraging social awareness and understanding. Each teacher participates in the organization of classroom populations, addressing the school goals for the high achieving students and using the enrichment periods (art, music, computer, library time, and P.E.) to further the opportunity for differentiated instruction time.

**High Achieving Students Assessment and Evaluation**

1. Teachers continually assess program design and progress at grade level and staff meetings.
2. Students keep portfolios and participate in self-assessments, demonstrating exceptional achievement and/or mastery of curricular standards.
3. Students make presentations to parents.  
4. Teachers analyze STAR test results and other assessments of advanced performance such as demonstrated success in math competitions to determine the strengths and weaknesses of programs in place. 

**Students Achieving Below Grade-Level**  
At Frederick Douglass Academy Charter Elementary School low-achieving students are identified as students who achieve at basic and below on the STAR test in English Language Arts and/or Mathematics. The Frederick Douglass Academy Charter Elementary School educational model (including its curriculum structure and instructional strategies), outlined here, is designed to maximize the learning opportunities of low-achieving students. Low-achieving students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum. We have high expectations for all Frederick Douglass Academy Charter Elementary School students to do well.  

Parents of low-achieving students are contacted by the end of the sixth week of school year via personal contact and on-going progress reports. Parents are notified of available interventions through the use of a Student Success Team (SST) meeting. SST meetings are conducted within the first six weeks of school. At the end of the second grading period, parents are notified if their child has not made sufficient progress towards meeting the standards for promotion. They are informed at another SST meeting which standards their child is still not meeting at grade level. Teachers and administrators also factor in student proficiency levels on internal benchmarks assessments administered every six weeks. Any student scoring basic or below is also provide an opportunity to participate in the intervention program and will receive additional academic support. 

Teachers at Frederick Douglass Academy Charter Elementary School use paraprofessionals for academic support and reinforcement. The on-site after-school program (YPI and After-School All-Stars) works collaboratively with the teaching staff at Frederick Douglass Academy Charter Elementary School to make the after-school program an extension of the learning during the school day. 

**Identifying Students Performing Below Grade Level**  
Frederick Douglass Academy Charter Elementary School screens the following data to identify at-risk students: 
1. Students scoring below basic or far below basic on the previous year’s standardized test in any one subtest score in Reading, Language Arts, or Math  
2. Students who are at least one year below grade level in the areas of reading, written language and math, identified by informal teacher assessment or prior progress reports  
3. EL students in transitional reading for more than one year  

**Intended Goals and Outcomes of Students Performing Below Grade Level**  
1. Frederick Douglass Academy Charter Elementary School works to raise the STAR test scores of our low-performing students by at least 5 percentage points each year per student. Low-performing students have their achievement test scores individually monitored, comparing their progress from year to year.
2. All students performing below grade-level are referred to attend the after-school intervention program. If a student is unable to attend after-school intervention program, intervention is also provided during breaks within the school day.

Strategies to Improve the Performance of Below Grade-Level Students
1. By the end of the sixth week of school, all parents of students at Frederick Douglass Academy Charter Elementary School, identified as low achieving, are informed of their child’s academic standing.
2. At Back to School Night and parent education workshops, parents are given specific suggestions as to how to help their child at home.
3. A list of available tutoring and enrichment resources provided by the school are developed and made available for parents of all students.
4. Staff development sessions are devoted to differentiated instruction including how to meet the needs of all students including low achieving students and gifted students.
5. In the classroom, paraprofessionals and volunteers provide individualized assistance directed by the teacher.
6. A centralized list of targeted low-achieving students is kept by the administrator to monitor student progress, to track services, and to provide the ICEF Chief Academic Officer or his designee with periodic updates on the progress of student achievement. Confidentiality is maintained and data is provided without names.
7. Annual evaluations of strategies are conducted to ensure students are progressing towards goals.
8. Teachers collaborate on individual students’ progress to provide instructional and emotional support.
9. A full-time Parent Outreach Coordinator works with parents to devise strategies to involve all parents in school programs that support meeting the needs of all children.
10. Through assessments of each student, student interventions are designed to meet the need of all students regardless of achievement level and thus provide a safety net for all students.

Students of Low Socio Economic Status
A large percentage of students at Frederick Douglass Academy Charter Elementary School are students of low socio economic status. The Frederick Douglass Academy Charter Elementary School educational model (including its curriculum structure and instructional strategies), outlined here, is designed to maximize the learning opportunities of low socio-economic students. Low-socio economic students tend to come to school with lower levels of academic and social readiness and often do not have as many opportunities for intellectual enrichment outside of school. We have high expectations for all Frederick Douglass Academy Charter Elementary School students to do well.

Parents of low-socio economic students are contacted by the end of the sixth week of school, and are notified of available interventions through the use of a Student Success Team (SST) meeting. At the end of the second grading period, parents are notified if their child has not made sufficient progress towards meeting the standards for promotion. They are informed at another SST meeting which standards their child is still not meeting at grade level.
Teachers at Frederick Douglass Academy Charter Elementary School use paraprofessionals for academic support and reinforcement. The on-site after-school (YPI and After-School All-Stars) program works collaboratively with the teaching staff at Frederick Douglass Academy Charter Elementary School to make the after-school program an extension of the learning during the school day.

**Identifying and Supporting Students of Low Socio Economic Status**

Frederick Douglass Academy Charter Elementary School screens the following data to identify at-risk students:

1. Students scoring Basic, Below Basic and Far Below Basic on the previous year’s standardized test in any one subtest score in Reading, Language Arts, or Math
2. Students who are at least one year below grade level in the areas of reading, written language and math, identified by informal teacher assessment or prior progress reports
3. EL students in transitional reading for more than one year
4. Students scoring at below basic or far below basic on the California Standards Test

**Intended Goals and Outcomes of Students of Low Socio Economic Status**

1. Frederick Douglass Academy Charter Elementary School will work to raise the CST scores of our low-socio economic status students by at least 5 percentage points each year per student. Low-socio economic students will have their achievement test scores individually monitored, comparing their progress from year to year.
2. Students of low socio economic status will be referred to attend the after-school program and their after school care costs may be subsidized by ICEF on a sliding scale.

**Strategies to Improve the Performance of Low Socio Economic Status Students**

1. By the end of the sixth week of school, all parents of students at Frederick Douglass Academy Charter Elementary School, identified as being of low socio-economic status, have been informed of their child’s academic standing.
2. At Back to School Night and parent education workshops, parents are given specific suggestions as to how to help their child at home.
3. A list of available tutoring, library and enrichment resources by the school are developed and made available for parents of all students.
4. Staff development sessions are devoted to differentiated instruction including how to meet the needs of low achieving students, students with low school readiness skills, and high achieving students.
5. In the classroom, paraprofessionals and volunteers provide individualized assistance directed by the teacher.
6. A centralized list of targeted low-achieving students is kept by the administrator to monitor student progress, track services, and to provide the ICEF Chief Academic Officer or his designee with periodic updates on the progress of student achievement. Confidentiality is maintained and data is provided without names.
7. Annual assessments of strategies are conducted.
8. A full-time Parent Outreach Coordinator works with parents to devise strategies to involve all parents in school programs that support meeting the needs of all children.

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, Frederick Douglass Academy Charter Elementary School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Frederick Douglass Academy Charter Elementary 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
Modified Consent Decree Requirements

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically 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”) 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.

English Learner Instruction

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

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

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

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

Frederick Douglass Academy Charter Elementary School shall administer the CELDT annually. Frederick Douglass Academy Charter Elementary 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.

**What It Means to Be an “Educated Person” in the 21st Century**

Frederick Douglass Academy Charter Elementary School believes the path to college begins in elementary school. Therefore, the education experience students of Frederick Douglass Academy Charter Elementary School receive prepares them for high school, college, leadership, and life. Frederick Douglass Academy Charter Elementary School students matriculate to middle school with the skills and attributes that are critical for all 21st century learners.

- Students think creatively and critically
- Students have problem solving skills, and develop learning and reasoning skills to prepare for life-long learning;
- Students are able to set short- and long-term goals;
- Students have a deep understanding of the humanities, sciences, mathematics and the arts;
- Students are able to use technology as a tool in the pursuit of continued learning;
- Students are able to communicate effectively and in many forms;
- Students possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty; and
- Students are able to work with people of various backgrounds.

**How Learning Best Occurs**

Frederick Douglass Academy Charter Elementary School believes that learning best occurs when:

- Students are in a safe and nurturing environment where diversity is celebrated.
Students are in an environment where all school community members (teachers, parents, community volunteers, fellow students and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization.

An educational environment that builds on student strengths through enrichment activities, independent research, problem solving, creative thinking, music, art, environmental and technology.

Students see the connection between what they learn and the real world.

Students work well individually and cooperatively as members of a group.

Teachers have high expectations for all students.

Teachers work collaboratively to identify student strengths and areas for improvement in mastering the California Standards for each subject area.

Teachers use differentiated instruction to address each child’s needs and potential.

Teachers use formative and summative data to drive instruction.

Teachers continue to grow through professional development and remain lifelong learners.

The School Director has high expectations concerning student behavior, academic development, and the levels of student self-esteem and satisfaction.

The School Director has high expectations for teacher and staff professionalism, teacher effectiveness in ensuring that learning takes place for all students, and the levels of teacher and staff self-esteem and satisfaction.

The School Director supports the efforts of the students and teachers.

The School Director, as the academic leader, empowers school community members to identify, articulate, and address a shared vision for the school’s educational program.

The school treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students.

Students have an educational experience that prepares them for successful learning opportunities and prepares them for success in college, careers, leadership and economic success.

Students can build sustained and caring relationships with their fellow students, teachers, and community members.

How the Goals of the Program Enable Students to Become Self-Motivated, Competent and Life-Long Learners

Frederick Douglass Academy Charter Elementary School enables students to become self-motivated, competent and life-long learners by accomplishing two main goals. First, the program seeks to bring all student achievement to grade level or above. If students are on target academically they are less likely in the future to fall several grade levels behind and get discouraged. Second, Frederick Douglass Academy Charter Elementary School seeks to develop each student’s analytical and critical thinking skills. This is the key ingredient in life-long learning. Students have to know how to learn and know how to access new knowledge.

Therefore, Frederick Douglass Academy Charter Elementary School teachers give students opportunities for hands-on learning in addition to direct instruction so that students gain first-hand experience to solve problems. At Frederick Douglass Academy Charter Elementary School students become proficient or master the California Standards for their grade level while being
immersed in a rigorous program based on the Principles of Learning, organizing for effort, clear expectations, accountable talk, academic rigor, fair and credible evaluations, recognition of accomplishments, socializing intelligence, learning as apprenticeship, and self-management of learning.
**ELEMENT 2**  
**MEASURABLE STUDENT OUTCOMES**

To monitor student learning and school performance, Frederick Douglass Academy Charter Elementary School will implement the following assessment tools and measures.

As further outlined below, the Frederick Douglass Academy Charter Elementary School’s pupil outcomes will address the state content and performance standards in each of the academic areas of math, language arts, science, and history/social science. To monitor student learning and school performance, Frederick Douglass Academy Charter Elementary School will implement the following assessment tools and measures. Each of these measures has been designed carefully to align the mission, curriculum and assessments of the school.

<table>
<thead>
<tr>
<th>Assessment Tool Name</th>
<th>When Administered</th>
<th>Purpose for Administering</th>
<th>Performance Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Standards Test (CST) Core Content Areas</td>
<td>Annually</td>
<td>Measure the achievement of California content standards in English-language arts, mathematics, science, and history-social science.</td>
<td>Frederick Douglass Academy Charter Elementary School will meet AYP and API targets as established by the CDE.</td>
</tr>
</tbody>
</table>
| Teacher Assessments and Authentic Assessments such as:  
- Informal Assessments  
- Guided Practice Activities  
- Anecdotal Observations  
- Portfolio Assessment | As Needed Daily Daily Monthly | Enhances effective teaching by providing regular monitoring and demonstration of student learning. To chart student growth over time and inform instruction. | These are formative assessments; thus, performance goals are dependent upon student performance. |
| Publisher-developed Assessments:  
- “Imagine It”  
- “Imagine It”  
- Saxon Math | Weekly/ every 5 lessons Every 8 weeks (2 units) Weekly/every 5 lessons | To determine student performance in meeting standards based lesson objectives and adjust instruction. To determine student performance in meeting core academic skills in reading, mathematics, social studies, science and ELD scoring 80% or higher. | All students will master core academic skills in reading, mathematics, social studies, science and ELD scoring 80% or higher. |
### Benchmark Assessments

- **Math Placement Pre-test K-1**: Beginning and Mid-year
  - To determine skill and ability levels for proper placement.

- **Math Placement Pre-test 2-5**: Beginning of year
  - To determine skill and ability levels for proper placement.

- **Benchmark Assessments**: Quarterly
  - To determine student performance in meeting standards based lesson objectives and adjust instruction.

- **Social Science and Science**: Per Unit
  - To determine student performance in meeting standards based lesson objectives and adjust instruction.

### Academic Performance Index (API)

- **Purpose for Administering**: Mandated by the State of California
- **Performance Goal**: Place in the top two deciles of API. Similar School rankings and maintain a minimum of 800 API by 2014. Meet or exceed the annual API growth target.

### Subgroup Measurable Student Outcomes

<table>
<thead>
<tr>
<th>Assessment Tool Name</th>
<th>Subgroup</th>
<th>When Administered</th>
<th>Purpose for Administering</th>
<th>Performance Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Standards Test and SMARTER Balance Assessment</td>
<td>African American and Socioeconomically Disadvantaged</td>
<td>Annually</td>
<td>Measure the achievement of California Content and Common Core</td>
<td>All students will meet AYP and API targets as established by the CDE.</td>
</tr>
<tr>
<td>Assessments</td>
<td>Subject Areas</td>
<td>Frequency</td>
<td>Objectives</td>
<td>Performance Goals</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------</td>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Authentic Assessments</td>
<td>Standards in ELA, Math and Science</td>
<td>As needed, weekly, monthly, quarterly</td>
<td>To chart and analyze student growth over time and to inform instruction</td>
<td>These are formative assessments; thus performance goals are dependent upon student performance</td>
</tr>
<tr>
<td>Informal assessments</td>
<td>African American and Socioeconomically Disadvantaged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anecdotal observations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CELDT</td>
<td>English Language Learner</td>
<td>Annually</td>
<td>To identify new students who are English learners, in k-12th grade</td>
<td>That 100% of EL students will move up at least one performance level each year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To determine their level of English proficiency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To annually assess their progress in learning English</td>
<td></td>
</tr>
<tr>
<td>FITNESSGRAM</td>
<td>All 5th grade students</td>
<td>Annually</td>
<td>The goal is to help students in starting life-long habits of regular physical activity</td>
<td>That all students increase their scores by 5% points in the categories of Aerobic Capacity and Upper Body Strength</td>
</tr>
</tbody>
</table>

**School’s Assessment Plan**

All ICEF schools use PowerSchool to track data underlying the principles of our academic model. Teachers update and analyze data for individual students. In addition to PowerSchool, ICEF has implemented Data Director, which facilitates data analysis and allow us to compare and monitor student progress over time. The School Director of Frederick Douglass Academy Charter Elementary School and the Chief Academic Officer will meet periodically to review student achievement data to identify students needing intervention.

**Performance Outcome and Goals**
Each ICEF school is expected to reach the established internal goals set by the school’s leadership and Board of Directors. These goals form the basis for how the board members and families evaluate the school’s progress.

<table>
<thead>
<tr>
<th>Performance Outcome</th>
<th>Charter Agreement Expectation</th>
<th>ICEF’s Internal Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Attendance Rate</td>
<td>Equal or higher average daily attendance than the local LAUSD elementary schools.</td>
<td>Maintain an average daily attendance of more than 95%</td>
</tr>
<tr>
<td>Academic Performance</td>
<td>Significantly outperform neighboring elementary schools.</td>
<td>Place in the top two deciles of API Similar School rankings and maintain a minimum of 800 by 2014. Meet or exceed the annual API growth target.</td>
</tr>
<tr>
<td>Index (API)</td>
<td></td>
<td>Performance evaluated yearly; progress measured in meeting student achievement goals</td>
</tr>
<tr>
<td>Teacher Professional</td>
<td>Requires teachers’ participation in a rigorous program of 110-150 hours/year, in-house and</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>external as deemed appropriate in meeting teachers’ professional goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Strongly encourages all parents to volunteer 40 hours per school year</td>
<td>100% parent participation as volunteers</td>
</tr>
<tr>
<td>Parent Satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The majority of parents will score Inner City Education Foundation as excellent or good on</td>
<td>90% of parents will score the school as excellent or good on regular parent satisfaction surveys</td>
</tr>
<tr>
<td></td>
<td>regular parent satisfaction surveys.</td>
<td></td>
</tr>
<tr>
<td>Student Achievement</td>
<td>Annual AYP determination.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is the goal of ICEF Elementary School to make Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frederick Douglass Academy Charter Elementary School seeks to achieve and maintain an API score of 800,</td>
<td></td>
</tr>
<tr>
<td>EL Reclassification</td>
<td>18% of ELLs will be reclassified as fluent each year.</td>
<td>35% of ELLs will be reclassified as fluent each year.</td>
</tr>
</tbody>
</table>

Frederick Douglass Academy Charter Elementary School acknowledges that exit outcomes and school-wide performance goals may need to be modified over time.
ELEMENT 3
METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

Frederick Douglass Academy Charter Elementary School’s curriculum and assessment systems are grounded by the California Content Standards and State Frameworks. Frederick Douglass Academy Charter Elementary School works cooperatively with the District to monitor progress in meeting student outcomes.

Throughout the year teachers use a variety of assessment data including short-term and long-term projects, portfolios, chapter tests, homework, etc., to continually monitor student progress as well as to adapt curriculum and develop effective instructional strategies. School leaders and teachers will use Data Director and analyze CST data as well as student achievement on benchmark exams. Benchmark assessments will be given quarterly in the areas of English, Language Arts, Mathematics, Science and History to monitor student progress toward mastery of the California Standards. These assessment systems are administered by teachers and results will be collectively analyzed by teacher content area teams during an organization wide content areas cadre meeting, which are held monthly on an early release Wednesday. They are also used to assess students in English Language Arts and mathematics and the results determine flexible groupings for remediation and extension activities. Teachers regularly use various assessments to evaluate, adjust and plan future instruction. Frederick Douglass Academy Charter Elementary School teachers conference with students and parents to discuss student mastery of the content areas.

Frederick Douglass Academy Charter Elementary School uses a variety of student grouping within each classroom and each school day. A wide variety of instructional strategies are employed to meet the differing needs of students at each grade level. These included, but are not limited to: 1) cooperative learning, 2) flexible grouping, 3) partner reading, 4) choral reading, 5) listening center, 6) D.E.A.R., 7) journal writing, 8) written and oral reports, 9) plays, and 10) role-playing.

Higher-order and critical thinking skills are assessed on a daily basis through the use of open-ended questions that have more than one correct solution, problem-solving in cooperative groups, hands-on activities, writing using the "writing process," solving analogies and predicating outcomes.

At the beginning of the school year, achievement test and CST scores from the previous year are analyzed. Teachers are given a list of students who scored at the Basic, Below Basic, and Far Below Basic in specific subjects so that they can analyze and plan intervention activities to fill gaps in core knowledge and skills. They are also given an analysis of their impact on their previous students’ achievements by comparing efficiency bands of their students at the beginning of the prior school year (on the CST from two years ago) with their student’s achievement at the end of the year (on prior year’s CST). This allows teachers to analyze their impact on student achievement, identify areas for professional growth and development, and to analyze and refine their teaching practice. These reports are provided by the ICEF Central Office, but school leaders facilitate conversations each October with individual teachers using these reports. Also on the list are students that did not reach benchmark on the last periodic subject assessments.
from the previous year. Scores from the achievement tests, CST and periodic assessments are used to determine differentiation from at risk to high achieving students. Low-performing students are tracked from year to year so that school leaders can analyze their performance in particular classroom settings and place them with teachers who have a track record of increasing student achievement in low performing students.

At Frederick Douglass Academy Charter Elementary School, teachers serve as testing coordinators to ensure that state pupil assessments including achievement tests, CST, and CELDT are administered. Teachers at Frederick Douglass Academy Charter Elementary School are also involved with ongoing professional development directly addressing assessment.

Frederick Douglass Academy Charter Elementary School will conduct all applicable state pupil assessments pursuant to Education Code Section 60602.5.

The Frederick Douglass Academy Charter Elementary School faculty will continue to use informal and formal assessments to monitor student progress in mastering grade level standards in all subject areas. This progress will be shared with parents through periodic report cards, parent-teacher conferences, and additional means as necessary.

Frederick Douglass Academy Charter Elementary School will comply with state and federal law in collecting and reporting student and school performance and demographic data. This will include preparation and distribution of an annual School Accountability Report Card ("SARC") to provide parents and the community with descriptive and comparative information about the school.

Frederick Douglass Academy Charter Elementary School shall also collect and analyze student performance data each year and shall utilize the data to monitor and improve student achievement.

**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.

**Grading Policy**

Grades K-1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeds grade level standards/objectives</td>
</tr>
<tr>
<td>3</td>
<td>Meets grade level standards/objectives</td>
</tr>
</tbody>
</table>
2 Experiences difficulty meeting grade level standards/objectives
1 Does not meet grade level standard/objectives

Grades 2-5

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-95</td>
</tr>
<tr>
<td>A-</td>
<td>94-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

The following scale is used to evaluate citizenship and work habits in grades K-5

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Excellent</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Before a student receives a grade of “F” the parents/guardian must first be notified.

The following general guidelines will be used for grading students:

- Test/assessments 50% of student’s grade
- Quizzes 20%
- Projects 20%
• Participation /homework 10%

Percentages may vary based on the complexity of the assignment.

The Goals of Frederick Douglass Academy Charter Elementary School are to:

1. Welcome parent involvement in the life of the school; and set an expectation that parents will volunteer four hours a month.
2. Provide cutting edge professional development and support for our teachers.
3. Provide each student with a fair and adequate opportunity to attend the college of their choice by assuring students receive the preparation necessary to enter middle school with the appropriate educational foundation.
4. Develop the future leaders of the community.
5. Frederick Douglass Academy Charter Elementary School agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools.

School-wide performance goals will be analyzed on a quarterly basis and modified based on the needs of the student population. At Frederick Douglass Academy Charter Elementary School, ALL students will be expected and held accountable to the same high standards and expectations that make for successful students. Those students who require added assistance in meeting the goals and expectations will have all the assistance that they require to be successful.
ELEMENT 4
GOVERNANCE

Frederick Douglass Academy Charter Elementary School is nonsectarian in its programs, admission policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any student on the basis of nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression, disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Frederick Douglass Academy Charter Elementary School does not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

Frederick Douglass Academy Charter Elementary School will comply with the Brown Act.

*Members of the Frederick Douglass Academy Charter Elementary School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

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

ICEF

The Board of ICEF governs Frederick Douglass Academy Charter Elementary School. ICEF is responsible for all legal and fiduciary matters involving Frederick Douglass Academy Charter Elementary School.

The Board of Directors

The ICEF Board of Directors has legal and fiduciary responsibility for Frederick Douglass Academy Charter Elementary School. The ICEF Board of Directors provides fiscal accountability by approving and monitoring the budgets and other financial matters. The ICEF Board of Directors also helps ensure effective organizational planning by approving long-range academic and financial goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, fundraising, and overseeing that school resources are managed effectively and used to further student academic achievement. The Board of Directors assesses ICEF’s progress with regard to its academic goals and is responsible for ensuring that the academic leadership is held accountable for pursuit of those academic goals.

ICEF is a California non-profit 501(c) 3 corporation. The Board of Directors is a self-selecting body as outlined in the attached Articles of Incorporation and By-laws. The Board of Directors may include an LAUSD representative, and a parent from an ICEF operated charter school. All management responsibilities not specifically designated to the Board are delegated to the CEO, Parker Hudnut, who will answer directly to the ICEF Board of Directors. As the entity with the
ultimate oversight responsibility, ICEF provides LAUSD with annual programmatic and fiscal audits for Frederick Douglass Academy Charter Elementary School.

Current Board members are: Richard Riordan, Chairman of ICEF Board and Former Mayor of the City of Los Angeles; Jackson Browne, Musician/Recording Artist; Brigid Coulter, Actress; Austin Beutner, Deputy Mayor of the City of Los Angeles; Russel Goings, Southwest Companies; William Lucas, Cataumet Partners; Patrick McCabe, NewRoads Elementary School; Julie Kellner, Community Member; Stephen Smith, the Seaport Group; David Moore, parent and Partner in MetalSales Associates; Simeon Slovacek, Ph.D., Professor of Education at California State University at Los Angeles; Frank Baxter, former United States Ambassador to Uruguay

Process for Selecting Governing Board Members

Governing board members are identified, reviewed and nominated for membership by a standing committee of the board, assigned that responsibility, the Committee on Board Members. The Committee on Board Members solicits parents, past parents, school leaders, community leaders, and current trustees for prospective members. The Committee on Board Members nominates candidates on the basis of guidance from the board on the skills needed for the effective oversight of the schools. The Committee furnishes information on each candidate to all members of the board. The full board elects new members by majority vote at the annual meeting, held the third Thursday of January, every year or on an as needed to fill vacancies. Board members are elected for one year and holds office until expiration of the term which is the date of the following annual meeting. The Committee on Board Members also develops and administers a program of orientation for newly elected board members and nominates candidates for Board Member Emeritus status.

How Often the Governing Board will Meet

The meeting schedule is set at the annual meeting each January. At least eight meetings are scheduled each year and are held at 4:00 pm at the ICEF headquarters. ICEF and Frederick Douglass Academy Charter Elementary School will comply with the Brown Act. Board Meetings will be posted in the lobby at 5150 W. Goldleaf Circle, Los Angeles, CA 90056 no less than 72 hours in advance of the Board Meeting. Agendas and governing board actions can be obtained from the same address.

Business and Operations Management

ICEF provides services such as fundraising, grant writing, facility and site development, real estate purchases, as well as operating services such as budgeting/forecasting, accounting, payroll, compliance/reporting, service vendor contract negotiations, management, and purchasing. ICEF monitors adherence to the charter process and laws. ICEF utilizes an accounting system that adheres to Generally Accepted Accounting Principles (GAAP).
Frederick Douglass Academy Charter Elementary School and/or its non-profit corporation will be solely responsible for the debts and obligations of Frederick Douglass Academy Charter Elementary School. ICEF agrees to follow all applicable California public benefit corporation laws.
Governance Org Chart

Inner City Education Foundation Board of Directors

CEO of Inner City Education Foundation

Frederick Douglass Academy Charter Elementary School Director

Frederick Douglass Academy Charter Elementary School Faculty and Staff

<table>
<thead>
<tr>
<th>Parent Information Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site Council (12 members including school director, parents, teacher, school staff)</td>
</tr>
<tr>
<td>Parents</td>
</tr>
</tbody>
</table>

Frederick Douglass Academy Charter Elementary School Students

Structure

- The governance structure is designed to assure that every member of the school community shares in the decision-making process.
- School community issues and concerns are raised during monthly Parent Information Meetings.
- Those issues and concerns raised are then taken into consideration by the School Site Council.
- Conflicts which are not appropriate for SSC review are referred to cadres.
- Cadres address site-based priority areas of concern. These areas of concern are defined through a data-gathering process. Having thoughtfully defined an area of challenge, and inquiry process is followed to address the area of challenge.
- The Steering Committee facilitates communication between cadres and the Parent Information Meetings (PIM) attendees.

School Site Council (SSC)

The School Site Council consists of 12 members including the school director, teachers, staff, and parents. The School Site Council shall be constituted to ensure parity. Half of the council shall be made of the principal, teachers, and/or other school personnel, while the other half of the council will consist of parents, community members and students. The School Site Council functions in the following manner:

- Ensures that the entire school is moving in the direction of the school vision.
• Members are elected by secret ballot. Parents nominate and elect other parents, while teachers are nominated and elected by other teachers and staff members are nominated and elected by other staff members.

• They are tasked with helping the principal make decisions for improving student achievement as outlined in the Single Plan for Student Achievement.

• It does not approve any one person's or group's decisions. Rather it works together to create plans regarding student achievement. Members of the SSC then vote on the plan itself before submitting it to the governing board for approval. Following plan approval, the SSC will provide oversight of the budget as applies to Title I funding to ensure effective implementation.

• All SSC decisions must be voted on and receive a majority vote within the SSC. Decisions cannot be reversed unless brought back to the entire council for reconsideration. SSC decisions regarding the expenditure of Title 1 funds are subject to board approval.

Conflict Resolution
1. Concerns are first voiced during monthly Parent Information Meetings.
2. Conflicts involving the use of Title 1 funds and/or implementation of the Single Plan for Student Achievement are referred to the SSC for resolution.
3. Conflicts which are not appropriate for SSC review are referred to cadres.
4. The ICEF Board of Directors has delegated all management responsibilities not specifically designated to the Board, to the CEO, who answers directly to the ICEF Board of Directors. As the superior governing body of ICEF, the ICEF Board of Directors has ultimate authority to determine all conflicts and review actions of the CEO.

Cadres

Cadres are small work groups formed on an as needed basis to address specific concerns. An inquiry process is followed by the cadre to explore possible solutions to previously prioritized areas of concern and suggests solutions to the Steering Committee. Once the Steering Committee agrees to a proposed solution, this solution is presented during the monthly PIM for full implementation through a consensus process. Cadres do not have decision-making power, however their suggestions are considered by the Steering Committee and upon their approval forwarded to the PIM for action and adoption. Cadres are comprised of members from the school community: teachers, support staff, administrator(s), parents, students, and those community members who are active participants in the school. Below are examples of typical cadres in an ICEF Public School.

<table>
<thead>
<tr>
<th>CADRE</th>
<th>DUTIES</th>
<th>COMPOSITION</th>
</tr>
</thead>
</table>

80
Curriculum
To become expert in the school curriculum in order to assist faculty and administration. To develop field trips, school fairs, and school assemblies to complement curriculum. To develop character education and human development programs to address the needs of the whole child. To recruit and recommend teacher candidates.  
1/3 Parents  
1/3 Teachers  
1/3 Administration

Volunteer
School parent/family participation school activities. Recruit volunteers; act as support group for family involvement. Recommend plan for implementation of after-school activities. Recommend ways to use the strengths inherent in our school community for the good of the school.  
1/3 Parents  
1/3 Teachers  
1/3 Administration

Family Contracts
Design home-school contracts. Support families and students in fulfilling terms of contract. Support families in fulfilling their volunteer and attendance obligations.  
1/3 Parents  
1/3 Teachers  
1/3 Administration

Fundraising
Raise funds for school activities (field trips, enrichment programs, Spanish, computers, etc.)  
1/3 Parents  
1/3 Teachers  
1/3 Administration

Logistics
Coordinate master schedule. Assist in admissions and registration. Organize classes to develop school’s ability to respond to emergency (CPR & Disaster Training). Coordinate school safety & traffic policies.  
1/3 Parents  
1/3 Teachers  
1/3 Administration

Cadres Guidelines

1. Cadres will be formed as needed and disbanded after their work is complete (when the school has successfully addressed the challenge area).
2. School staff, parents, and community members may serve on any cadre.

Steering Committee
The steering committee consists of 1/3 cadre parent chairpersons, 1/3 teachers, and 1/3 Administration. The Steering Committee functions in the following manner:

• Insures that cadres and the entire school are moving in the direction of the school vision.
• Serves as a clearinghouse for information to facilitate communication between cadres and the PIM attendees.
• Monitors cadres to ensure progress toward goals and accomplishment of duties.
• Assists cadres to develop and refine recommendations for consideration by the SAW.
• Assists Administration in dealing with incoming information to the school and disseminating information to cadre members.

Parent Information Meetings (“PIM”)
Parent Information Meetings (“PIM”) refers to all stakeholders, teachers, parents, support staff, students, and community representatives. The PIM alerts stakeholders to school issues and is required to approve decisions that have implications for the entire school. PIM meetings are held
monthly and regularly scheduled at an hour that is conducive to parent participation. Approval is reached through a consensus model.

**Conflict Resolution**

1. Concerns will first be brought to the appropriate cadre for research and possible tendering of solutions to the Steering Committee.
2. The matter will then be referred to the Steering Committee for resolution.
3. The CEO or the CEO’s delegate reserves the right to act as final arbiter on matters upon which the steering committee is unable to reach a decision.
4. The ICEF Board of Directors has delegated all management responsibilities not specifically designated to the Board, to the CEO, who answers directly to the ICEF Board of Directors. As the superior governing body of ICEF, the ICEF Board of Directors has ultimate authority to determine all conflicts and review actions of the CEO.

**Complaint Procedure for Parents and Students**

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

Frederick Douglass Academy Charter Elementary School will adopt and publish 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.

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

**LAUSD Charter Policy**

Frederick Douglass Academy Charter Elementary School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Responding to Inquiries**

Frederick Douglass Academy Charter Elementary School and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Frederick
Douglass Academy Charter Elementary School and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

**Notifications**

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Frederick Douglass Academy Charter Elementary School.
ELEMENT 5
QUALIFICATIONS FOR SCHOOL EMPLOYEES

The employees of the Frederick Douglass Academy Charter Elementary School are a group of professionals committed to the education of all children. Our guiding principles demand that students engage in a rich, meaningful learning experience that will encourage them to become life-long learners.

In order to fully implement our educational model, all staff members are equally committed and actively involved in the planning, performance, administration, and evaluation of the instructional program and school operations. To help accomplish this, staff members are encouraged to serve on a cadre of their choice.

Frederick Douglass Academy Charter Elementary School 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.

Definitions of calendar, holidays, workday, work year, sick days, personal days, and due process procedures for disputes are to be found in the ICEF employee handbook.

Frederick Douglass Academy Charter Elementary School agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools.

All full time employees of Frederick Douglass Academy Charter Elementary School are eligible for health benefits.

Staff Member Selection

Selection of all of the Frederick Douglass Academy Charter Elementary School personnel is in compliance with the California Education Code. All requirements for employment set forth in applicable provisions of law will be met.

The Frederick Douglass Academy Charter Elementary School in cooperation with the ICEF Human Resources staff monitors ongoing credentialing requirements. Employees’ job duties and terms and conditions of employment are negotiated in individual contracts. General job descriptions have been developed for the administration, teachers, staff, and other office personnel.

Sample Job Descriptions for the Frederick Douglass Academy Charter Elementary School:

School Office Manager Job Description
Basic Function:
The School Office Manager supports the School Director by performing complex, specialized clerical activities to manage the school office. He/She prepares and maintains data, files and records; reviews and verifies the accuracy and completeness of various student documents and data; maintains students and attendance information systems; distributes mail; answers phones and responds inquiries. The School Office Manager is a fulltime, salaried non-exempt, year round position reporting to the School Director.

Representative Duties:

- Manages all aspects of attendance and student records (sets up and maintains student database and attendance records)
- Demonstrates good understanding of confidentiality when typing confidential documents and maintaining files (such as school personnel, evaluations, and other confidential correspondence)
- Maintains a calendar for the School Director and school
- Handles schedules and juggles multiple priorities and tasks
- Screens School Director’s mail and responds to all mail which can be handled in a clerical level
- Prepares and processes Director’s correspondence, including handling dictation, typing, filing and other communications and record keeping processes
- Coordinates and/or handles distribution of correspondence
- Proofreads reports and documents for accuracy, completeness and conformance to established procedures and audit requirements, including Official Transcripts and attendance documents
- Duplicates and distributes a variety of records, reports and other materials as directed
- Takes incoming calls and makes necessary outgoing calls, receives visitors and parents, answers questions or direct to appropriate resource
- Facilitates communication among staff, students district personnel and other as required
- Maintains inventory of office and schools supplies: Requisitions, receives and distributed materials and supplies according to established procedures.
- Manages substitute teacher process
- Demonstrates knowledge of and support for the school mission, vision, standards, policies and procedures, confidentiality standards and the code of ethical behavior.
- Perform related duties assigned

Essential Qualifications:

- AA degree or equivalent work experience
- Five year experience in fast-paced administrative support position, experience in a school front office preferable
- Proficiency with Microsoft Office
- Efficient office management capacity
- Gracious receptionist and telephone techniques and etiquette
- Effective communicate both orally and in writing using correct English usage, grammar, spelling, punctuation and vocabulary
- Professional attitude and appearance to meet school standards
- Ability to perform complex, specialized clerical work involving independent judgment and requiring speed and accuracy
- Establish and maintain cooperative and effective working relationships with others
- Make mathematical computations quickly and accurately
- Meet schedules and time lines
- Interpersonal skills using tact, patience and courtesy
- Ability to work effectively with constant interruptions
- Physical ability to operate a computer and office equipment
- Physical ability to lift light objects, kneel, bend and reach overhead
- May be required to administer first aid to students

**Title: Chief Academic Officer**

Reports to: Chief Executive Officer

**Summary:** As an integral member of the ICEF Senior Management Team, the Chief Academic Officer is responsible for articulating the vision of the instructional program at ICEF Public Schools and ensuring that each school makes strides toward achieving the mission that all students will be prepared to attend and compete academically at the top 100 colleges and universities in the nation.

**Responsibilities:**

- Work with the school leaders to set and ensure the attainment of annual measureable goals for their site.

- Develop and lead school administrators in their roles as instructional leaders and site managers by creating individual growth plans and performing evaluations.

- Direct the organization wide professional development and ensure that efforts are responsive to the overall trends and needs of the organization as evidenced by school data.

- Supervise and guide all Academic Home Office staff in supporting schools.

- Works directly with Chief Executive Officer to determine the overall strategy of the organization and develop short and long term goals

- Create, refine, and articulate organization wide structures and policies that ensure schools are able to achieve their goals and the mission and vision of the CMO.
• Assist and guide administrators as they disaggregate and share assessment data and identify how they will use that data to conduct a cycle of inquiry.

Qualifications:
• Demonstrate knowledge and support of the ICEF mission, vision, goals, instructional conventions, policies/procedures, confidentiality standards, and the code of ethical behavior.
• Recognize and be sensitive to the various cultural differences that present challenges to student learning
• Experienced with diverse youth in an urban area
• Team player
• Comfortable with a start-up environment: fast growth, flexible roles
• Confident leader
• Driven by data
• Organized administrator
• Commitment to diversity and multicultural staff
• 2 or more years of educational administrative experience
• 3 or more years of experience teaching in an urban district
• A commitment to both excellence and equity
• Relentless drive to attain results
• Experienced instructional leader, with curriculum, pedagogy

Title: School Director
The School Director is the overall school leader in each of our communities, developing and implementing programs, working with students and families, and mentoring and evaluating teachers. The School Director reports to the Chief Academic Officer.

Responsibilities:

General administration, management and leadership of school site
• Oversee daily running of school
• Address discipline/behavior issues with Dean
• Oversee student support programs
• Respond to daily crises
• Facilitate scheduling
• Manage attendance
• Coordinate relationship with the home office
• Engage in strategic planning

Instructional Leadership
• Guide professional development
• Use of data to improve teaching and learning
• Coach teachers
• Support the implementation of curriculum
• Facilitate and support course-specific and standardized assessment

Human Resources
• Hire faculty and staff
• Manage faculty and staff
• Build a team
• Evaluate faculty and staff
• Mentor future school directors

Community Relations
• Build relationships with families and local institutions
• Build relationships with local district

**School Director Accountabilities:**

**Student Achievement**
• State tests
• Internal Tests
• Grade data
• Dropout rate
• Suspension/mandatory transfer rate
• (Graduation rate—for future)

Constituency Satisfaction
• Enrollment and waitlist
• Attendance rate
• Teacher retention
• Feedback from all constituencies

**Essential Qualifications:**
• 2 years of educational administrative experience, preferably as a principal or vice principal of an urban middle school
• 3 or more years of experience teaching in an urban district
• A commitment to both excellence and equity
• Relentless drive to attain results
• Experienced instructional leader, with curriculum, pedagogy
• Experienced leader for classroom management and student discipline matters
• Experience with meeting facilitation and change management, with commitment to reflective practice
• Experienced with diverse youth in an urban area
• Team player
- Comfortable with a start-up environment: fast growth, flexible roles
- Confident leader
- Driven by data
- Organized administrator
- Commitment to diversity and multicultural staff

**Title:** Parent Liaison/Parent Outreach Coordinator  
**Reports To:** School Director

- Attend cadre, steering committee, PIM meetings, any parent and grade level meetings, as well as district level meetings that may pertain to the implementation of a project.
- Act as a source of inspiration, encouragement and support to the school staff, parents, students and administration throughout the school improvement process.
- Provide training, modeling, coaching and guidance in the implementation of the Inquiry process to staff, administration, parents and students.
- Be a part of the campus leadership team (i.e. School Director, lead teachers, etc.)
- Work closely with the grade level position holders
- Provide volunteer opportunities to actively participate in the life of the school.
- Maintain documentation of commitment hours.
- Works closely with Office Manager.
- Attend monthly parent liaison meetings.
- Act as liaison mediator between staff, administration and parents.
- Provide parent education training and scheduling.
- Knowledgeable of all campus activities and the activities of other campuses that have a direct impact on your school site.
- Participate in enrolment process (i.e. open house, lottery, orientations, trainings and registration)
- Oversee the integrity of all activities involving monetary transactions.
- Balance and reconcile school bank account.
- May record student community service hours.
- Proficient in Microsoft office and excel
- May facilitate Parent Information Meetings
- Works closely with School Director and grade level chair to schedule field trips and fundraisers.
- Works closely with outside vendors
Frederick Douglass Academy Charter Elementary School adheres to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. All employees must furnish or be able to provide:

1. Medical Clearance to verify employee is free from tuberculosis and other communicable diseases (except as prohibited by applicable law).
2. Full disclosure statement regarding prior criminal record.
4. Fingerprinting for a criminal record check.

Employees will not be hired until all of the above is cleared.

Selection of Faculty and Staff shall be made under the following guidelines and criteria:

1. The duties of the Human Resources Department of ICEF include:
   - Establish job qualifications in collaboration with Frederick Douglass Academy Charter Elementary School
   - Announce opening(s)
   - Recruit applicant(s)
   - Require an appropriate certificate or credential
   - Request resume, references, records of experiences, credentials, licenses, etc.
   - Verify previous employment
   - Interview candidate(s)
   - Select top candidate

2. Medical clearance - proof of negative Mantoux tuberculosis (T.B.) testing.
3. Fingerprinting for a criminal record check. Applicant will submit prints and service fee to the Department of Justice for criminal record check.
4. The School will check for work authorization in the United States, require child-abuse sign-off.
5. Selection procedures will be in compliance with the California Education Code.

**Selection of Administrators**

Selection of School Directors is based on proven experience in educational leadership, educational vision for and experience with minority children, demonstrated ability in program design and/or development, entrepreneurial, and interest and commitment to educational reform. Responsibilities for the Head of School and/or the administrative staff will include but not be limited to:

— Commitment to the equal education of all students.
— Facilitating communication between all school stakeholders.
— Hiring and firing of employees.
— Overseeing the day-to-day operations of the school.
— Preparing credentialing paperwork and monitoring processing.
— Organizing professional development.
— Assisting with student discipline.
— Reporting to the Board of Directors on the progress of the school in achieving educational success.
— Assisting with preparing grants, facilitating fundraising efforts, and/or obtaining loans.
— Maintaining a balanced budget and drafting an annual budget proposal for ICEF Board review and approval.
— Overseeing the development and implementation of all programs.

Selection of Teachers

Teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. These documents are maintained on file at Frederick Douglass Academy Charter Elementary School and will be subject to periodic inspection by LAUSD.

Teachers are selected on an application and interview basis. Selection of teachers is ultimately made by the School Director based on recommendation from an interview committee that will consist of parents, teachers and school administration. The selection may be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Responsibilities for the teachers include but not be limited to:

— Developing lesson plans within the framework of the grade level team.
— Turning in lesson plans a week prior to instruction.
— Preparing and implementing lesson plans that lead to student understanding of the established curriculum content.
— Assessing student progress and maintaining accurate records.
— Identifying academically low-achieving students and initiating an intervention program to ensure that student succeeds.
— Participating regularly in professional development opportunities.
— Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders.
— Maintaining regular, punctual attendance.

Monitoring Credentials

The ICEF Human Resources Director in conjunction with the Frederick Douglass Academy Charter Elementary School Director monitors the status of all of the CA teaching credentials for Frederick Douglass Academy Charter Elementary School classroom teachers.

Teacher Evaluation

The School Director evaluates teachers at the end of each year. This evaluation is based on meeting the responsibilities as outlined above.
Recruitment and testing is done by the administration of the school to form a pool of qualified candidates. Interviews and selection are performed with input from the teacher of the class that has the opening. Compliance with NCLB, medical clearance and fingerprinting are required.

Frederick Douglass Academy Charter Elementary School will recruit qualified Spanish-language proficient paraprofessionals to assist the English language learner students.

**Selection of Day-to-Day Substitutes**

Frederick Douglass Academy Charter Elementary School maintains a list of qualified substitutes who will be contacted as needed. They will be paid at a competitive hourly rate based upon a 6.5 hour day. Classified staff will be paid on an 8.0 hour day.

**Office Personnel**

Office personnel are selected by the administrative staff on an application and interview basis. Selection is based on the ability to perform the job duties for that position as defined in the job description.

The following positions are considered key positions within Frederick Douglass Academy Charter Elementary School:
- School Director
- Teacher
- Office Manager

ICEF utilizes the LAUSD pay scale as a basis for salary determination. ICEF may offer incentives or bonuses at its discretion.
ELEMENT 6
HEALTH AND SAFETY PROCEDURES

Policies and Procedures

Frederick Douglass Academy Charter Elementary School has adopted and implemented health, safety, and risk management policies and procedures. Among the many health and safety laws that need to be followed is the Healthy Schools Act – California Education Code Section 17608, which details pest management requirements for schools. Frederick Douglass Academy Charter Elementary School also has an asbestos management plan. These policies and procedures are reviewed regularly with staff, students, and parents. These policies were developed in consultation with the school’s insurance carrier to address the following topics:

- Policies and procedures for response to natural disasters and emergencies, including fires, and earthquakes.
- A requirement that school facilities are approved by a state fire marshal and by a structural engineer to determine that there is no substantial seismic safety hazard.
- A policy that the school functions as a drug, alcohol, and tobacco free workplace.
- Policies relating to the administration of prescription drugs and other medications.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state and local authorities.
- A requirement that all enrolling students provide documentation of immunizations to the extent required for enrollment in non-charter public schools. Record of immunizations will be maintained, and staff will comply with County requirements for Tuberculosis (TB) testing as described in EC 49406. No prospective employee will commence employment prior to obtaining clearances.
- A policy requiring criminal background checks for school employees as required by the California Educational Code 44237. No prospective employee will commence employment prior to obtaining clearances.
- Procedures for complying with all health and safety laws and regulations that apply to non-charter public schools including those regarding transportation, food services and custodial services, and those required by CAL/OSHA, the California Health Safety Code, and EPA.
- Per Title IV of the Safe and Drug Free Schools and Communities Frederick Douglass Academy Charter Elementary School has adopted and implemented policies and educational programs, which focus on the prevention or curtailment of the use of tobacco, drugs, and alcohol by students. The Frederick Douglass Academy Charter Elementary School involves parents and community in these programs to in order to provide a safe learning environment for students to achieve academic success.
- Frederick Douglass Academy Charter Elementary School will provide for the screening of pupils’ vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.
- Frederick Douglass Academy Charter Elementary School’s facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.
**Health Services and Prescription Medications**

Parents complete the appropriate form authorizing school staff to administer medication. Staff keeps detailed records and logs of all medication schedules and dispenses medications at the appropriate times. All medications are stored in secure storage cabinet.

**Fire Drills**

Fire drills are conducted at least twice a semester. Office personnel maintain a record of fire drills held and total required time for complete evacuation. When an alarm sounds teachers lead students in their room out of the building in compliance with the evacuation route/map that is posted in each classroom. Once outside of the building teachers take roll to ensure that all students are accounted for. Students remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

**Disaster Drills (i.e. earthquake)**

Disaster drills are conducted once every two months. Students are made familiar with the “duck and cover” routine. In case of a real earthquake, everyone must engage in the duck and cover routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes too dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or other safety zone. Teachers will take roll and report any missing students to the administration. Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or national disaster, teachers are designated “Civil Defense Workers” and are not allowed to leave the school until they receive official clearance from administrative staff.

**Student Supervision**

Students are supervised at all times by teachers, paraprofessionals, or other qualified adults according to state law.

**Evacuation Plan**

In the event an evacuation is warranted. Teachers will proceed with their students as outlined on the evacuation plan posted in each classroom. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom will attach themselves to the nearest teacher exiting the school for the purpose of getting to a designated evacuation site. Once at the evacuation site teachers and staff will make sure that students find their proper class and teachers. Teachers will then take roll to ensure all students are accounted for. The names of any students unaccounted for will be immediately provided to administrative personnel and a staff member will be assigned the task of finding any missing students. Teachers will stay with their class for the duration of the emergency. All students will stay with their teachers at the designated evacuation site until the administration staff gives the “all clear” signal. In the event students cannot return to the school, the administrative staff will notify parents and/or the media where students can be picked up. A designated staff member will sign
out students as they are being picked up by a parent or other authorized adult listed on the emergency information card. Parents will be asked to remain in a designated pick-up area, and the students will be escorted to their parents for release.

Insurance Requirements

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

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

The following insurance policies are required:

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

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

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

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

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

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

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

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

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

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

**FERPA**
Frederick Douglass Academy Charter Elementary School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**Criminal Background Checks and Fingerprinting**
Frederick Douglass Academy Charter Elementary 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.
ELEMENT 7
RACIAL AND ETHNIC BALANCE

Frederick Douglass Academy Charter Elementary School makes every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the boundaries of the Los Angeles Unified School District. Specifically, Frederick Douglass Academy Charter Elementary School focuses its outreach efforts on the surrounding area including South Los Angeles. Frederick Douglass Academy Charter Elementary School is publicized on an on-going basis. School brochures outlining the school mission, goals, and enrollment information are available. Press releases are distributed throughout the year to local and regional publications. Orientation meetings and school tours are conducted on a regularly scheduled basis along with community presentations and others methods as required to assure racial and ethnic balance.

Diversity Recruitment Plan

The Inner City Education Foundation’s (ICEF) mission emphasizes a focus on providing an educational experience for each member of the ICEF schools community that offers consistent opportunities for excellence in both learning and teaching. A central feature to this mission is a personal approach to learning that encourages students to return to the community in which they were raised to be the next generation of leaders, teachers, professionals, and contributors. To this end, ICEF recognizes and values diversity within its schools’ communities. This includes diversity in ethnicity, language, culture, socio-economics and individual learning needs.

ICEF’s Board has identified major objectives they believe, when accomplished, will further strengthen and facilitate diversity at each ICEF campus and throughout the ICEF school community:

1. ICEF Public Schools will continue to enhance its publicity for providing notices of its lotteries, particularly in areas where there are significant concentrations of students who qualify for free or reduced-price lunch and students who are Hispanic and/or English learners.

2. Once students have enrolled, ICEF will analyze demographic information from families so that the leadership of ICEF can note, in real-time, the success of its efforts to recruit linguistically, racially and socio-economically diverse applicants as well as applicants with more diverse learning needs.

3. Current ICEF families enrolled at our schools have been our most effective ambassadors to the communities we serve. ICEF will continue to further develop its parent volunteer programs so that parents can continue to provide natural leadership in supporting ICEF’s efforts, including its outreach efforts.
4. As additional resources become available to ICEF, we will use these resources to augment our efforts to recruit ICEF school communities that exemplify the diversity of our neighborhoods and service areas.

5. A staffing priority in our prior years of operation has been finding highly qualified faculty who can effectively teach and serve our school communities. As our ICEF community becomes more diverse, particularly linguistically diverse, ICEF will continue to seek individuals who can most effectively serve the needs of its students and families.

6. ICEF will continue to develop its outreach to further include the nurseries, Head Start/State Preschool programs, Crystal Stairs family programs, churches and libraries in its school communities. In addition, ICEF will increase its contacts with Regional Center, The Foundation for the Junior Blind and the LAUSD office of Special Education to further broaden and deepen diversity throughout its school communities.

7. ICEF will also continue to make documents available to families in both English and Spanish.

**Court-ordered Integration**
The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW). The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

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

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

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

Frederick Douglass Academy Charter Elementary School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. Frederick Douglass Academy Charter Elementary School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Frederick Douglass Academy Charter Elementary School under the NCLB-PSC program increases in subsequent years, Frederick Douglass Academy Charter Elementary School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

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

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
• Develop jointly with, and distribute to, parents of participating children, a school-parent compact

• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable; and

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Frederick Douglass Academy Charter Elementary School also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEMENT 8
ADMISSION REQUIREMENTS

Frederick Douglass Academy Charter Elementary School abides by all state and federal laws regarding admissions. Frederick Douglass Academy Charter Elementary School shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Admission to Frederick Douglass Academy Charter Elementary School is available to all students residing in California. Frederick Douglass Academy Charter Elementary School shall comply with all laws establishing minimum age for public school attendance.

Student Recruitment Period:
Frederick Douglass Academy Charter Elementary School participates in the standard student recruitment period of all ICEF schools which begins in February and ends in September.

<table>
<thead>
<tr>
<th>February</th>
<th>Recruitment Period Begins</th>
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<tbody>
<tr>
<td></td>
<td>Distribute information flyers at nearby libraries, park and recreation facilities, churches, pre-schools, head-start programs and athletics leagues.</td>
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<tr>
<td></td>
<td>Place radio ads regarding the time and location of upcoming March Information Meetings on English and Spanish language radio stations including but not limited to Radio La Nueva Piolin 101.9 and KJLH 102.3</td>
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<tr>
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<td>Place Newspaper ads regarding the time and location of upcoming March Information Meetings in English and Spanish language newspapers including but not limited to The Sentinel, La Opinion, The Wave and other local newspapers.</td>
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<tr>
<th>March</th>
<th>Saturday Information Meetings</th>
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<td>Every Saturday in the month of March Parent Information Meetings are held at the following locations:</td>
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<td>View Park Prep Elementary School</td>
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<tr>
<td></td>
<td>3855 Slauson Avenue</td>
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<td></td>
<td>Los Angeles, CA 90043</td>
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</table>
Lottery numbers are placed in a bin and selected at random. Students who are promoted off the waiting list will receive a phone call and a letter to confirm their status. A written copy of the lottery procedure is kept at ICEF headquarters. Students who are not selected in the lottery are moved to the waiting list and prioritized first by the date they submitted materials, and secondly by alphabetical order. The School Director or a designee of the School Director will be present to ensure the lottery is properly and fairly executed. Lottery results and the waiting list will be maintained at the school site and ICEF headquarters. Current students and siblings of current students are exempt from the lottery. District residents are assured first priority if a lottery is required.

| April      | Public Lottery |
|           | Lottery numbers are placed in a bin and selected at random. Students who are promoted off the waiting list will receive a phone call and a letter to confirm their status. A written copy of the lottery procedure is kept at ICEF headquarters. Students who are not selected in the lottery are moved to the waiting list and prioritized first by the date they submitted materials, and secondly by alphabetical order. Any sibling and district residents are moved to the top of the waiting list and prioritized (amongst themselves) in the same manner as other waiting list students. The School Director or a designee of the School Director will be present to ensure the lottery is properly and fairly executed. Lottery results and the waiting list will be maintained at the school site and ICEF headquarters. |
| May       | Enrollment     |
|           | Students selected by lottery must return enrollment information to Frederick Douglass Academy Charter Elementary School during the enrollment period which is held the last two weeks in May. All enrollment material is available in English and Spanish. |
Frederick Douglass Academy Charter Elementary School abides by all state and federal guidelines regarding admissions and enrollment procedures, and the No Child Left Behind Act (NCLB). Frederick Douglass Academy Charter Elementary School also, when possible, gives preference to students who already have a sibling attending Frederick Douglass Academy Charter Elementary School in order to preserve family continuity. Preference is also given to students who reside in the District as required by Education Code section 47605(d)(2)(B). Current students and siblings of current students are exempt from the lottery. District residents are assured first priority if a lottery is required.

Frederick Douglass Academy Charter Elementary School agrees to adhere to applicable state and federal laws governing the privacy and confidentiality of pupil records. In order to ensure continuity of record keeping, the sponsoring district will provide Inner City Education Foundation, upon request, complete copies of the cumulative records of the students who attend Frederick Douglass Academy Charter Elementary School. Upon leaving Frederick Douglass Academy Charter Elementary School, student records are processed accordingly and shared with the student’s new school district. Frederick Douglass Academy Charter Elementary School adheres to all admissions regulations as mandated to charter schools via the California Education Code.

After Enrollment

1. The parents whose children are admitted to attend Frederick Douglass Academy Charter Elementary School are asked to review and to sign the parent/student responsibility contract.
   a. The parent/student responsibility contract details the expectations of the school, the parent, and the student. The school’s responsibilities include providing a safe, caring school environment and enforcing handbook policies fairly. Parents are expected to participate in the school’s decision making process and to provide home support and close monitoring of academics and behavior. Students are expected to produce high quality work that meets or exceed expectations, follow school rules, and show respect for the school, the community, themselves and others.
   b. Although the provisions of the parent responsibility contract are strongly encouraged, a parent’s inability to meet these expectations will not impact a student’s initial or continuing enrollment.
2. Parents are strongly encouraged to volunteer at least 4 hours per month.

Non-discriminatory Statement

Frederick Douglass Academy Charter Elementary School shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, 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. Frederick Douglass Academy Charter Elementary School shall be nonsectarian in its programs, admission policies, employment practices and all other operations. Frederick Douglass Academy Charter Elementary School shall not charge tuition.
If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to [EC] Section 48200.

**McKinney-Vento Act**

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. 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.

**Recruitment of Low-Achieving and Economically Disadvantaged Students**

The Frederick Douglass Academy Charter Elementary School makes every effort to recruit students of various racial, ethnic, and socioeconomic groups so as to achieve a balance that is reflective of the general population residing within the boundaries of the Los Angeles Unified School District. Frederick Douglass Academy Charter Elementary School is publicized on an on-going basis. School brochures outlining the school mission, goals, and enrollment information are available. Press releases are distributed throughout the year to local and regional publications. Orientation meetings and school tours are conducted on a regularly scheduled basis along with community presentations and others methods as required to assure racial and ethnic balance.

Many of the students the school recruits live within South Los Angeles, an area mostly comprised of economically disadvantaged students and low-performing schools. Frederick Douglass Academy Charter Elementary School is located in an area where we hope to attract these low achieving and often economically disadvantaged students.

In order to recruit low achieving students and economically disadvantaged students from the community, Frederick Douglass Academy Charter Elementary School completes various activities and outreach during the school year and summer including but not limited to:

- Attend local community events to share information about the school and program
- Hold information sessions about the school each semester and orientation prior to the school year
- Hold open house and registration days for local students and families
ELEMENT 9
FINANCIAL AUDIT

Frederick Douglass Academy Charter Elementary School is a fiscally independent, direct funded charter school. A system of internal control has been instituted and maintained by the Frederick Douglass Academy Charter Elementary School financial director with direct oversight and approval of ICEF Public Schools’ Board of Directors. An independent audit by an accountant certified by the State of California with knowledge of school budget and accounting procedures is performed annually. Frederick Douglass Academy Charter Elementary School will engage an independent public accountant with education finance experience certified by the State of California and approved by the State Controller on its published list as an educational audit provider, to audit the school’s financial statement according to generally accepted accounting practices (GAAP) to verify the accuracy of the schools financial statements, attendance, and enrollment accounting principles and review the schools internal controls. The ICEF Board of Directors will be responsible for contracting and overseeing the independent audit. The designated fiscal officer is the Chief Executive Officer of Inner City Education Foundation, assisted by ExED, is a non-profit provider of charter school management. Frederick Douglass Academy Charter Elementary School will continue to provide LAUSD, the County Superintendent of Schools, the State Controller, and the CDE with the final audit results not later than December 15 for the preceding year. The CEO will review any audit exceptions or deficiencies and report to the Audit Committee with recommendations on how to resolve them before the audit is completed. The CEO and Audit Committee will review and audit exceptions or deficiencies and report them to the ICEF Board of Directors with a plan and recommendations for resolution. Audit exceptions and deficiencies in the final report will be resolved to the satisfaction of LAUSD. Frederick Douglass Academy Charter Elementary School will utilize attendance accounting procedures that will satisfy requirements for LAUSD, LACOE and CDE. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

Frederick Douglass Academy Charter Elementary School will submit the following reports to LAUSD:

- Provisional Budget – Spring prior to operating budget
- 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 Actuals- July following the end of the fiscal year.
- Audited Actuals –December 15 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. In addition:
  - P1, first week of January
  - P2, the first week of May
- Bell Schedule – annually by November
- Other reports requested by LAUSD
If LAUSD facilities are used during the term of this charter, the Frederick Douglass Academy Charter Elementary School shall abide by all LAUSD policies relating to Maintenance and Operations.

**District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of 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.

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

**Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:
• Compliance with terms and conditions prescribed in the Charter agreement,
• Internal controls, both financial and operational in nature,
• The accuracy, recording and/or reporting of the Charter School’s financial information,
• The Charter School’s debt structure,
• Governance policies, procedures and history,
• The recording and reporting of attendance data,
• The Charter School’s enrollment process,
• Compliance with safety plans and procedures, and
• Compliance with applicable grant requirements.

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

The Frederick Douglass Academy Charter Elementary School will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10
SUSPENSIONS AND EXPULSIONS

At Frederick Douglass Academy Charter Elementary School the behavior program is positive and proactive. The entire staff at Frederick Douglass Academy Charter Elementary School is expected to praise and reward appropriate behavior. The goal of Frederick Douglass Academy Charter Elementary School is to teach students to have self-respect, respect for others, responsibility for his or her actions, and positive social interactions.

Every Frederick Douglass Academy Charter Elementary School student is expected to meet minimum standards of conduct. When students disobey the law or do not obey school rules and regulations, they may be subject to discipline. In effecting discipline, teachers and administrators must recognize that students and their parent have certain legal safeguards.

Frederick Douglass Academy Charter Elementary School develops and approves a Parent and Student Handbook at the beginning of each school year, with input from all stakeholders, that addresses acceptable standards of behavior and specific consequences for student conduct. Parents or guardians are notified at the beginning of each school year of school discipline rules, student rights and the responsibilities relating to student conduct.

Frederick Douglass Academy Charter Elementary 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.

Frederick Douglass Academy Charter Elementary 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.

Frederick Douglass Academy Charter Elementary School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

Frederick Douglass Academy Charter Elementary School 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.

Frederick Douglass Academy Charter Elementary 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?

**Discipline Goals**
Frederick Douglass Academy Charter Elementary School believes that a student’s place is in the classroom. Consequently, removing a student from his/her learning environment must be the last option. Frederick Douglass Academy Charter Elementary School staff utilizes several alternative discipline methods prior to suspension and expulsion. School staff will continue to work with students and families to proactively address discipline issues before they reach the point of suspension and/or expulsion.

**Outcome Data**
Frederick Douglass Academy Charter Elementary 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.

**Suspension**
1. Suspension from Class

A teacher who suspends a student from his or her class must immediately report the suspension to the School Director (or the School Director’s designee) and send the student to the office. The student may only be kept out of class for the balance of the day.

During the period of suspension, a student may not be returned to the class from which he or she was suspended without the concurrence of the School Director and the teacher who imposed the suspension. A teacher may require the student to complete all tests and assignments the student missed during the period of suspension. The parent or guardian will be notified immediately of the out of class suspension.

2. Suspension from School

The School Director or School Director’s designee may suspend a student from school for no more than five (5) consecutive school days.

When suspension from school is imposed, the School Director or School Director’s designee will talk with the student regarding the reasons for suspension, and must give the student the opportunity to explain his or her actions. The School Director must make a reasonable effort to inform the parent or guardian immediately of the suspension. The school must also notify the parent or guardian in writing of the suspension.

A student may not be suspended for more than 20 school days within the school year. Suspensions from class will not count towards the 20 day limit.

If a student is suspended and recommended for expulsion, the suspension may be extended until the Administrative Expulsion Panel has reached an initial decision to support or deny the recommendation for expulsion.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at Frederick Douglass Academy Charter Elementary School or at any other school at any time 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.

1) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2) 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 student had obtained written permission to possess the item from a certificated school employee, with the School Director/Administrator or designee’s concurrence.

3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5) Committed or attempted to commit robbery or extortion.

6) Caused or attempted to cause damage to school property or private property.

7) Stolen or attempted to steal school property or private property.

8) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

9) Committed an obscene act or engaged in habitual profanity or vulgarity.

10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

11) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

12) knowingly received stolen school property or private property.

13) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined Penal Code 243.4.
15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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

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

19) Made terrorist threats against school officials and/or school property as defined in Education Code Section 48900.7.

20) Committed sexual harassment as defined in Education Code Section 212.5.

21) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233(e).

22) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and/or reasonably expected effect of materially disrupting class work, creating substantial disorder, and/or invading student rights by creating an intimidating or hostile educational environment. This includes acts that may be generally described as bullying.

Although the offenses listed above are included as possible causes for suspension or expulsion, Frederick Douglass Academy Charter Elementary School will immediately suspend and recommend for expulsion any student who commits the following offenses while on campus or while attending a school sponsored event, including but not limited to athletic events, school plays, and school dances:

1. Possessing, selling, or furnishing a firearm. It is a federal mandate that a school expel, for a period of not less than one year (except on a case by case basis), any student who is determined to have brought a firearm to school.

2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.

4. Committing or attempting to commit a sexual assault or sexual battery.

5. Possession of an explosive.

**Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1) **Informal Conference:**

Suspension shall be preceded by an informal conference conducted by the School Director or the School Director’s designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the School Director.

The conference may be omitted if the School Director 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. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

2) **Notice to Parents/Guardians:**

At the time of the suspension, the Frederick Douglass Academy Charter Elementary School Director or Office Manager shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) **Suspension Time Limits/Recommendation for Expulsion**
Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension. All 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. When possible, suspended students will be given the opportunity to get classwork and homework before they leave campus. Suspended students will also be given the email address of their teachers so that they may complete coursework during their suspension. In the event that a suspension is extended pending an expulsion, work will be provided for the student and an alternative school placement may be considered on a case-by-case basis depending on factors which include the severity of the incident and potential to disrupt the learning environment.

Authority to Expel

A student may be expelled following a recommendation by the School Director of Frederick Douglass Academy Charter Elementary School. Following the School Director’s recommendation, a student will go before a three member Administrative Expulsion Panel (“AEP”) that has been appointed by the ICEF Board of Directors. The AEP will include at least one teacher or retired teacher or administrator from outside of Frederick Douglass Academy Charter Elementary School to ensure an unbiased process. The AEP may support the recommendation of expulsion of any student found to have committed an expellable offense(s) listed above in the "Grounds for Suspension and Expulsion." s.

Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Director determines that the student has committed one of the acts listed under "Grounds for Suspension and Expulsion."

The hearing will be presided over by the AEP. 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. Such notice shall be sent by the School Director or Office Manager. The notice shall include:

1) The date and place of the hearing;

2) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;

3) A copy of Frederick Douglass Academy Charter Elementary School disciplinary rules which relate to the alleged violation;
4) Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status in Frederick Douglass Academy Charter Elementary School to any other district in 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;

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;

9) A statement that parents may appeal the decision of the panel by mailing a written request by registered mail to the Chief Academic Officer. The mailing address shall be provided to the parent/guardians at the time of the notice of the Administrative Expulsion Panel hearing. Absent a request for additional time, the request for an appeal hearing by the Chief Academic Officer must be received by the Chief Academic Officer no more than 7 calendar days from the date of the Administrative Hearing. Families may request up to 30 calendar days to determine whether to file an appeal.

Interim Placement

Students engaged in the expulsion/appeal process are considered suspended pending completion of the process. Due to the hardship on the student’s family and potential academic strain placed on the student, families are encouraged to act quickly where practical so as to ensure the students miss the least amount of school possible given the circumstance. The interim placement of a student will depend on several factors including but not limited to the severity of the offense, and whether space exists at other schools. Students engaged in the expulsion/appeal process may be placed on a home study program, temporarily placed at another ICEF school, or may be allowed to receive work from the school at which they are currently enrolled.

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 decision to expel by the Administrative Expulsion Panel must be supported by substantial evidence that the student committed any of the acts listed in “Grounds for Suspension and Expulsion” above.
Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses of whom the School Director determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm and are exceptions to hearsay.

If, due to a written request by the pupil who has been recommended for expulsion, 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, alleged victim, or perpetrator may have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting, as determined by the School Director would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, video-taped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit televisions.

**Administrative Expulsion Panel**

Following the presentation of facts and witness statements during the hearing, the AEP may reach one of several conclusions:

1) **Reject the School Director’s recommendation of expulsion** – Following a full rejection of the School Director’s recommendation, the student may return to Frederick Douglass Academy Charter School.

2) **Reject the School Director’s recommendation of expulsion with conditions** – The School Director’s recommendation is rejected and thus the student is not expelled. The student may return to school given the student and parent/guardian agree to the behavior plan established during the hearing. The behavior plan must be reasonable and related in nature to the expellable offense.

3) **Reject the School Director’s recommendation of expulsion, institute ICEF Transfer** – The School Director’s recommendation for expulsion is rejected so the student is not expelled. However, due to the expellable offense, the safety and/or learning environment within the school will be jeopardized if the student returns to school. Thus the student, although not expelled, will be transferred to another ICEF school.

4) **Support the School Director’s recommendation of expulsion, student is expelled from Frederick Douglass Academy Charter Elementary School** – The expellable offense warrants expulsion from Frederick Douglass Academy Charter Elementary School. However the AEP determines that student is capable of attending another ICEF school.

5) **Support the School Director’s recommendation of expulsion, student is expelled from ICEF schools as a whole** – the expellable offense warrants expulsion from all ICEF schools.

In reaching their conclusion, the AEP will consider several factors including but not limited to:
- Campus safety
- Severity of incident
- Student’s history of discipline
- Potential disruption of learning environment
- Deterrence

All conclusions of the AEP are subject to appeal under the appeals procedure outlined below.

**Written Notice to Expel:**

The School Director, following the determination to expel from the Administrative Expulsion Panel, shall send written notice of the decision to expel to the student’s parent/guardian. This notice shall include the following:

1) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension and Expulsion" above

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 Frederick Douglass Academy Charter Elementary School.

3) A statement that parents may appeal the decision of the panel by mailing a written request by registered mail to the Chief Academic Officer. Absent a request for more time, the request for an appeal hearing by the Chief Academic Officer must be received no more than 7 calendar days from the date of the hearing before the Administrative Expulsion Panel. Families may request up to 30 calendar days to determine whether to file an appeal, however such practice is discouraged due to the strain and hardship on the student and school. The student will be considered suspended until a meeting is convened to hear the appeal (within ten working days of receipt of the appeal request) at which time the student’s parent must attend to present their appeal. The appeal will be heard by a fair, impartial, disinterested panel of school administrators assigned by the Board of Directors. At the appeal the student/parent will be allowed to present evidence to the panel under the same guidelines as the original hearing. The decision of the appeal panel will be communicated in writing to the student and parent no more than three calendar days following the hearing of the appeal. The determination of the panel is final.

4) A statement explaining the expelled student’s rehabilitation plan and the date the student is eligible for reinstatement, as well as informing the parent of their responsibility to submit records/documents to prove the student’s compliance with the rehabilitation plan and request reinstatement. Frederick Douglass Academy Charter Elementary School will facilitate possible educational placements following expulsion, but it is the student/family’s responsibility to enroll the student in a new school.
The School Director shall send written notice of the decision to expel to the LAUSD Charter School Division. This notice shall include the following:

1) The student’s name

2) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension or Expulsion" above.

The School Director/Principal shall only send written notice and/or student records to the student’s home school upon request.

The ICEF Board of Directors will be promptly notified of all expulsion proceedings and outcomes.

**Outcome Data**
Frederick Douglass Academy Charter Elementary School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**
Pupils who are expelled from Frederick Douglass Academy Charter Elementary School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

**Readmission**
Frederick Douglass Academy Charter Elementary School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

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

**Special Education Students**
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**
Frederick Douglass Academy Charter Elementary School shall comply with the federal Gun Free Schools Act.

**Disciplinary Intake Panel**
Frederick Douglass Academy Charter Elementary School is a public charter school that admits all who wish to attend. However, when a prospective student has been expelled from another school or school district, school leadership must determine whether enrolling such a student will interrupt with the learning environment and/or safety of the school. The Disciplinary Intake Panel will review the student’s file and determine whether the student will be admitted. The panel may contact the student’s previous school to determine suitability.
ELEMENT 11
EMPLOYEE RETIREMENT PLAN

Retirement Systems
Frederick Douglass Academy Charter Elementary School enrolls all eligible certificated staff in State Teachers Retirement System (“STRS”) and classified employees in the Public Employee Retirement System (“PERS”) in order for them to receive employee retirement benefits as set forth below as mandated by this Charter, the State of California and the Los Angeles County Office of Education (“LACOE”). Frederick Douglass Academy Charter Elementary School uses a retirement reporting system compatible with LACOE to report contributions in a timely matter. ExED has been contracted to handle payroll for ICEF schools. Therefore, ExED transmits ICEF payroll information to Hess and Associates, who in turn reports to LACOE. The CEO and/or the CEO’s designee will be responsible for ensuring that appropriate arrangements for STRS, PERS, or Social Security coverage are made.

Certificated Employees

All eligible employees of Frederick Douglass Academy Charter Elementary School participate in a defined benefit Plan (“STRS” or “Plan”), as established by the State of California and the LACOE. Certificated employees not eligible for STRS are enrolled in Social Security. As part of the Plan, all salaried employees contribute the required percentage of their salary. The Frederick Douglass Academy Charter Elementary School makes the required contribution. All withholdings from employees and from the Frederick Douglass Academy Charter Elementary School are sent to the Defined Benefit Plan (STRS) as required. Employees will accumulate service credit years in the Defined Benefit Plan as determined by the terms of Defined Benefit Plan and the Inner City Education Foundation (“ICEF”) Board of Trustees. The vesting period and other relevant Plan terms are defined as set forth in the Plan.

Any employee who separates from the school, whether voluntarily or involuntarily, prior to the end of the vesting period as defined by the Plan, receives all deferred by them from their paycheck. The monies contributed by The Frederick Douglass Academy Charter Elementary School (8.25%) remain in the Plan.

Classified Employees

In addition to PERS, classified employees will be eligible to participate in the 403b plan offered by ICEF. In addition, classified employees will participate in Federal Social Security. The Frederick Douglass Academy Charter Elementary School will make the required contribution.

Social Security

All employees who must contribute to Social Security according to Federal and State laws and do not contribute to either STRS or PERS because they are ineligible to participate in the Plans, will continue to contribute to Social Security (and not to either Plan) in the same manner with employee and Frederick Douglass Academy Charter Elementary School making the required
contribution. The ICEF Human Resources Department is responsible for Social Security reporting.

**Monitoring Credentials**
The ICEF Human Resources Director in conjunction with the Frederick Douglass Academy Charter Elementary School Director monitors the status of all of the CA teaching credentials for Frederick Douglass Academy Charter Elementary School classroom teachers.
ELEMENT 12

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Frederick Douglass Academy Charter Elementary School is a school of choice. No student is required to attend, and no employee is required to work at Frederick Douglass Academy Charter Elementary School.

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

The parent(s) or guardian(s) of each pupil enrolled in Frederick Douglass Academy Charter Elementary School shall be informed via the school handbook that the pupil has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in Frederick Douglass Academy Charter Elementary School, except to the extent that such a right is extended by the District.
ELEMENT 13

SCHOOL DISTRICT EMPLOYEE RETURN RIGHTS

Job applicants for positions at Frederick Douglass Academy Charter Elementary School are considered through an open process, and if hired, will enter into a contractual agreement with Frederick Douglass Academy Charter Elementary School.

Any district union employee who is offered employment and chooses to work at Frederick Douglass Academy Charter Elementary School is not covered by his or her respective collective bargaining unit agreement during the period of leave from the sponsoring district.

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
ELEMENT 14

CHARTER SCHOOL/CHARTERING AUTHORITY DISPUTE RESOLUTION

The intent of this dispute resolution process is to:

- Resolve disputes within Frederick Douglass Academy Charter Elementary School pursuant to the school’s policies.
- Ensure a fair and timely resolution to disputes.

**Disputes Arising Within Frederick Douglass Academy Charter Elementary School**

Disputes arising from within Frederick Douglass Academy Charter Elementary School, including all disputes among and between students, staff; parents, volunteers, advisors, partner organizations, and governing board members of the school are resolved by the administration of the school, and if necessary the Director of Human Resources and/or Head of Schools. ICEF requests that LAUSD will not intervene in any such internal disputes without the consent of the Board of the Inner City Education Foundation, which is the governing body of the Frederick Douglass Academy Charter Elementary School. ICEF requests that LAUSD will refer any complaints or reports regarding such disputes to the administrative staff of Frederick Douglass Academy Charter Elementary School for resolution, and if necessary the Board of the Inner City Education Foundation. ICEF requests that LAUSD agree not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Frederick Douglass Academy Charter Elementary School has requested LAUSD to intervene in the dispute.

If an employee has a grievance, the employee should attempt to resolve the dispute with the administrative staff. If the dispute cannot be resolved with the school site administration, an employee should address his or her grievance to the Director of Human Resources.

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

Any Dispute between the District and Frederick Douglass Academy Charter Elementary School shall be resolved in accordance with the procedures set forth below:

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

To Charter School: Parker Hudnut  
ICEF Public Schools  
5150 W. Goldleaf Circle, Suite 401  
Los Angeles, CA 90056

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

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

- Non-stock requisition processing.
- District purchasing contracts.
- Environmental health /safety consultation.
- Student information system.
ELEMENT 15
EDUCATIONAL EMPLOYMENT RELATIONS ACT

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

As such, Frederick Douglass Academy Charter Elementary School complies with all provisions of the EERA and acts independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for 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 FOR SCHOOL CLOSURE

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

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

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

Closure Action
The decision to close Frederick Douglass Academy Charter Elementary School either by the Frederick Douglass Academy Charter Elementary School governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures
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 Frederick Douglass Academy Charter Elementary School will be issued by Frederick Douglass Academy Charter Elementary School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

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

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

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

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

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

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.

3. Information on student completion of college entrance requirements for all high school students affected by the closure

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

**School and Student Records Retention and Transfer**

Frederick Douglass Academy Charter Elementary 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.

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

Frederick Douglass Academy Charter Elementary 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 Frederick Douglass Academy Charter Elementary School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Frederick Douglass Academy Charter Elementary School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File the final withholding tax return (Treasury Form 165).

e. File the final return with the IRS (Form 990 and Schedule).

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

Facilities
District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
• Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
  
  (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

• Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the
construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](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.