Goethe International Charter School

http://www.goethecharterschool.org

CHARTER RENEWAL PETITION FOR A FIVE YEAR TERM
JULY 1, 2013 – JUNE 30, 2018

Submitted to the
LOS ANGELES UNIFIED SCHOOL DISTRICT
JANUARY 6, 2013
LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

Letter of Intent to Apply for a Charter School

[Signed original in binder; scanned copy provided in separate document on disc.]
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Projected Grades Served-Year 1: K-5 / Grades Served-Year 5: K-5

Projected Enrollment Year 1: 402 / Number of Students-Year 5: 455

Location Address or Target Neighborhood: Currently co-located at Marina del Rey Middle School, 12500 Braddock Drive, Los Angeles, CA 90066; in negotiations to secure a private facility in Westchester.

Facility Status/Location: We are in negotiations for a private facility and also will apply for Prop 39 for 2013-14.

Prop. 39 – Application Submitted? We will submit our Prop 39 application on or before November 1, 2012.

Does the location meet Board Policy? (Low API, Overcrowded)
In just three years of operations, GICS is outperforming its comparison schools in terms of student achievement, including a 2012 API score of 892.

Board of Trustees
GICS’s Board includes parent founders, elected parent representatives and members of the community who are all committed to the successful oversight of the school. (See Element 4: Governance.)

Description of Mission
The mission of Goethe International Charter School is to prepare children in grades TK-5 for the global society in an educational environment that is small, academically rigorous and accountable. The school encourages its students to become knowledgeable, self-motivated, critically thinking people who respect, understand and can communicate with people from cultures different from their own.

Description of Vision
GICS is an international school, based on the acclaimed International Baccalaureate Primary Years Programme, with the highest academic standards. High expectations for students are reinforced by parents, administrators, faculty, and staff and supported by community and business community members. Every student is given opportunities to develop leadership skills, good citizenship, a strong work ethic and a core value system. Parental participation is promoted as an indispensable element of their children’s academic success. Outstanding teachers are committed to high achievement expectations through a powerful combination of collaboration, continuous staff development, rigorous accountability and individual attention to student needs.

The GICS curriculum is based on the acclaimed International Baccalaureate Primary Years Programme, while relying on the California State Standards/Common Core within a multi-lingual learning environment including German and Spanish. The International Baccalaureate Programme (IB) is premised on academic rigor as students make connections between traditional subjects and the “real world,” becoming critical and reflective thinkers with a positive attitude toward learning. IB incorporates interdisciplinary, inquiry-based instruction in which the concept of the “whole child”
includes physical, intellectual, emotional and ethical development in the context of the quest for “international-mindedness.” By that, we mean that “IB learners strive to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, open-minded, caring, balanced and reflective.” (ibo.org.)

**Source/Core of Money**
In addition to existing government funding as an approved charter school and $575,000 in start-up funds we received from the California Department of Education’s Public Charter Schools Grant Program, GICS has a very active and engaged parent community that conducts numerous fundraising events throughout the year. During the 2012-13 school year, the parent body raised almost $250,000 to support the school and we expect that this level of commitment will continue. We also will continue to pursue additional public and private grant opportunities.

**3 – 5 Top Leaders/Charter Development**
Gwenis Laura, Executive Director; Nancy Martorelli, Principal; Elke Miller, Board President/Founder, Frank Beuthin, Board Treasurer/Founder.

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

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

**What innovative elements of your charter could be considered “best practices” and replicated by other schools?**
GICS is working to join the growing movement of authorized International Baccalaureate world schools in LAUSD. Today, 3,484 schools in 144 countries – including more than 1,800 in the U.S. -- offer the IB programme to approximately 1,057,000 students. We believe this internationally renowned instructional model will continue to be recognized in LAUSD and replicated by other schools.

GICS’s emphasis on biliteracy for all students through German language acquisition and the addition of Spanish language instruction in 3rd grade is unique in Los Angeles.

Finally, as part of a growing movement of highly successful parent-initiated start-up charter schools in Los Angeles, we are firmly committed to supporting other parent groups who are committed to improving the quality of public education in Los Angeles.
AFFIRMATIONS AND ASSURANCES **DISTRICT-REQUIRED LANGUAGE**:

Goethe International 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.
INTRODUCTION AND SELF-REFLECTION

The brief three-plus year history of Goethe International Charter School (GICS) has been filled with both amazing successes and accomplishments, and some difficult challenges. In the areas of student academic achievement, student enrichment, and meeting the ambitious goals of our original charter petition and our rigorous academic program, we have achieved tremendous success. GICS is one of the top performing public schools in Los Angeles, and was rated “Achieving” in the Los Angeles Unified School District (“LAUSD” or “District”) recently-adopted School Performance Framework. Our unique model of education, founded on the International Baccalaureate (IB) Primary Years Programme, with a dual language German/English instructional model (and the addition of Spanish language instruction starting in 3rd grade), have offered an enriching and top-quality educational experience for our students that is unique in LAUSD. We also have worked hard to increase the diversity of our school. While we are quite proud that in 2012-13, 22% of our students qualify for free or reduced-price lunch and 52% are non-white, we know we have more to do to increase these percentages in our enrollment.

That said, we have faced challenges, especially in the areas of school leadership turnover and facilities. As detailed more fully in this section, we are confident we have successfully weathered the worst of these challenges and have established a solid foundation for our next charter term. We are in negotiations for a wonderful private facility that would serve as a long-term home for our entire school, and two exemplary and highly experienced new school leaders joined us this summer as Executive Director (our first) and Principal and already have led impactful changes that have quickly resolved some key issues they inherited and implemented dramatic improvements that have been welcomed by our faculty, staff and parents.

This reflection serves to highlight our successes, address challenges we have faced, and detail our plans to improve upon the foundation we have established at Goethe International Charter School.

GICS’s original five year charter petition was approved on July 8, 2008. Due to a lack of appropriate facilities, we delayed opening for one year. In 2009-10, GICS enrolled 167 students in K-4, adding 5th grade the following year. Currently, in our fourth year of operations, GICS has 314 students in grades K-5.

A. SELF-REFLECTION: THE DATA

1. ACADEMIC ACHIEVEMENT – CRITERIA FOR RENEWAL

As detailed in LAUSD policy and the California Education Code, in order to be renewed a charter school must meet one of four criteria:

- Charter school attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years; OR
- Charter school ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years; OR
- Charter school ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; OR
• Charter school’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(Cal. Ed. Code section 47607(b).)

As detailed here, GICS meets all four criteria under the Education Code:

a. GICS attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.

GICS achieved a remarkable API score of 942 in the first year, the 11th highest scoring school in all of LAUSD and the single highest independent charter school in the district. (cde.ca.gov/Dataquest.) Not surprisingly, the second year was slightly lower, with an API of 934. In 2012, our API decreased to 892 (detailed analysis of this change is included below), but it is important to note that this was not due to any significant drop in proficiency levels – rather, in Math, for example, GICS has attained 81-84% proficiency in all three years, and in ELA, we have attained 76-82% in all three years, among the highest achievement rates in all of LAUSD. Again, this is discussed in greater detail below. While the 2012 API score of 892 is still well above District averages, GICS’s new school leaders have put into place comprehensive and detailed policies and practices, including a more rigorous system of ongoing data analysis, to ensure that in 2013 and beyond, every child at the school achieves proficiency in all subjects.

Goethe Int'l Charter School API Scores Compared to Traditional Elementary Schools 2009-2012

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goethe International</td>
<td>942</td>
<td>934</td>
<td>892</td>
</tr>
<tr>
<td>Comparison Schools MEDIAN</td>
<td>800</td>
<td>830</td>
<td>826</td>
</tr>
</tbody>
</table>
By achieving an API of 800 or above every year, GICS consistently has met the growth target set by the California Department of Education (CDE). GICS also has met every single Adequate Yearly Progress criteria (5 out of 5 criteria in 2010, 9 out of 9 criteria in 2011 and 2012).

b. GICS ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

For 2011, the most recent year for which decile ranks are available, GICS achieved the highest possible statewide rank of “10,” as it did in 2010, its first year of test scores.

c. GICS ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

GICS similarly achieved the highest possible comparable schools rank of “10” in both 2011 and 2010.

AND

d. GICS’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

First, a word about GICS's CST proficiency levels, followed by a detailed analysis of GICS compared to other schools.

i. GICS's CST Scores and Proficiency Levels

The percentage of students who are proficient or advanced in English language arts and math has consistently been very high at GICS, well above the school’s own goals, District and state averages, and our comparison schools. The following charts show our CST test levels for the past three years.

As shown, GICS achieved 76% proficiency in ELA in 2012, with just 7% of students in the lowest two tiers. These Year 3 results have well exceeded our stated charter petition goal of 49.3% proficiency in ELA by Year 5:

“GICS Students scoring proficient or above in Math and Language Arts will meet or exceed the average proficiency of the Comparison Resident Schools and the Comparison Demographically Similar Schools (as defined by the LAUSD). GICS’[s] goal [s] to meet the average percentage of students testing proficient or above in Comparison Resident Schools in year 2 and to exceed them by at least 5% each progressive year. Math: Match year 2 = 51.5%, year 3 = 54%, year 4 = 57%, year 5 = 60%. ELA match year 2 = 42.6%, year 3 = 44.7%, year 4 = 47%, year 5 = 49.3%.”
(Original Charter Petition, p. 78.)
Of course, we aim to have no students failing to reach proficiency, but we are proud of this level of achievement. In math, GICS similarly has greatly exceeded the Original Charter Petition stated goal of 60% proficiency by Year 5, achieving 81-84% proficiency in all three years.
ii. School Performance Framework Ranking of “Achieving”

Based on the CST results and our steady growth over the past five years, GICS was determined to be “Achieving” on LAUSD’s new School Performance Framework.
iii. “Comparison Schools”

Due to the unique nature of our program, GICS draws enrollment from a broad area, with four primary zip codes:

- 90066 (20% of enrollment): our school is located on the campus of Marina del Rey Middle School in zip code 90066, a densely populated and diverse community with more than 55,000 residents;
- 90045 (17% of enrollment): this geographically large zip code -- almost 11 square miles -- includes LAX and the surrounding industrial area, but also the Westchester community with more than 39,000 residents;
- 90034 (8% of enrollment): the Palms neighborhood is also densely populated with almost 58,000 residents;
- 90230 (8% of enrollment): the majority of zip code 90230 -- population of almost 32,000 -- falls in the Culver City Unified School District (as shown with the blue boundary in the map below), however a small portion, adjacent to zip code 90066, is part of LAUSD.
- The remaining 47% of our current year enrollment are spread across more than 40 other zip codes, most with just 1-2 students at our school.

Element 1: Students to be Served, below, includes a detailed map and further information about our primary outreach area.

Our Original Charter Petition identified 13 comparison “traditional” public elementary schools (Beethoven Street, Charnock Road, Clover Avenue, Cowan Avenue, Grand View Blvd., Kentwood, Loyola Village, Mar Vista, Palms, Paseo del Rey, Richland, Walgrove, Westport Heights) and two charter schools (Pacifica Community Charter and Open Charter Magnet) in the original target area. In order to best reflect the broad area from which we draw enrollment, we today add traditional public elementary schools Short Ave. (90066); Braddock, Playa del Rey, Stoner, (90230); Castle Heights and Shenandoah Elementary (90034) and two charter schools: ICEF Vista Charter and Ocean Charter. ¹

The following presents detailed analysis of GICS’s academic performance compared to the following primary comparison schools located in the surrounding community:

(a) API Score Comparison

For 2011-12, GICS’s API score of 892 was higher than 15 of the 18 traditional public “comparison” schools, by as much as 135 points.² GICS’s 2012 API of 892 was also 87 points higher than the LAUSD elementary school average of 805, and 77 points higher than the statewide elementary school average of 815.”

¹ Pacifica Community Charter was closed. Paseo del Rey Magnet is located in the 90293 zip code (Playa del Rey), and as GICS has less than 4% enrollment from this zip code, it is omitted.
² Beethoven Elementary achieved an API of 901, Mar Vista Elementary had an API of 922, and Clover Elementary had an API of 957. Mar Vista and Clover are two of the eight comparison schools in this group that have Gifted/High Ability Magnet programs and/or Schools for Advanced Studies, both programs that require certain admissions criteria and offer special instructional programs for students identified as gifted.
Further details about the comparison schools’ API scores over the past three years and demographics are included in *Element 1: Academic Achievement Data of Comparison Public Schools*, below.

(b) **Academic Growth Over Time**

For the first time last year, the District released reports of schools’ Academic Growth Over Time (AGT), “a statistical method used to identify the individual impact of a teacher (or school leader or entire school) on student learning. Academic Growth over Time compares the performance of each teacher’s students to that of teachers with similar students.” ([AGT Frequently Asked Questions](#), p. 9.) Through a complex algorithm, the AGT predicts student learning results controlling for factors such as free or reduced price lunch status, special education status, etc. and an average of similar students across LAUSD. Then, the report measures students’ actual results to the predicted results, with a value-added AGT for individual teachers and schools.

In the AGT school reports, five tiers are used to indicate performance against prediction:

1) **Blue** = Far Above Predicted AGT; significantly more than 4  
2) **Green** = Above the Predicted AGT; significantly above the District average of 3  
3) **Grey** = Within the Range of Predicted AGT; not significantly different than District ave. of 3  
4) **Yellow** = Below Predicted Average; significantly below the District average of 3  
5) **Red** = Far Below Predicted Average; significantly less than 2

As GICS was only in operation for two years as of the AGT report issuance, and with a very small number of students (53 students in 2010-11 and just 70 students continuing over the two years), the data so far is limited. GICS scored a 2010-11 “Grey” 4.3 in ELA and “Grey” 4.2 for the two-year average, both above
the District average of “3.” In Math, the results are a “Grey” 2.0 for 2010-11 and a “Yellow” 1.7 for the two-year average. When this data is compared to other independent charter schools in our LAUSD, Goethe is making average “value-added” progress. About half of the schools showed more progress than Goethe, and about half showed less.

Notably, however, out of 898 schools with AGT scores in 2010-11, GICS’s 84% proficiency achievement in ELA ranks the school 27th out of all 898 schools, and in Math, GICS’s 82% proficiency level is ranked 67th out of 898 schools. In other words, with such high proficiency levels, there is not as much room for growth as schools that are struggling to reach proficiency for students. For example, the school with the 2nd highest proficiency level in Math in all of LAUSD, Balboa Gifted/High Ability Magnet, attained an impressive 96.43% proficiency rate in Math on the 2011 CST. Yet under the AGT, was rated a “Yellow/Below” in predicted growth. GICS will continue to analyze the data carefully and implement measures to increase our AGT for all groups. We also note that with our International Baccalaureate model, as students progress cumulatively over several years through our school, we will expect to see individual student achievement that strengthens over time. While test scores will not measure all of the attributes of an IB instructional model (such as risk-taking, caring, etc.), we are confident as the school develops over time, our AGT and other metrics will be strong.

(c) CST Scores

As noted above, GICS has demonstrated high levels of proficiency on the CSTs in all three years of operations, ranging from 76-87% proficiency in ELA and 82-84% proficiency in Math, all well above our Original Charter Petition goals, which were based on the then-existing proficiency levels of our comparison schools. The following chart details a comparison of GICS’s CST scores and the median scores of our comparison schools, as well as District averages.
And a comparison of actual performance against the goals stated in the Original Charter Petition also illustrates GICS’s academic achievements:

(d) Sub-Group Performance

As a small school, to date GICS has not had numerically significant sub-groups sufficient enough to lead to a meaningful scoring analysis on the CSTs/API scores. In 2010, there were just 58 students who took the CSTs, in 2011 there were 104, and in 2012, there were 153 students tested. That said, the 2012 API reports indicate API scores for the primary subgroups as follows – ALL subgroups attained at least 89% of the overall schoolwide API score:

- Schoolwide API score 153 students 892
- Black/African American 17 students 802 (90% of schoolwide result)
- Asian 17 students 949 (>100%)
- Hispanic/Latino 27 students 825 (92%)
- White 73 students 915 (>100%)
- Socioeconomically Disadv. 32 students 843 (95%)
- English Learners 18 students 850 (95%)
- Students with Disabilities 15 students 796 (89%)

(cde.ca.gov/Dataquest (Goethe 2012 API report).)

GICS’s new school leaders have been intently focused on these results and are working with teachers already to implement specific strategies to improve outcomes and further close the achievement gap. We are most troubled by the significant drop in API for our students with disabilities. In 2011, 16 students with disabilities were tested and achieved an impressive API of 881, while in 2012, the 15
students tested achieved an API of 796. While this score still is 89% of the schoolwide score and thus very strong, through hiring a full-time Resource Specialist (see below) and other strategies, we are working hard to ensure that our students with disabilities excel in this and future years.

One of the first things our new school leaders did this past summer was to hire an on-site, full-time Resource Specialist to work with our students with special needs. Previously, GICS had outsourced this work to various contractors. Without a Resource Specialist on campus, there was no unified, timely effort (teachers, parents and specialists) to identify students with low achievement of IEP goals and then to address and support these students by changing their goals, or providing additional special education and classroom support. This has been remedied this year. In addition, we have implemented a formalized, compulsory tutoring program (free of charge) for students who are identified as needing extra support. In addition, we have improved our early identification of incoming students with IEPs to ensure that in the summer before school starts, our staff make appropriate preparations so these students’ needs are fully met from day one of instruction in the fall. At the beginning of the school year, the Resource Specialist worked one-on-one with each classroom teacher to discuss the specific nature of each individual student with disabilities, their IEP goals and specific strategies and supports that would be provided for each child. Before school began, the Resource Specialist contacted all parents of students with IEP’s in an effort to learn more about each child, and to begin a close home/school relationship. She furthermore documented all available CST information for each student over the course of 3 years and compared scores from year to year so that special education providers are aware of the strengths and weaknesses of each student as tested by the CST. She will closely monitor IEP goal progress in order to provide additional support in ELA and math when needed. Finally, as noted below, our new school leaders this fall have also begun implementing a far more rigorous data analysis process to drive differentiated instruction, which will benefit all students, including those with disabilities.

(e) Use Of Data To Inform And Differentiate Instruction

In our first two years of operations, our instructional leaders were very “hands-on” with our faculty, in the classrooms daily, reviewing assessments with teachers one-on-one and in weekly professional development and common planning time, and constantly attentive to the data and adjusting instruction implementation – including re-teaching as needed – to ensure all students were meeting our high expectations of proficiency for all students. This level of attention to individual student success and analysis of summative and formative student achievement data was reflected in our API scores of 942 and 934 in our first two years. In 2011-12, our faculty did not receive the level of hands-on coaching and supervision they were accustomed to having, and that is a necessity in our innovative, complex instructional program. Our API dropped to 892 (still, with proficiency levels that remain among the highest in the District).

In order to ensure that our instructional program is being implemented with fidelity across all classrooms and with all students, our Board and new school leaders have focused this summer and fall on three things:

- The Board hired an Executive Director (a newly created position) and new Principal who are accustomed to hands-on mentoring, coaching and supervision of teaching staff, who are working closely with our returning and new faculty to ensure their success in meeting student needs in the classroom. Our school leaders are a constant presence in the classrooms again this year, working closely and collaboratively with faculty.
- All faculty have conducted detailed analysis of the students in their classrooms based on CST scores, pre-test beginning of the year assessments, and student folders. Throughout this year,
all faculty will work one-on-one and in grade level and whole school planning sessions to reflect on student progress based on benchmark assessments, and strategize appropriate techniques to ensure each and every student is achieving growth. This new emphasis on student achievement data is being included in teachers’ performance evaluations, bringing a heightened level of accountability to the instructional program.

- Our Executive Director, who has overseen the implementation of district-wide, standards-aligned student assessment and data management systems, is in the process of evaluating different data management systems and online assessment benchmark tools to implement at GICS this year. To date, our school has relied on excel spreadsheets and independent analyses without a comprehensive and centralized data management system. In order to far more efficiently and effectively manage student achievement data, including longitudinal tracking of students over time, we will implement a system such as Galileo, DataDirector or Illuminate in the coming months and ensure all faculty are trained appropriately. We are confident this will have a dramatic impact on school-wide efficiencies.

C. SELF-REFLECTION: BEYOND STUDENT ACHIEVEMENT DATA

In addition to our significant academic achievements in the past three years, GICS is proud of its accomplishments beyond the achievement data. The following includes some brief mention of our non-academic accomplishments, with additional details provided throughout the charter renewal petition.

1. ATTENDANCE
Average Daily Attendance (ADA) at GICS has exceeded 96% in all three years of operation, exceeding our Original Charter Petition goal of 94% ADA.

2. PROMOTION RATE
Through an individualized instructional program that offers critical, tailored supports to students who are struggling, GICS has been able to help each and every one of its students succeed, with just one or less student each year being retained.

3. FACULTY
GICS currently has 16 full-time classroom teachers in K-5th grades, plus part-time arts and PE instructors. Twelve of the 16 full time teachers on staff are bilingual; five of these are multi-lingual (German, Spanish, Korean, Japanese, Vietnamese, Greek); our Principal is Spanish bilingual. Seven of our 16 full-time faculty hold Masters’ Degrees.

GICS also has implemented an exceptional internship program in which university-aged students from Germany come live and work with our community. Currently, 11 students are working full-time at GICS as teachers’ aides, providing invaluable assistance in core academics, German language instruction, the arts and more. This program has had a wonderful impact on our students and adds a valuable cultural component to our goal of “international-mindedness.”

All of our faculty participate in significant ongoing Professional Development and collaborative planning time each Wednesday afternoon (along with a full week prior to school opening each summer).

4. PARENTS
As envisioned, parents play a very active and important role in our school. To empower parents to become more informed advocates for their child’s academic success, the school offers several “Parent University” classes in the evenings, attended by more than 50 parents on average, which address
subjects such as homework support, effective discipline techniques, second-language acquisition, and understanding IB. Our parents have logged thousands of hours as volunteers, supporting every function of the school from classroom aides/lunch monitors to governance and fundraising activities. During our start-up phase, the parent body participated in more than 20 active committees that helped build the systematic infrastructure of the school before the doors even opened.

5. GOVERNANCE
GICS employs a transparent and inclusive governance model, led by several dedicated parent founders of the school, including two elected parent representatives and supportive community members. The Board has participated in comprehensive annual training on governance including the Brown Act, conflicts, and fiscal management; the Board has also worked with an outside consultant on “best practices” on charter school governance and operations.

6. FUNDRAISING/FISCAL STABILITY
With the guidance and expertise of our back-office service provider, ExEd, GICS has implemented a solid system of accounting and fiscal reporting over the past year. The Board reviews financial reports at each monthly meeting. **Budget Plan**
- Name of fundraiser: Mrs. Brigit Schiller, Consultant
- Relationship with the petition/petitioner: Goethe Parent
- Clients the fundraiser worked with previously:
  - Name – organization and contact person Gwenis Laura, Executive Director, Goethe International Charter School
  - Contact information
    - Address 12500 Braddock Drive
    - City, State Los Angeles, CA
    - Zip Code 90066
    - Telephone 310-306-3484
    - Website www.goethecharterschool.org
  - Amount raised Provided in Fundraising Revenue Sheet

The parent body raised almost $250,000 to support the school. (See following Fundraising Revenue Sheet)

(See Budget documentation in Appendix H.) At the beginning of the current fiscal year, GICS held a reserve in excess of 15%, intended to help fund a private facility for the school, and well beyond “industry standard” 5%, due to frugal fiscal management, strategic budget planning and consistently high levels of ADA.

7. IB AUTHORIZATION PROCESS
As noted in our original charter petition, the process of becoming an authorized IBO World School is lengthy and intense, but we are on track to achieve IBO World School status as planned in 2014 or 2015. GICS’s elementary school dual language program adds complexities to both our instructional methodologies and operations. Our IBO Primary Years Programme (IBPYP) Coordinator (50% teaching time, 50% coordinator role), is a crucial leader in our faculty training and IB curriculum development process. GICS has officially applied for, and been granted “Candidacy” status for the IBO World School approval process, and has been assigned an external reviewer/mentor that has completed a comprehensive initial evaluation of our program. This report contained extensively detailed feedback
about our program and next steps. Further details about the IBO World School approval timeline is included in *Element 1: Timeline for IB World School Authorization*. On October 21, 22, and 23, nine teachers, the Principal, and the GICS Board President attended an IB training in Levels 1 and 2 of the IB program.

**8. WASC ACCREDITATION PROCESS**

In addition to the IBO authorization process, the GICS Board decided to also seek WASC accreditation to further evidence the achievements of our school. GICS initiated the WASC accreditation process in 2010-11 and was granted candidacy status through June 2014. In June 2012, GICS submitted the required report following the WASC Initial Visit.

WASC accreditation is an ongoing six year cycle with the ultimate goal of achieving Six-Year Accreditation Status. GICS was granted Candidacy Status by the WASC Accrediting Commission based on an initial visit to the school and a follow up report submitted to the WASC Accrediting Commission in June 2012. GICS is in Year 1 of the cycle. Prior to the full self-study visit in Year 3, GICS leadership, to include the Executive Director and Principal, participate in a series of three trainings over an 18 month period and submit a profile update and another progress report. Executive Director Gwenis Laura and Principal Nancy Martorelli attended the first training on November 9, 2012 at the Los Angeles County Office of Education.

Next steps include leadership attending two more training sessions (Spring 2013 and Fall 2013) and the refinement of a Schoolwide Action Plan. The WASC Accrediting Commission will then conduct a one or two day visit to GICS in Year 3 of the Cycle anticipated Spring 2014.

**D. PAST CHALLENGES AND FUTURE PLANS**

In the area of student achievement, as demonstrated in detail above, Goethe clearly has excelled and exceeded all benchmarks for our success. That said, like any start-up charter school, we have indeed faced several challenges in our three+ year history, and learned many lessons.

1. **SCHOOL LEADERSHIP:**

Other than facilities, the biggest challenge our young organization has faced has been turnover in school leadership. Originally, Luci Fowers, the former Principal and Chief Education Officer of our model school, Albert Einstein Academy Charter School (AEACS) in San Diego, served as the instructional leader of GICS. Ms. Fowers was a lead author of our charter petition, and at the time our initial petition was approved, she was eager to retire after a long career. When we delayed opening for one year until 2009, she graciously agreed to postpone her retirement, and commuted here from her family in San Diego to help us establish an incredible foundation in our first year of operations, hiring an exemplary founding faculty and developing a wonderful school culture and community. In 2010-11, in anticipation of Ms. Fower’s retirement, the Board hired Fatima Rasnick, also formerly from AEACS, to take over the role of Principal. For the first several months of the year, Ms. Fowers stayed on in a consulting role, then she finally insisted on retiring and moved with her husband to South Africa. Ms. Rasnik, having worked for seven years at AEACS’s German-dual language International Baccalaureate model school, was incredibly well versed in our instructional program. In late May, Ms. Rasnik announced that she had chosen to leave the school effective immediately, and returned to her family in San Diego. Our school community was devastated by this sudden and unexpected change, but worked quickly to retain a new school leader for the 2011-12 school year, late in the typical recruiting season. As a tremendous credit to our parent community, Board and staff, and with the assistance of an experienced school leader brought on as a consultant to serve as an interim school leader, our students were able to complete the school year with relatively little disruption. With the exception of two part-time teachers (art and PE) who chose to leave the teaching profession, all of our faculty returned in 2011-12.
In August 2011, the Board hired someone who ultimately proved not to be a good fit with our program and school culture. In April 2012, the Board made the difficult decision to place the Principal on inactive status, and GICS once again found itself in need of hiring a new school leader. There are two pieces of very good news:

First, we have hired two school leaders to serve in the roles of Executive Director and Principal, respectively. They bring to GICS a combined seven decades of experience as educators, instructional leaders, administrators and more in a variety of settings, with respective skills sets and talents that complement one another.

Our new Executive Director, Ms. Gwenis Laura, most recently worked as the Executive Director of Elementary Education for the Orange Unified School District, where she provided administrative support and supervision to 26 principals serving 15,252 (K-6) students. She facilitated the planning, implementation, coordination, evaluation and refinement of the district’s elementary instructional programs. Prior to that, she was the Assistant Superintendent of Educational Services of Culver City Unified School District, serving as the District’s chief instructional officer to plan, develop, implement and evaluate all instructional programs, pupil services and instructional technology, including oversight of the District’s dual language programs in Japanese and Spanish. Ms. Laura facilitated professional development institutes and trainings for administrators and teachers focused on the theme “Building a Culture of Continuous Improvement”; implemented a strategic management plan to support, revise and improve the District’s English Language Learner (ELL) program, Beginning Teacher Support and Assessment (BTSA) program, Gifted and Talented (GATE) program, Assessment and Technology, Safe Schools, and the Visual and Performing Arts program; and implemented Galileo data management system at the classroom, school site and district levels and align to instructional practice and decision making.

Prior to moving to Southern California in 2006, Ms. Laura worked as an elementary school classroom teacher, Title I Coordinator/Reading Recovery Specialist, Assistant Principal and Principal for more than 20 years. As Director of State and Federal Programs for the Huron Valley Schools in Milford, Michigan, Ms. Laura designed a Kindergarten Enhancement Program as a comprehensive intervention model for at-risk students; directed the implementation of intervention programs: Reading Recovery, Literacy Support, Extended Day Kindergarten, Extended Day Literacy and Summer School; oversaw the Head Start program, and more. Ms. Laura holds advanced degrees in Education and Educational Leadership from the University of Michigan and Oakland University, as well as numerous administrative credentials in California and Michigan.

Our new Principal, Ms. Nancy Martorelli, similarly brings to our school significant experience and expertise through her 34 years as an educator and administrator, including as the Founding Assistant Principal of the Los Feliz Charter School for the Arts. In addition to hiring, supervising, coaching, training and evaluating all faculty and staff at Los Feliz Charter, Ms. Martorelli led several key efforts for this successful start-up charter school, including: established the Yamaha Music in Education program and a standards-based dance program for this art-based school (Ms. Martorelli is a professional trained dancer and musician); established and supervised MIND Institute ST Math; established and supervised a pull-out ELD Program; established and supervised the Special Education Program (responsible for all stages of the IEP process; hired and supervised specialists; managed caseloads on Welligent; oversight of all aspects of State and LAUSD compliance); oversaw onsite staff development in Readers/Writer Workshop, math and music for all teachers. Ms. Martorelli also has five years of experience as an LAUSD Math Coach, with expertise in professional development for teachers and differentiation of
instruction. Ten years of her elementary classroom teaching experience was in a bilingual LAUSD classroom; Ms. Martorelli is fluent in Spanish. Ms. Martorelli holds advanced degrees in Education from UCLA, and in Music Education from Teachers College, Columbia University. In addition, Ms. Martorelli also holds the California Bilingual Certificate of Competency (BCC) in Spanish and her Administrative Credential at the Principal Leadership Institute of UCLA.

The experience and expertise of these two talented educational professional on our school has already been quite dramatic in the few short months since they were hired.

And second, in addition to successfully hiring two new school leaders who are already bringing significant added-value to our school community and operations, our Board and community learned several crucial lessons and made several important changes that have paved the way for our new Executive Director and Principal to thrive in their leadership of our school:

a. We recognized that the demands of leading an innovative, rigorous IB program with dual language instruction is such that we simply must allocate the appropriate resources to allow our Principal to function truly as an instructional leader, and enable him/her to focus entirely on the demands of teacher training, supervision and collaboration, implementing an IB and German language curriculum with high fidelity across all content areas and all grade levels, and ensuring that each and every student is receiving the individualized attention and support they need. Our faculty, most of whom are relatively new to teaching, are accustomed to a high level of supervision, mentoring and support in their classroom and in planning and prep time. Our IB and German-acquisition curriculum demands a highly collaborative process for planning, implementation and reflection, with strong leadership and passionate commitment to the model. And as a parent-founded school with a heavy degree of parent involvement in all aspects of our operations, our parents are accustomed to having a voice in decision-making and being actively involved in school operations.

By narrowing the focus of this role, we have been able to hire an instructional leader who brings to Goethe the curriculum, teacher development, assessment and student-focused experience we need to thrive. The quality of teacher supervision, professional development and hands-on mentoring our faculty are receiving in the past few months is exceptional, thanks to our new Principal, who, like our original Founding Principal, is passionate about helping teachers develop their practice and be the best they can be.

b. We recognize that in order to effectively and efficiently manage the myriad “business” requirements of an independent charter school, including important and potentially time-consuming issues relating to facilities, finance, fundraising, governance, compliance, community outreach, and much more, and ensure appropriate accountability to our Board and authorizer, we cannot simply rely on parent volunteers (including our volunteer Board members). For this reason, we have created the new position of Executive Director. Again, by narrowing the focus of this role, our organization already has reaped incredible benefits. Our new Executive Director has hired entirely new office staff, implemented new procedures and efficiencies in areas like attendance reporting, lunch processing, after-school and more (including correcting previous data and deficiencies), and helped the Principal implement a rigorous student achievement data analysis program.

c. We recognized that hiring leaders who have a true passion for, and commitment to, our mission, unique instructional model, and school culture are not “preferences” but “requirements.” Leading a
start-up charter school is a herculean task that requires a remarkable array of skills. It requires incredibly hard work, including long hours, and a flexibility to adapt to ever-changing priorities and demands.

d. While our incredibly dedicated parent founders and volunteers have contributed literally tens of thousands of hours to our school, as we grow in size, we recognized that we needed to implement policies and procedures to streamline operations, ensure clear communications, and improve our efficacy and efficiency as an organization. GICS has spent the past several months working with an experienced charter schools consultant to implement “best practices” in charter school management and governance, as further detailed throughout this renewal petition. We have significantly overhauled our organizational structure and communications policies and practices to ensure that each and every stakeholder in our community understands the division of responsibilities and role each person plays, and how they can most effectively contribute to the success of our school. These changes have been very well received by all stakeholders in our community.

We are confident we have weathered the worst of our school leadership challenges, and are quite pleased with the incredibly progress that has already been made these past few months in solidifying a solid foundation for our school.

3. ENROLLMENT
In addition to addressing the “enrollment capacity” issue in the 2012 Material Revision request, GICS also requested a revision to the charter to offer a priority in admission for students who qualify for Free or Reduced-Price Lunch. Prior to this time, GICS was prohibited from seeking this priority for enrollment because of funds awarded to the school under the federal Public Charter School Grant Program (PCSGP) and the attendant federal “non-regulatory guidance” regarding admissions preferences. In 2011-12, GICS exhausted the last of these funds, and like many schools in LAUSD have done, thus sought to prioritize FRPL in the lottery. This strategy has been successful at other charter schools throughout LAUSD in boosting diversity.

Unfortunately, even though the District has urged GICS to further diversify its enrollment, the District denied this material revision request. The October 9 Board Report recommending denial of this request purports to quote the Diversity Plan adopted into GICS’s petition via the 2010 Material Revision as follows:

The GICS Board’s Outreach and Diversity Committee has identified four steps to further bolster the diversity of our school:

- We have requested that LAUSD approve a revision to our lottery so that we can prioritize enrollment for students who qualify for free or reduced-price lunch, as several other charters in Los Angeles have similarly done to boost diversity in their enrollments.

In fact, a correct quote of that language – approved by the LAUSD School Board on April 5, 2011, is as follows:

The GICS Board’s Outreach and Diversity Committee has identified four steps to further bolster the diversity of our school:
• Next year (2011-12), we plan to request that LAUSD approve a revision to our lottery so that we can prioritize enrollment for students who qualify for free or reduced-price lunch, as several other charters in Los Angeles have similarly done to boost diversity in their enrollments. (FN2)

(FN2) GICS is in the third year of our charter, which was originally approved in 2008, but because we are in just the second year of operations, we have not yet exhausted our federal Public Charter School Grant Program (PCSGP) start-up funds thus this enrollment priority has not yet been an option for our school.

Via this Renewal Petition, we now again seek to include a priority for students eligible for FRPL in our lottery. Even without the FRPL priority, we have seen a significant increase in FRPL-eligible students enrolling in the school thanks to our targeted outreach efforts. In 2012-13, 22% of our students qualify for free or reduced-price lunch; notably, more than half of these are in Kindergarten and 1st grade.

4. DATA/REPORTING

In recommending the denial of our 2012 Material Revision request, the October 9, 2012 Board Report noted GICS’s “strong academic performance results,” and “Goethe’s 2011 Statewide Rank as 10 and its 2011 Similar Schools Rank as 10. . . . Using the District’s School Performance Framework, with the exception of attendance rate or suspension indicators, Goethe is identified as an “Achieving” school.” The Board Report also noted, “Since its inception Goethe has had positive net income, positive net assets, and a strong cash position. None of the audits done to date contains any findings or material weaknesses. All of the audits issued presented an unqualified opinion.”

The October 9, 2012 Board Report noted that GICS had recently corrected its 2011-12 CALPADS data regarding student demographics. This correction, submitted to CALPADS on September 17, 2012 (and attached here at Appendix C), updated the 2011-12 CALPADS data with the following changes:

• One student was reported twice with two different SSID numbers, duplicate entry removed;
• Two students had been omitted from CALPADS, they were added in;
• One student’s SSID number had a typo and was corrected.

In regards to race/ethnicity corrections, the following changes were made. Note that the overwhelming majority of this change is a result of two things:

(1) data entered into PowerSchool was not properly synched for the CALPADS upload, so 42 students were reported with “missing” race/ethnicity data; and
(2) reporting of Hispanic/Latino was done incorrectly, so that students who should have been recorded as Hispanic but then indicated race as Black, or White, or American Indian were recorded under those races instead of their Hispanic ethnicity.

<table>
<thead>
<tr>
<th>2011-12 CALPADS reports</th>
<th>Original Count</th>
<th>Original %age</th>
<th>Corrected Count</th>
<th>Corrected %age</th>
</tr>
</thead>
</table>

3 Two new (unrelated) second graders had enrolled at GICS in February 2012 and somehow this enrollment was not properly updated in CALPADS; it has now been corrected.
<table>
<thead>
<tr>
<th></th>
<th>Reported</th>
<th>1.54%</th>
<th>reported</th>
<th>0.62%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am Indian/Alskn Nat</td>
<td>5</td>
<td></td>
<td>2</td>
<td>0.62%</td>
</tr>
<tr>
<td>Asian</td>
<td>23</td>
<td>7.08%</td>
<td>15</td>
<td>4.62%</td>
</tr>
<tr>
<td>Black/African Am</td>
<td>32</td>
<td>9.85%</td>
<td>29</td>
<td>8.92%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>23</td>
<td>7.08%</td>
<td>64</td>
<td>19.69%</td>
</tr>
<tr>
<td>Missing</td>
<td>42</td>
<td>12.92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple</td>
<td>17</td>
<td>5.23%</td>
<td>39</td>
<td>12.00%</td>
</tr>
<tr>
<td>White</td>
<td>182</td>
<td>56.00%</td>
<td>176</td>
<td>54.15%</td>
</tr>
</tbody>
</table>

Overall, the number of white students changed only slightly from 56% to 54%.

GICS acknowledges and accepts full responsibility for the fact that the school has had errors in its previous reporting. We also want to clearly address how this occurred and how it will not occur again in the future.

Part of the data discrepancies (e.g., different percentages reported in CALPADS “whole school” data v. API demographic reports) are explained by the different pools of students. In each of the three years of testing so far, only 38-49% of our students participated in the CSTs as half (or more) of our students were enrolled in Kindergarten or 1st grade. In addition, through attrition and new enrollments between the October “census date” for CALPADS each year and the May testing dates, with these sample sizes (e.g., just 61 students took the CSTs in May 2010) the demographics percentages changed.

For example, thanks to our outreach efforts, the FRPL percentage in 2012-13 has increased to 22.4% of 314 students overall. Notably, **HALF of these students** – 36 – are in Kindergarten or 1st grade (making those two grades 25% FRPL), thus they will not be included in the CST testing or resulting API report in 2013.

That said, we now know that our data collection and entry of demographic information has been unintentionally flawed. In our first three years, one staff member held responsibility for all reporting to the District and CDE, and the level of supervision of this activity that should have been provided simply was not. This individual is no longer employed at GICS, nor are any of the individuals who previously were responsible for this supervision. Further, we realized this summer that our race/ethnicity form that collected data from families upon enrollment was worded in a confusing way so that some families did not complete the “two step” ethnicity/race information accurately. Between data entry errors, the

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4 In order to accommodate increasing demand for enrollment, GICS’s Kindergarten grew from an anticipated 40 students in two classes to an actual first year enrollment of 61 students in three classes, and then in 2011-12, four classes totaling 92 students. The upper grades have had much lower enrollment. Thus fewer than half our students have ever participated in the CSTs any year.

5 In 2009-10, as of the October 2009 “census date” for CALPADS, GICS had 160 students enrolled in K-4. Throughout the year, nine students left the school and 16 new students entered so that as of May 1, GICS enrollment was 167. As of the May 2010 CST testing, 61 students in grades 2-4 were tested - just 38% of the total enrollment of the school.

For 2010-11, as of the October 2010 “census date” for CALPADS, GICS had 232 students in K-5. Throughout the year, eight students left the school and 25 new students entered, so that as of May 1st, GICS had enrollment of 249 students. As of the May 2011 CST testing, 114 students in grades 2-5 were tested - just 49% of the total enrollment reported earlier that school year.

For 2011-12, as of the October 2011 “census date” for CALPADS, GICS had 326 students in K-5. Throughout the year, 14 students left the school and 11 new students entered for a total enrollment as of May 1 of 322 students. As of the May 2012 CST testing, 159 students in grades 2-5 were tested - again, just 49% of the total enrollment reported earlier that school year.
fact that Power School was not properly synched with CALPADS as it is designed to be (thus staff were manually entering all data in two different systems), and lack of available efficiencies to ensure accuracy (e.g., the on-site test coordinator would manually “bubble” entry all student demographics into the tests before sending to LAUSD, our test administrator, for processing and reporting), and more, too many errors occurred.

Our new Executive Director, Principal and Office Manager, as well as all staff, now understand quite clearly the significance of their responsibilities in this area and will be held directly accountable for ensuring that all reporting is done in a timely and accurate fashion. Power School is now fully synched with CALPADs, negating the need to enter data into separate systems, and is being used much more fully so that teachers and staff can now enter attendance, lunch counts and much more via the centralize Power School system. All faculty and staff have received basic training on Power School (so they can enter attendance and student achievement data directly into the system) and will continue to receive additional training as we develop further utilization of this system. The Executive Director is now closely monitoring all data entry on a weekly basis. The Board will carefully review the 2012 “census” report to CDE before it is submitted (due in December), and has allocated considerable resources to an expert outside data consultant who is leading this process and training all staff. The Board will also receive regular monthly reporting from the Executive Director regarding other data, reporting and compliance metrics that are being developed with an outside consultant based on “best practices” at other schools.

Over the past three months, our new Executive Director has been working closely with an experienced charter schools consultant as well as an expert data consultant who has spent considerable time “auditing” and correcting a number of errors in 2011-12 CALPADS reporting and STAR test demographics reporting. As noted above, this correction was uploaded to CALPADS on September 17, 2012 and we understand that the CALPADS system should be updated to reflect the accurate data by January 2013. We also have notified LAUSD, our test administrator, that it needs to correct the the STAR testing demographics based on the new CALPADS corrections, and this is expected to be done imminently.

And the corrected race/ethnicity for grades 2-5 is as follows:

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2012 API report</th>
<th>Correct 2nd – 5th grade CALPADS %age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am Indian/Alskn Nat</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Asian</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Black/African Am</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>Multiple</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>White</td>
<td>47%</td>
<td>56%</td>
</tr>
</tbody>
</table>

Going forward, the data consultant will continue to work with GICS staff to provide ongoing one-on-one training and support of GICS’s new Office Manager and Executive Director on Power School, CALPADS and more, and continue to train all faculty and staff regarding data entry, management and analysis.

5. ENROLLMENT DIVERSITY
As has been previously reported to the District, we have worked hard to increase our diversity and are proud that this year 52% of our enrollment is non-white, and 22% qualify for free or reduced-price lunch
and 22% are EL (See Appendix C.) We are committed to increasing these percentages further, and believe an enrollment priority would aid this effort considerably.

GICS has created and monitors through Quarterly Reports a Diversity Plan that has contributed to the successful increase in diversity. The Diversity Plan was adjusted in the fall of 2012 to reflect completed action items from the 2011-2012 Diversity Plan. These completed action items include the initial roll out of the plan and awareness training. Continued actions are recruitment and analyzing student demographic data; quarterly reports will continue to be submitted to the Charter Schools Division.

Thanks in part to our work with an outreach consultant, we have dramatically improved our messaging and targeted focus on effective outreach activities to help the community understand that while we indeed have a “funny” German name and our students are taught in both English and German, we are truly an international school that seeks to enroll students from all nationalities, races, ethnicities, income levels and more. (See Element 7: Racial and Ethnic Balance, for more information.) In 2012-13, 41% of our students are bilingual (or multi-lingual) at home. Twenty different home languages are included in our student population. Beyond German (21% speak it at home) and Spanish (8%), these include: Arabic, Armenian, Berber, Gujarati, Hungarian, Ibo, Italian, Japanese, Korean, Lithuanian, Mandarin, Portuguese, Russian, Serbo-Croatian, Tagalog, Turkish, Swedish, and Vietnamese. We are delighted that families from every continent (except Antartical) and dozens of nations all over the world are a part of our international school community.

6. FACULTY TURNOVER
While we have had tremendous success in recruiting exemplary faculty, last year we experienced a higher than anticipated turnover and this year, nine of our classroom teachers are returning and seven are new. While four of the non-returning individuals moved out of the country or out of state (got married, etc.) and presumably would have left our school anyway, the higher-than expected turnover was attribute to our facilities and leadership instability during the spring of 2011-12, as discussed above. GICS did not know until June 15, 2012 that it would have sufficient classroom space for this year; as a result, the Board had delayed offering official contracts to teachers for 2012-13 until this uncertainty was resolved. Our new school leaders and school community has adjusted remarkably well, and our new faculty have jumped in with tremendous enthusiasm.

D. CONCLUSION
As indicated by the foregoing, like any start-up, our first three years have been filled with both celebrations and challenges. We have learned so much, and look forward to strengthening our development in these areas with our new leaders.

Beyond our students’ academic success, we believe the greatest accomplishment of our school is reflected mainly in the characteristics our students are developing, and the passionate, heavily parent-involved community we have established. As our students master state content standards in the core areas and develop a second – and third – language proficiency, they are also adopting the attributes of

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6 After our first year, two of our 10 original teachers moved out of the country; all other faculty returned. Following our second year, all of our teachers returned with the exception of two part-time teachers who both chose to leave the teaching profession (our part-time art teacher, also a parent at our school, chose to start her own business; our part-time PE teacher joined the military).
the IB Learner Profile and can demonstrate what it means to be a: a Thinker, an Inquirer, Knowledgeable, a Communicator, Principled, Open-minded, Caring, a Risk-taker, Balanced and Reflective. Increasingly, schools within LAUSD are adopting bilingualism and the IB model. We are proud to serve as leaders in these areas for LAUSD, and look forward to continuing to work with the District to model our exemplary instructional program.
ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

The address of the Charter School is 12500 Braddock Drive, Los Angeles, CA 90066.
The phone number of the Charter School is (310) 306-3484.
The contact person for the Charter School is Gwenis Laura, Executive Director.
The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is TK-5.
The number of students in the first year will be 402.
The grade level(s) of the students the first year are TK-5

The scheduled opening date of the Charter School will be August 21, 2013.
The admission requirements include: Goethe International Charter School (GICS) shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment are on a first come, first served basis. GICS affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. GICS shall not charge tuition. GICS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (See Element 8: Admissions.)

The enrollment capacity is 455 students in grades TK-5. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).

The instructional calendar will be: 180 days, August 21, 2013 – June 18, 2014 (180 instructional days)
The bell schedule for the Charter School will be: 8:15 – 3:00 on regular days; 8:15 – 1:00 on Wednesdays.
If space is available, traveling students will have the option to attend.

A. EDUCATIONAL PHILOSOPHY

1. MISSION
The mission of Goethe International School of Los Angeles is to prepare children in grades K-5 for the global society in an educational environment that is small, academically rigorous and accountable. The school encourages its students to become knowledgeable, self-motivated, critically thinking people who respect, understand and can communicate with people from cultures different from their own.

7 GICS will, if needed, offer Transitional Kindergarten starting in 2013-14 (no students were eligible in 2012-13). As we anticipate a very small number of students, if any, these students will be integrated into the regular Kindergarten classrooms but provided with differentiated and modified instruction to meet their developmental needs, consistent with LAUSD policy on Transitional Kindergarten and the new state law. As a school that differentiates and personalizes instruction at all levels across our curriculum, we are confident a TK program will be implemented seamlessly.
2. VISION

GICS is an international school with the highest academic standards. High expectations for students are reinforced by parents, administrators, faculty, and staff and supported by community and business community members. Every student is given opportunities to develop leadership skills, good citizenship, a strong work ethic and a core value system. Parental participation is promoted as an indispensable element of their children’s academic success. Outstanding teachers are committed to high achievement expectations through a powerful combination of collaboration, continuous staff development, rigorous accountability and individual attention to student needs.

GICS bases its curriculum on the International Baccalaureate Primary Years Programme, while incorporating the California State Standards within a multi-lingual learning environment, all following the model of the high-achieving example of Albert Einstein Academies Charter School (AEACS) in San Diego. The International Baccalaureate Programme (IB) is premised on academic rigor as students make connections between traditional subjects and the “real world,” becoming critical and reflective thinkers with a positive attitude toward learning. IB incorporates interdisciplinary, inquiry-based instruction in which the concept of the “whole child” includes physical, intellectual, emotional and ethical development in the context of the quest for “international-mindedness.” By that, we mean that “IB learners strive to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, open-minded, caring, balanced and reflective.” (ibo.org.)

3. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

Within this context, GICS believes a truly educated person in the 21st Century must possess the following skills and attributes:

1. **High Academic Proficiency:** the academic understanding of concepts that include and exceed the scope of state and national standards in the major subject areas.
2. **Communication skills:** the ability to communicate ideas effectively through reading, writing, and speaking in more than one language.
3. **Research Skills:** the aptitude to access, process, manage, interpret, question, validate, and act upon information.
4. **Technological Proficiency:** the knowledge of the software and hardware required to research and present information in a variety of media.
5. **Interpersonal Skills:** the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team.
6. **Intrapersonal Skills:** the ability to be aware of one’s own learning, reflect upon personal strengths/weaknesses, and identify and execute the steps necessary to achieve growth.
7. **Innovation:** the ingenuity to creatively solve problems, make connections, and construct interdisciplinary combinations (Boyer 1995, Friedman).
8. **Tolerance:** the willingness to understand and respect cultural differences in perspectives, beliefs, values and traditions.
9. **Curiosity:** the capacity to recognize personal inquiries and identify individualized learning goals accordingly.

4. HOW LEARNING BEST OCCURS

GICS applies the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful.

Learning best occurs when schools are small and have small class sizes. Research has shown that second only to socioeconomic status, school size is the most significant predictor of student success (Klonsky, 1998). Also, research strongly emphasizes the superiority of small schools as places where the learning
The enhanced social relationships of small school environments affects student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and conflict (Gladden, 1999). Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates (Fine, 1998).

Learning best occurs when parents participate in the educational program, and small schools are more likely to encourage parental involvement (Cotton, 1996). When the US Department of Education focused their research on 4th grade reading comprehension (1996), researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parent involvement and students without. GICS strives to enhance relationships with parents through a program of parent participation, parental involvement in governance, and parent education.

Learning best occurs in a collaborative environment. Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among teachers, between students and teachers, between parents and teachers and administration and community is necessary for a successful school. GICS emphasizes cooperative learning for students. This spirit of collaboration is further enhanced by our current educational model where teaching teams collaborate to develop IB thematic units and share the implementation of such units between the English and German teachers.

Learning best occurs in a climate where there are measurable goals. This "beginning with the end in mind" requires a standards-based system that gives direction to academic programs and is designed to ensure proficiency for students. The assessment of student’s progress is based on multiple measurement tools looking at the many facets of the learners.

Learning best occurs in a climate of accountability. As Schmoker (1996) so simply states: "What gets measured gets done." GICS provides a continuous collection and application of data for students, parents, teachers and administrators.

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states: "the single most important determinant of student achievement is the expertise and qualifications of teachers." GICS provides a complete program of staff development as outlined below.

Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998).

Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century.

Learning best occurs when students are immersed in an educational environment that honors their cultural heritage. Enduring understanding occurs when content instruction includes cultural learning as well (Lessow-Hurley, 2000).

Learning best occurs when children are known and understood as individuals. We believe that each child’s learning journey needs to start from the individual starting point, including the learner’s existing knowledge and socio-economic background and cultural heritage.
5. STUDENT GOALS AND OUTCOMES

Student Goal 1: Students excel and reach their academic potential

- Proficiency in reading and other language arts skills including writing and oral communication as outlined by the California State Standards and new Common Core.
- Mastery of age appropriate principles of mathematics and logical reasoning and the ability to apply them to real life situations as defined by California State Standards and Common Core.
- General knowledge of social studies including global knowledge of communities, history, geography and cultures as defined by the International Baccalaureate educational model and the California State Standards and Common Core.
- Sufficient knowledge, skills, and strategies of science as defined by the California State Standards/Common Core that enables students to hypothesize, evaluate data, and define and solve problems within the areas of life, physical and earth sciences.

Student Goal 2: Students communicate in more than one language

- Students will master second language acquisition; age appropriate ability to understand, speak, read and write in both English and German.
- Students will master foreign language learning; age appropriate development of foreign language or heritage language skills in Spanish (beginning in 3rd grade).
- Students will demonstrate the ability to function in multilingual communities.

Student Goal 3: Students embrace a spirit of discovery and possess critical thinking skills (intrinsic and lifelong motivation to learn)

- Students will set personal learning goals and monitor progress towards those goals.
- Students will demonstrate the ability to ask probing and thoughtful questions.
- Students will identify, access, integrate and use available information and resources, including technological sources.
- Students are enthusiastic and engaged in the learning process.
- Students will demonstrate the ability to plan, initiate and complete a project including self-reflection and evaluation.

Student Goal 4: Students demonstrate character development based on a platform of values that evidence global perspective, cultural acceptance and personal responsibility.

- Students can articulate the meaning of the following attributes and demonstrate what it means to be a Thinker, an Inquirer, Knowledgeable, a Communicator, Principled, Open-minded, Caring, a Risk-taker, Balanced and Reflective (International Baccalaureate Learner Profile)
- Students will understand that these values are the basis for productive and peaceful interactions in all social contexts from local to global levels (i.e. family, school, neighborhood, and with people from all nationalities and cultures)
- Students will collaborate and work effectively with others in a cooperative group
- Students understand the common needs of human beings within their communities and around the world
- Students will demonstrate knowledge of cultures throughout the world through a multiplicity of disciplines including visual and performing arts

6. HOW THE GOALS ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

Goethe International Charter School enables students to become lifelong learners by implementing the International Baccalaureate Primary Years Programme (IBPYP); the core philosophy and the leading
pedagogical approaches of these programs actively promote the holistic development of lifelong learners.

The philosophy of the IB Programme is expressed in a series of attributes that characterizes students with an “international-mindedness.” Whether students first matriculate at GICS in Kindergarten or fourth grade, they immediately are immersed in a program designed to “develop internationally minded people who, recognizing our common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” IB learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced and Reflective (see p. 15 below for more details). In short, an IB program gives full credence to the notion of educating the “whole child.”

At all levels, the IB Programme emphasizes a holistic, interdisciplinary approach to education. This philosophy is promoted by a commitment to structured inquiry as the leading vehicle/pedagogical approach for learning. Inquiry is defined as a process initiated by the learner or the teacher who moves the learner from his or her current level of understanding to a new and deeper level of understanding. The IB Programme at all levels recognizes many forms of inquiry based on students’ genuine curiosity and on their wanting and needing to know more about the world. These include: exploring, wondering and questioning, experimenting and investigating possibilities, researching and seeking information, collecting data and reporting findings etc. This process of inquiry nurtures students’ innate curiosity and promotes a love of learning. It is self-leveling and permits students to develop deeper and more extensive projects according to their individual capacity. The teacher will nurture and stimulate further the students’ natural curiosity by being a careful and thoughtful participant and a monitor of the exploration and investigation the children engage in or initiate; and by stimulating their curiosity and inquiry through the presentation of surprises.

At GICS, everyone is a learner – teachers, parents, staff and students. The IB Programme is not just about a development of skills and knowledge, but also the development of self-awareness, personal values and attitudes, particular at the middle years level as students reach a pivotal point in their personal and intellectual development.

**B. STUDENTS TO BE SERVED**

**1. PROJECTED GICS ENROLLMENT**

We ultimately plan to have approximately 75 students per grade, with three classes in each grade. In the coming years however, in order to ensure students currently enrolled will be able to continue through 5th grade, we will have some adjustments in class size and total grade enrollment to accommodate our current students (currently 1st grade has four classes). Our current enrollment plan going forward is as follows:

<table>
<thead>
<tr>
<th>Grade/Year</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK and K</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>48</td>
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<td>54</td>
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<td>80</td>
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<tr>
<td>Totals</td>
<td>402</td>
<td>429</td>
<td>446</td>
<td>467</td>
<td>455</td>
</tr>
</tbody>
</table>
For a description of our student recruitment plan and details regarding how we will achieve racial and ethnic balance, please see Element 7: Racial and Ethnic Balance.

2. SURROUNDING COMMUNITY: WESTSIDE OF LOS ANGELES

As illustrated in the Introduction and Self-Reflection, above, Due to the unique nature of our program, GICS draws enrollment from a broad area, with four primary zip codes:

- 90066 (20% of enrollment): our school is located on the campus of Marina del Rey Middle School in zip code 90066, a densely populated and diverse community with more than 55,000 residents;
- 90045 (17% of enrollment): this geographically large zip code -- almost 11 square miles -- includes LAX and the surrounding industrial area, but also the Westchester community with more than 39,000 residents;
- 90034 (8% of enrollment): the Palms neighborhood is also densely populated with almost 58,000 residents;
- 90230 (8% of enrollment): the majority of zip code 90230 -- population of almost 32,000 -- falls in the Culver City Unified School District (as shown with the darker blue boundary in the map below), however a small portion, adjacent to zip code 90066, is part of LAUSD and GICS conducts extensive outreach there, especially at the Mar Vista Gardens housing complex.
- The remaining 47% of our current year enrollment are spread across more than 40 other zip codes, most with just 1-2 students at our school.

As illustrated in this map, the Culver City Unified School District -- indicated by the blue boundary drawing -- is directly adjacent to, and in part overlapping, our primary target area -- while Culver City occupies the majority of zip code 90230, we nevertheless conduct extensive outreach with residents on the LAUSD side of the zip code and service organizations located there (see Element 7: Racial and Ethnic Diversity).

Also, zip code 90094 is located adjacent to our school location in 90066, yet this area is primarily non-residential, with only 5,464 residents; just one of our currently enrolled students resides in 90094 and thus it is not included here as a focus of our analysis.

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8 In September 2012, a new K-5 public school, Playa Vista Elementary School, opened in zip code 90094 to serve the small but growing community of families in this neighborhood.
Citywide, Los Angeles is obviously quite diverse, with a population that is 48.48% Hispanic/Latino, 9.16% Black/African American, 11.19% Asian/Pacific Islander, 28.66% Caucasian and 2.01% Two+ Races. (Source: healthycity.org/Census2010.) Our specific target market – which is quite broad – is located on the Westside of Los Angeles, and while similarly diverse, has significantly fewer Hispanic/Latinos (28% v. 48% citywide) and a greater percentage of Caucasians (43% v. 28% citywide). Our target area also has slightly higher average family income ($79,000 v. $48,000 citywide) and greater numbers of residents who are college graduates (25% v.16%).

The following charts detail some key demographics of our full target area.
As demonstrated in the following chart, GICS’s enrollment is quite comparable to the ethnicity of surrounding community, and reflective of the draw our international school has for diverse families:

As detailed extensively in Element 7, GICS has employed, and will continue to employ, a variety of targeted outreach activities to continue to bolster the enrollment of Hispanic and Asian students at the school.
Similarly, GICS’s enrollment reflects the linguistic diversity of the surrounding community and again, illustrates the remarkable diversity of our school population and our international culture and mission, with 20 different home languages represented in the GICS student population:

**Home Language in Zip Codes 90066, 90045, 90230, 90034**

- English: 33.80%
- Spanish: 17.76%
- IndoEuropean: 13.31%
- Other: 23.40%
- <1%: 1%
- <1%: 1%
- <1%: 1%
- <1%: 1%
- <1%: 1%
- <1%: 1%
- <1%: 1%
- <1%: 1%
- <1%: 1%
- <1%: 1%

**2012-2013 GICS Language Census**

- English: 59%
- German: 1%
- Spanish: 1%
- Russian: 1%
- Tagalog: 8%
- Ibo: 21%
- Korean: <1%
- Swedish: <1%
- Japanese: <1%
- Turkish: <1%
- Gujarati: <1%
- Hungarian: <1%
- Armenian: <1%
- Italian: <1%
- Mandarin: <1%
- Serbo-Croatian: <1%
- Lithuanian: <1%
We are very pleased that our original intent to recruit diverse families to our school has been realized. At GICS, all students are language learners, whether they are learning English or German or Spanish for the first time. Our curriculum, instructional approaches and scope and sequence of content learning is designed to meet the academic learning needs of highly diverse students and support their achievement of full multilingualism. The diversity and different language-learning and cultural backgrounds of these linguistic subgroups bring richness to the GICS experience.

As we predicted in our original charter petition, our enrollment includes an incredibly broad array of different home languages. While many schools in LAUSD and beyond educate English Learners, most typically they enroll students whose primary language is Spanish, and their English Learners thus share this common home language. As illustrated in the foregoing chart, GICS is unique in the fact that 20 different languages are spoken by our students, with varying levels of English proficiency across all these different languages. As we detailed in our Original Charter Petition, GICS has enrolled the following types of students:

1. **Native English Speakers (NES):** These students are monolingual English speakers who speak and hear only English in the home. These students may not have experience in a bilingual/multilingual environment prior to enrollment at GICS. In 2012-13, English-Only speakers represent 59% of our student population.

2. **German Heritage Speakers (GHS):** These students have learned or are learning German as a second or heritage language. These students may speak German equivalent to the level of a native-German age peer or they may be English/German bilingual learners with different levels of exposure to and use of German. Their language-learning contexts vary, such as students who have two German-speaking parents and speak German predominantly in the home. Or they may have one German-speaking parent with whom they speak German and may be fully bilingual upon entering school. They may be English-dominant or German-dominant, depending on the language in which they have attained an age-peer equivalent fluency (Level 4 or 5 on the FSI scale). Consequently, they may or may not be classified as English Language Learners (EL) based on their level of English proficiency on the CELDT (all students who indicate that their home language is not English are required to take the CELDT). In 2012-13, 21% of our students are German language speakers.

3. **Spanish Heritage Speakers (SHS):** Most of these students speak Spanish at the level of a native-Spanish speaking age peer. They speak Spanish in the home and may or may not speak some level of English. Some SHS may be Spanish/English bilingual learners and/or English-dominant. Consequently, they may or may not be classified as EL based on their level of English proficiency on the CELDT (required for all students who indicate that their home language is not English). Some may come from homes that are described as “transnational” in that their families reside in or travel to a Spanish-speaking country. Many may hear and use Spanish predominantly or nearly exclusively in their home and community environments. In 2012-13, 8% of our students are Spanish language speakers.

4. **Heritage Speakers of Languages other than English (LOEHS):** These students speak a language other than English, German or Spanish in the home. They have a peer age fluency in their native language and may or may not be classified as ELL based on their level of English proficiency on the CELDT. In 2012-13, 12% of our students speak a language other than German, Spanish or English at home – these languages include Asian, African, Arab, and European languages as illustrated above.
As detailed further in the section on English Language Development, all students’ levels of proficiency in German, English and Spanish is assessed upon enrollment at GICS and documented using the Foreign Service Institute (FSI) five-level language proficiency scale. On the FSI scale, one equals no proficiency and five equals proficiency equivalent to a native speaker of that language of the same age. The CELDT is used for initial and annual formative assessment of English skills. Research-based Language assessment rubrics and instruments developed by the Center for Applied Linguistics (2008) for students in dual language schools are used for initial and formative assessments of German and Spanish. In addition, a profile of students’ language-learning context is recorded based on students’ Home Language Survey data and information obtained from parents. This information is collected and reviewed by the Office Manager and maintained in a confidential file in the Main Office. The Office Manager provides the Language Coordinator with the Forms of the students whose home language is other than English so that they may take the CELDT if their primary language is not English and he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT test results. CELDT testing will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

Goethe supports students who enroll in upper grades with no previous German language experience by providing:

1) Differentiation of instruction and assignments within the multi-level classroom
2) After school German tutoring free of charge
3) Frequent communication between parents and teachers
4) Homework assignments that target individual student needs
5) Teacher support by a full time Language Coordinator

Finally, as noted, the community we serve has higher-than District average income and educational attainment, as illustrated in the following charts:
Educational Attainment in Zip Codes 90066, 90045, 90230, 90034

- Post-Graduate Degree: 12%
- College Graduate: 25%
- Some College: 19%
- High School Graduate: 39%
- No High School Diploma: 5%

Source: CityData.com/Census2010

These demographics are perhaps most impactful in the fact that, according to city-data.org, 39.43% of students in the combined four zip codes attend private or parochial school, dramatically higher than the state-wide average of 8.9% private/parochial school attendance. GICS is pleased to provide a high-quality public school option, with a curriculum matching some of the best schools in the world, to this community.

3. DEMOGRAPHIC DATA OF COMPARISON PUBLIC SCHOOLS

In our Original Charter Petition, GICS identified the following comparison schools in the then-defined target community:

**Elementary School Enrollment** Mar Vista /Palms

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>API</th>
<th>Rating CA</th>
<th>Enrollment</th>
<th>Free and reduced lunch</th>
<th>H*</th>
<th>AA*</th>
<th>W*</th>
<th>A*</th>
<th>PI</th>
<th>% H* below proficiency in English (CST)</th>
<th>% H* below proficiency in Math (CST)</th>
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</thead>
<tbody>
<tr>
<td>Clover Avenue Elementary School</td>
<td>938</td>
<td>10</td>
<td>518</td>
<td>23%</td>
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<td>8%</td>
<td>29%</td>
<td>39%</td>
<td>36%</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Mar Vista Elementary School</td>
<td>913</td>
<td>10</td>
<td>596</td>
<td>13%</td>
<td>20%</td>
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<td>50%</td>
<td>17%</td>
<td>32%</td>
<td>26%</td>
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</tr>
<tr>
<td>Beethoven Street Elementary School</td>
<td>859</td>
<td>7</td>
<td>353</td>
<td>66%</td>
<td>65%</td>
<td>6%</td>
<td>25%</td>
<td>2%</td>
<td>41%</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Charnock Road Elementary School</td>
<td>752</td>
<td>5</td>
<td>391</td>
<td>74%</td>
<td>61%</td>
<td>15%</td>
<td>11%</td>
<td>11%</td>
<td>65%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Palms Elementary</td>
<td>746</td>
<td>4</td>
<td>607</td>
<td>68%</td>
<td>63%</td>
<td>13%</td>
<td>9%</td>
<td>7%</td>
<td>67%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Walgrove Avenue Elementary School</td>
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<td>69%</td>
<td>15%</td>
<td>8%</td>
<td>6%</td>
<td>67%</td>
<td>58%</td>
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<tr>
<td>Richland Avenue Elementary School</td>
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<td>68%</td>
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<td></td>
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<tr>
<td>Grand View Blvd Elementary School</td>
<td>686</td>
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<tr>
<td>Pacifica Community Charter School</td>
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<td>24%</td>
<td>46%</td>
<td>11%</td>
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Elementary Schools Enrollment in Westchester

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<th>School</th>
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<th>Rating CA</th>
<th>Enrollment</th>
<th>FRL</th>
<th>H</th>
<th>AA</th>
<th>W</th>
<th>A</th>
<th>PI</th>
<th>% Hispanic</th>
<th>% African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westport Heights Elementary</td>
<td>773</td>
<td>5</td>
<td>497</td>
<td>54.7%</td>
<td>33%</td>
<td>48%</td>
<td>11%</td>
<td>4%</td>
<td></td>
<td>66.3</td>
<td>54</td>
</tr>
<tr>
<td>Open Charter Magnet</td>
<td>874</td>
<td>9</td>
<td>360</td>
<td>18.9%</td>
<td>15%</td>
<td>23%</td>
<td>38%</td>
<td>19%</td>
<td></td>
<td>N/A</td>
<td>41</td>
</tr>
<tr>
<td>Kentwood Elementary School</td>
<td>772</td>
<td>6</td>
<td>347</td>
<td>37.2%</td>
<td>25%</td>
<td>41%</td>
<td>29%</td>
<td>5%</td>
<td></td>
<td>46.1</td>
<td>59</td>
</tr>
<tr>
<td>Loyola Village Elementary School</td>
<td>810</td>
<td>7</td>
<td>558</td>
<td>52.9%</td>
<td>20%</td>
<td>59%</td>
<td>19%</td>
<td>2%</td>
<td></td>
<td>52.3</td>
<td>39.4</td>
</tr>
<tr>
<td>Cowan Avenue Elementary School</td>
<td>828</td>
<td>9</td>
<td>455</td>
<td>25.3%</td>
<td>8%</td>
<td>59%</td>
<td>25%</td>
<td>7%</td>
<td></td>
<td>N/A</td>
<td>51.5</td>
</tr>
<tr>
<td>Paseo del Rey Fundamental School</td>
<td>812</td>
<td>7</td>
<td>527</td>
<td>49.2%</td>
<td>24%</td>
<td>40%</td>
<td>25%</td>
<td>9%</td>
<td></td>
<td>46.3</td>
<td>41</td>
</tr>
</tbody>
</table>

For this renewal, we have updated the comparison schools to include a broader area that is more reflective of our actual enrollment, including the four most-represented zip codes, 90066, 90034, 90045 and 90230. In addition to the schools originally listed, we also now include: Short Ave. Elementary (90066); Braddock Elementary, Playa del Rey Elementary, Stoner Elementary, ICEF Vista Charter and Ocean Charter (90230); and Shenandoah Elementary (90034).

Like the population of this community, the full list of comparison schools includes some significant disparities in enrollment at the traditional public elementary schools:

1) Hispanic/Latino enrollment ranges from just 5% (Cowan Elementary) to 94% (Stoner Elementary);
2) Caucasian enrollment ranges from 2% (Stoner) to 54% (Mar Vista Elementary);
3) African American enrollment ranges from 4% (Stoner) to 74% (Cowan);
4) Asian/Filipino/Pacific Islander enrollment ranges from 0% (Stoner) to 45% (Clover Elementary);
5) Free and Reduced-Price Lunch eligibility ranges from 14% (Mar Vista) to 100% (Stoner);
6) English Learners range from 1% (Cowan) to 55% (Grand View Elementary); and
7) Special Ed ranges from 7% (Short and Clover) to 24% (Walgrove).

As a school founded with principles of international-mindedness and diversity at the forefront of our mission, we aim to serve all members of this richly diverse community.

4. ACADEMIC ACHIEVEMENT DATA OF COMPARATOR PUBLIC SCHOOLS

This community has a particularly high concentration of Gifted/High Ability Magnet and Schools for Advanced Studies programs, with eight of the 18 traditional public elementary schools on the

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10 Pacifica Community Charter was closed. Paseo del Rey Magnet is located in the 90293 zip code (Playa del Rey), and as GICS has less than 4% enrollment from this zip code, it is omitted.
Schools for Advanced Studies (SAS) and Gifted/High Ability Magnet Schools are programs designed throughout the District which have been implemented to improve educational options and increase professional training to support the development of gifted and talented youth. Both SAS and Gifted/High Ability Magnets have admissions criteria, e.g., percentile scores of 85% or above on both math and ELA on the CST, or designation as “gifted” by an LAUSD school psychologist. (http://www.lausd.k12.ca.us/lausd/offices/GATE/prog-opt-2.html#ProgOptPg2AcadStud.)

Thus, some of the schools in our community are very high-performing, while others are struggling significantly – half of the 18 traditional public elementary schools are in Program Improvement Status, as detailed in the chart below.

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11 LAUSD offers a total of 17 Gifted/High Ability Magnets for elementary grades (out of 448 total elementary schools in the District); two of those schools are located within _ miles of GICS; this same area also has 7 SAS schools, while the entire East Educational Service Center region of LAUSD, with 190 schools and more than 25 square miles, has 15 SAS schools total.
| 90066 | | | | | | | | | | | | | | | | | | | |
| Beethoven ES | 349 | N | N | Y | Y | 873 | 888 | 901 | 13 | 9/9 | 59% | 12% | 23/10 | 59% | 5% | 5% | 31% | 0% |
| Grand View ES | 535 | N | Year 5 | Y | N | 759 | 770 | 777 | 7 | 3/5 | 83% | 15% | 55/13 | 84% | 8% | 2% | 5% | 0% |
| Mar Vista ES (incl. SAS) | 624 | N | N | Y | Y | 900 | 919 | 922 | 3 | 10/7 | 14% | 12% | 6/4 | 21% | 8% | 8% | 15% | 54% |
| Richland Ave ES (incl. SAS) | 262 | N | Year 1 | N | N | 797 | 808 | 782 | -26 | 5/8 | 74% | 22% | 25/18 | 70% | 12% | 7% | 12% | 0% |
| Short ES\(^{12}\) | 379 | N | Year 1 | N/A | N/A | 848 | N/A | N/A | N/A | 62% | 7% | 14/4 | 64% | 8% | 5% | 21% | 0% |
| Walgrove Ave ES | 342 | N | Year 3 | Y | N | 741 | 808 | 813 | 5 | 5/3 | 46% | 24% | 13/8 | 43% | 12% | 7% | 39% | 1% |
| GOETHE | 326 | N | N | Y | Y | 943 | 934 | 892 | -42 | 10/10 | 21% | 8% | 6/7 | 19% | 11% | 11% | 47% | 0% |
| ICEF Vista Charter | 302 | N | N | Y | Y | 833 | 762 | 817 | 55 | 3/2 | 96% | 9% | 56/8 | 93% | 3% | 0% | 2% | 0% |
| Ocean Charter | 431 | N | N | Y | Y | 855 | 862 | 872 | 10 | 8/3 | 18% | 16% | 1/0 | 23% | 3% | 1% | 59% | 11% |
| 90230 | | | | | | | | | | | | | | | | | | | |
| Braddock ES (incl. Gifted Magnet) | 404 | N | Year 4 | Y | N | 800 | 852 | 839 | -13 | 7/9 | 78% | 11% | 32/18 | 76% | 8% | 5% | 11% | 0% |
| Playa del Rey ES (incl. SAS) | 221 | N | N | Y | Y | 858 | 843 | 891 | 48 | 7/7 | 61% | 13% | 19/7 | 63% | 14% | 11% | 12% | 0% |
| Stoner ES | 354 | N | Year 5 | Y | Y | 763 | 765 | 787 | 22 | 3/7 | 100% | 16% | 51/20 | 94% | 4% | 0% | 2% | 0% |
| 90045 | | | | | | | | | | | | | | | | | | | |
| Cowan Ave ES (incl. Gifted Magnet + SAS) | 331 | N | N | Y | Y | 837 | 852 | 840 | -12 | 7/4 | 40% | 14% | 10 | 5% | 74% | 5% | 15% | 0% |
| Kentwood ES | 379 | N | N | Y | Y | 870 | 850 | 876 | 28 | 7/4 | 32% | 13% | 6/4 | 29% | 33% | 6% | 31% | 0% |
| Loyola Village ES | 478 | N | N | Y | Y | 800 | 872 | 860 | -12 | 8/10 | 62% | 14% | 4/2 | 20% | 62% | 3% | 15% | 0% |
| Westport Heights ES | 413 | N | Year 1 | Y | Y | 769 | 785 | 843 | 58 | 4/3 | 59% | 8% | 10/3 | 29% | 53% | 9% | 10% | 0% |

\(^{12}\) In both 2011 and 2012, Short ES reported an “irregularity” in testing procedure and thus no API has been issued for these years. (Source: cde.ca.gov.)
Note: Playa Vista Elementary School in 90094 opened fall 2012.

In 2012, due to a decrease in continuous enrollment or a data error, the 2012 API has not been reported. (Source: cde.ca.gov.)
While GICS’s API scores have dropped since opening, we are confident that we will sustain continued growth in the years to come as we stabilize our operations and focus on ensuring that each and every one of our students meets our high standards for academic success.

C. INSTRUCTIONAL PROGRAM AND CURRICULUM

GICS (GICS) models its educational program after the high-achieving Albert Einstein Academies Charter School (AEACS) which has proven the viability of the approach (2012 API 866; 60% non-white, 37% FRPL, 9% EL and 9% SpEd in its 10th year of operation). The educational program combines the rigorous International Baccalaureate educational model with the California State Standards (and the newly implemented Common Core), which form its foundational underpinning. To broaden the cognitive impact, GICS uses a foreign-language (German) dual language model as the vehicle of instruction. GICS has continued to collaborate closely with AEACS faculty in developing the IB and German curriculum in the context of the state standards and for a diverse population of students, working together most recently last spring in a full-day collaborative planning session in San Diego.

In order to better understand the complexity and educational interface of each of the tenets of our instructional philosophy it is critical to first understand each component independently in the order that they are implemented:

1. California State Standards (including California English Language Development Standards)
2. Foreign-language (German) acquisition
3. Spanish language instruction
4. International Baccalaureate Primary Years Programme (IBPYP)

1. COMPONENT 1: CALIFORNIA STATE STANDARDS/COMMON CORE FRAMEWORKS

GICS embraces the California State Standards (including the new Common Core standards) as a comprehensive roadmap of measurable standards that are critical to the development of a comprehensive instructional program. Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. Further we acknowledge the wisdom of referencing the California State Curriculum Frameworks as a blueprint for implementing the content standards. The Standards - and as they are implemented, the new Common Core -- are the linchpin to which all curricular development is grounded (See Appendix A for samples of our curriculum, both published materials as well as that developed by our faculty to align with the IBPYP).

2. COMPONENT 2: FOREIGN-LANGUAGE (GERMAN) INSTRUCTION

A unique learning environment is created that fosters global awareness and understanding by bringing minority language speakers (German speakers) and majority language speakers (English language speakers) together.

- Children from both language groups learn from and with each other in an integrated setting.
- Beginning in Kindergarten, 50% of the instruction occurs in the minority language (German) and 50%

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14 Like GICS, when AEACS first opened its doors in the fall of 2002, the student population was predominately white and European, but progressively over time the student population has increased in diversity.
15 We note that our model of instruction presents increased expenses for our school: we currently have a part-time IB Coordinator (which we plan to make a full-time position), a Language Coordinator who oversees German and Spanish instruction (training faculty, helping develop curriculum and identifying appropriate resources, and working individually with students needing extra assistance), and instruction in the arts and PE that are requirements of the IB model and accreditation process. Our faculty and school leaders participate in intensive IB training, which is an added expense, and the accreditation process itself includes fees and significant staff/consultant time in preparing the required documentation. In addition, IB requires a comprehensive library and technology resources that we have not yet fully implemented due to lack of appropriate facilities and fundraising.
in the majority language (English).\textsuperscript{16}

- Most subject content is taught in both languages using a rotating model with one week English, one week German (see sample PYP Planner).
- Each teacher teaches in either English or German. To assure continuity of conceptual connections a portion of instruction is delivered in the home language, i.e. students who are learning through German during their German immersion week spend time with their English language teacher as a “check-in” period (Language Exchange Period) to provide a continuum of vocabulary and language development and verification of understanding, and vice versa, English immersion students participate in a German language check-in period as well. During the 45 minute Language Exchange, EL students from the German class receive ELD instruction from the classroom teacher. In the English classes, 45 minutes of ELD instruction is provided for EL students by the classroom teacher daily. The curriculum used for ELD instruction: sections of Treasures (Reading), HSP (Math), Reflections (Social Studies), and HSP Science. Goethe will be adopting Language Central by Pearson.

The progress toward ELD standards of students that are classified as EL is monitored by classroom teachers and the Language Coordinator and documented in English Language Development folders on a regular basis. The ELD folders are formally reviewed by the Language Coordinator at the end of the grading periods. Students at Levels 4 and 5 are closely observed by the teacher and Language Coordinator so that they may be transitioned to an RFEP classification as soon as they meet reclassification criteria. Students not achieving adequate progress (an increase in one level per year) are targeted in order to determine how best to increase the rate of progress.

- Instruction in the minority language is viewed as an enrichment experience for all, not as remedial or compensatory education for the language minority students in the program.
- To further enrich the student’s language learning experience and foster an understanding and awareness of other cultures, Spanish is introduced as a foreign language in third grade as a non-core subject. Currently, GICS offers Spanish instruction to 3rd, 4th, and 5th grade students for 45 minutes a week in the general classroom setting taught by the same teacher who holds a Multiple-Subject credential and a CLAD. The curriculum used to teach the classes is Risas y Sonrisas by Leticia Smith from which the Spanish teacher creates assessments based upon this

\textbf{a. California World Language Standards}  
GICS instruction incorporates the California World Language Standards, adopted by the California Department of Education in 2009 (following our original charter approval), the California Framework for Foreign Language K-12, and any District World Language guidance and policies. (See Appendix A.) Unlike other content standards, the California World Language Standards are not grade level-specific and are not based on any particular foreign language. Rather, the CDE has adopted guidance for educators working with diverse student populations in grades K through 12 in developing communicative proficiency in linguistically and culturally appropriate ways. Recognizing the varying levels of student proficiency and the multiple points of entry and exit from California’s public school language programs, the World Language Content Standards provide benchmarks for progress in a series of qualitatively different stages of performance:

\textbf{Stage I (Formulaic):} learners understand and produce signs, words, and phrases.

\textbf{Stage II (Created):} learners understand and produce sentences and strings of sentences.

\textsuperscript{16} The Board will continue to evaluate the efficacy of this model across grade levels (especially for upper grades) based on standardized test results, internal assessment data and faculty/Principal feedback.
Stage III (Planned): learners understand and produce paragraphs and strings of paragraphs.
Stage IV (Extended): learners understand and produce cohesive texts composed of multiple paragraphs.

The Language Learning Continuum also includes Stage V (Tailored), which represents highly advanced performance typically achieved through university level study.\(^\text{17}\) (See Appendix A, World Language Standards.)

The amount of time required for a student to progress from one level to the next is not proscribed in recognition of the fact that different languages may pose different challenges (e.g., a native English speaker may find Spanish or French to be easier than Mandarin or Russian); students begin their learning with different levels of native language proficiency (e.g., a Kindergartener beginning a second language for the first time will bring to that learning a different skill set and capacity than a 7\(^\text{th}\) grader who is commencing second language learning for the first time); and students who already have some level of proficiency in more than one language may find that taking on a third language comes more naturally than a student who has only ever had exposure to one language.

The standards are separated into five categories that are taught together and in practice merge into seamless instruction within the various stages of the Language Learning Continuum:

**Content:** Language users address a wide variety of topics that are age and stage appropriate. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity from stage to stage on the Language Learning Continuum.

**Communication:** Real-world communication occurs in a variety of ways. It may be interpersonal in which culturally appropriate listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be interpretive in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be presentational in which speaking, signing, and writing occur in culturally appropriate ways.

**Cultures:** Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

**Structures:** The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire

\(^\text{17}\) Similarly, the IBMYP assesses students' proficiency based on three levels -- foundation, standard and advanced -- based on assessment across several categories of proficiency, including: Oral communication (speaking and listening, message and interaction); Writing (message and organization, language, style); and Reading comprehension. GICS tailors the IBMYP to the CA World Language Standards so that “foundation” is comparable to the CA Stage 1 (Formulaic), “standard” is comparable to CA Stage 2 (Created) and Stage 3 (Planned) and “advanced” is comparable to CA Stage 4 (Extended) for our most proficient students.
orthography, the writing systems in languages that have them; phonology, the sound systems of language or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

**Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication is determined by the requirements of the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

### b. Language Education Model

There are a number of taxonomies and categorizations of language education models in the professional literature (Cloud, Genesee, & Hamayan, 2000; Johnson and Swain 1997, & Skutnabb-Kangas, 1995). Descriptions and titles of models vary according to the linguistic groups served, the target languages of instruction, student grouping patterns and instructional approaches. The GICS Foreign-Language (German) program most closely parallels the European model called the Plural Multilingual Model with early immersion (Skutnabb-Kangas, 1995). This model addressed students of different nationality and language backgrounds—therefore “plural” and two or more languages are used as media of instruction at different points across the grades. The goal is not only bilingualism, but multilingualism through an enriched educational model.

GICS will utilize a foreign or second-language dual language instructional approach. This is an approach to language development that is based on a body of principles and instructional strategies that are recognized within the academic discipline of language education and among practitioners. Skutnabb-Kangas (1995) defines the approach as instruction where classroom teachers support the development of multilingualism and multiliteracy of students by creating monolingual language contexts in terms of the input from teacher to students in classrooms where content or language arts are taught in either Language 1 (defined as their primary or native language in which they have obtained a peer-age fluency—L1) or Language 2 (defined as the second or target language expected to be acquired through this model—L2). Teachers maintain instruction in a single language so that students receive rich input in one language at a time, while students are expected to produce progressively more output in speaking, reading and writing in the target language of instruction. Initially, instruction in students’ L2 is in more context-embedded and less cognitively demanding subjects, with more abstract and complex concepts and content.

The model is considered “early immersion” because instruction in students’ L2 begins in kindergarten and continues across the grades. The structure of language/content instruction is termed “alternate immersion” because students use either German or English exclusively for a full day in alternating weeks, such that 50% of the instruction is in German and 50% in English. (See the SAMPLE CURRICULUM section below).

The following are the features of the GICS Dual-Language Model:

1. **All instruction is “sheltered” to enable students to achieve comprehensible input at all times.**

A fundamental principle of instruction in a foreign language (whether that is for English Learners or for students learning any foreign language) is the concept and practice of “sheltered instruction.” The term describe the processes through which teachers support students in comprehending the language of the classroom and adjusting the language demands of tasks the students are asked to perform. All teachers who hold a California Bilingual Cross-cultural Language and Academic Development (BCLAD) or Cross-
cultural Language and Academic Development (CLAD) credential have completed coursework and demonstrated competencies in sheltered instruction. There are several models or frameworks for guiding teachers in the process of delivering sheltered instruction.

Our instruction in two languages (English/German) utilizes the instructional strategies that best meet the needs of all second language learners. These include visual cues, hands-on approaches, scaffolding, utilizing prior knowledge, cooperative grouping, total physical response approach (TPR), to lessons and materials as well as the strategies consistent with the Specially Designed Academic Instruction in English (SDAIE) approach that connects acquisition of language to specific content areas. Additionally, recent research suggests that dual language may be an effective model for students who do not speak English or the second language because of a “leveling of the playing field” effect that may occur when all of the students in a class are functioning in a second language (de Courcy, Warren, and Burston, 2002; Swain & Lapkin, 1991; Bild & Swain, 1989).

\textit{ii. All lessons are planned and implemented with content and language objectives clearly defined.}

A foundational feature of the dual language model is that students’ language learning is achieved through content instruction. Consequently, in lesson planning, teachers articulate both content objectives and language objectives. The content objectives define the specific concepts, vocabulary, simple and complex ideas and abstractions, and skills students need to understand, apply and master to achieve academically.

\textit{iii. Instruction, learning activities and students’ tasks and assignments are differentiated according to students’ language proficiency.}

The advantages of differentiated instruction are widely recognized and acclaimed, especially for the ELL student, who encounters literacy and content learning with varying levels of English language proficiency. Differentiation of instruction is necessary to ensure that L2 learners are challenged in their language learning but not frustrated by language and/or learning tasks that are too difficult or demanding. GICS teachers are well versed in methods for differentiating instruction according to students’ language proficiency levels by virtue of their skills as bilingual/second-language teachers. Differentiation is achieved through student-centered planning that adjusts classroom processes, content, products and pacing according to students’ learning characteristics and abilities. The type of thematic planning that GICS’s curriculum employs is ideal for integrating language development, language arts and content instruction for students who are learning L2 (See for example Mora, 2006 for the Four by Four Model of Integrated Thematic Planning for differentiating instruction for ELL.) The Four by Four Model defines how language, literacy and content instruction are designed within a classroom to meet the learning needs and challenges of L2 learners at four different levels of proficiency (beginner, early intermediate, intermediate and early advanced) in each of the four language arts skills (listening, speaking, reading and writing). GICS supports teachers’ collaborative and individual planning for making decisions about student groupings, learning activity and task design, and assessment.

\textit{iv. Language learning strategies (LLS) are taught explicitly and systematically to support and enhance rapid and efficient language acquisition and content learning.}

All students enrolled at GICS are learning one or more language in an additive enrichment program. Currently, 12 out of our 16 faculty members are proficient bilinguals; five are multi-lingual. Therefore, they are language-learning role models and guides to their students’ language learning and are knowledgeable, both through personal experience and professional preparation, of the specific learning strategies that enable comprehension and mean-making while learning additional languages. The National Capital Language Resource Center (NCLRC) at George Washington University (2008) compiled the research on the effectiveness of learning strategies instruction for L2 learners, including a 6-year
study involving French, Spanish, and Japanese elementary immersion students. This type of instruction is also termed “metacognitive” strategy instruction because it teaches students to think about their own thought processes and exert increasing control over their approaches to language input and language learning tasks. The NCLRC research documents that students who were explicitly taught language learning strategies were more efficient and effective in approaching learning task, had a higher sense of self-efficacy, were more confident in their learning abilities and more successful at learning tasks generally, which in turn increased their motivation to learn. Based on their research, the NCLRC has published a guide of metacognitive strategies that are effective in supporting and enhancing L2 learners in elementary immersion school settings. Consequently, GICS students have continuous access to knowledge and skills that make them better language learners across the grades and throughout the curriculum.

**v. Metalinguistic knowledge is taught explicitly and systematically to enhance contrastive and analytical abilities across students’ L1, L2 (and L3, e.g. Spanish) languages.**

Metalinguistic knowledge refers to students’ ability to understand language as a system made up of components that function to produce meaning. Metalinguistic knowledge is acquired when learners begin to think about language itself as an abstract symbolic system. All speakers of a language learn to use its sound system, syntax, and grammar implicitly to communicate. However, speakers do not consciously analyze the language they use or contrast the way ideas and concepts are said in one language rather than another. Research documents that bilingual learners have a higher level of metalinguistic awareness and knowledge. (See summaries of the research in Bialystok, 2007 and Diaz & Klingler, 1991.) This heightened metalinguistic knowledge is achieved because in the process of learning a second or foreign language, they begin to focus on language as a system and learn to draw contrasts or discern commonalities between their native language and the second language. The study of phonics in learning to read an alphabetic language is an example of metalinguistic knowledge because in learning letter-sound associations, students must be able to discriminate and blend together the sounds of the language and map them unto written text. When students are learning to speak, read and write in a language other than, or in addition to, their native language, they are able to transfer knowledge and skills across languages, resulting in positive cognitive consequences and enhanced language learning (Bialyskok, 2001).

The GICS curriculum supports cross-linguistic transfer through explicit teaching of the phonology, morphology, syntax, grammar and pragmatics of German and English, and eventually Spanish, so that students know how the linguistic systems are alike and different. Enhanced metalinguistic knowledge and the resulting control over language production and thinking in multiple languages is a major goal and positive outcome of the dual language approach. This learning is enhanced in the German/English dual language program because of the common origins of the languages and their parallels and contrasts. In the historical development of languages (the language tree), German has common roots with English. In effect, good German language skills may help the students with their English language arts. When deciding between Romance languages (like Spanish) and German, one should consider the complexity of the language. Ideally, a combination of a Latin-based language and German together form a solid foundation for superior English language skills. The logical and complex structure of the German language makes it a perfect companion language for English Language Learners (ELs). German is a 100 percent phonetically based language, thus every phonemic sound is consistent in every context. More than 80 percent of the German phonemes are identical to English and thus transferable in the development of reading skills.

Goethe students develop a fundamental fluency in German in Grades K-2. By Grade 3 they are ready to incorporate a language acquisition class (vs. immersion) into their learning. As Spanish is an important and much used language in the local and global community, it was chosen as the additional language.
Students who were not enrolled at Goethe since Kindergarten receive extra language support in German in the after school tutoring program. Additionally, Spanish instruction is differentiated to meet the needs of all levels of learners.

When Spanish is added to the curriculum in third grade, commonalities and contrasts across three languages can be explicitly taught. For instance, German and Spanish both have highly regular and consistent spelling systems. German and Spanish both have morphologies based on gender. English, Spanish and German all share cognates based on words of Latin and Greek origin. Such instances of cross-linguistic comparisons enhance students’ vocabulary and literacy learning.

**vi. Modifications of the Model for Students Who Enter in Upper Grades**

Modifications of this model are necessary for students whose L1 language is neither English or German and enroll at GICS in third-grade or above. All appropriate scaffolding, interventions and modifications are implemented, led by our full-time Language Coordinator, to assure access to the curricular content for all populations of students. Similarly, students who enroll in upper grades with no previous German language experience are supported via:

1) Differentiation of instruction and assignments within the multi-level classroom
2) After school German tutoring free of charge
3) Frequent communication between parents and teachers
4) Homework assignments that target individual student needs
5) Teacher support by a full time Language Coordinator

**c. Research on Effectiveness of Dual Language Education**

As evidenced by the over 25 years of experience by Dr. Fred Genesee of the University of Minnesota: “First and foremost, immersion education does not handicap our children linguistically or academically. To the contrary, when parents commit their children to a full elementary immersion program, immersion students will not only do as well as children in English-only classroom, with the additional advantage of being functionally bilingual . . . but are likely to outperform monolingual students on standardized measurements of English language competency. More recent research indicates that immersion students are also successfully transferring content area knowledge from the target language to their native language.” (American Council on Immersion Education (ACIE), December 1999, Vol. 3, No. 1.)

Furthermore, research conducted by the University College London on 105 people, 80 of whom were bilingual, evidenced an observable physiological change in the brain. “People who learned a second language at a younger age were more likely to have more advanced grey matter than those who learned later. Scientists already know the brain has the ability to change its structure as a result of stimulation, an effect known as plasticity, but this research demonstrates how learning languages develops it.” (BBC News, 2004.)

**d. Target Language German - Why Not?**

GICS is passionate about providing the opportunity for second language acquisition to all students. The advantages, as noted above, that result from such acquisition in the early elementary years is not based on which language is selected as the target language, so, why not German?

- **Nearly 16,000 people in our target community -- an increase of approximately 4,000 residents in the past 10 years -- report German ancestry** making German the highest-reported heritage group in our target community. (US Census 2010.)
- **53.8 million or 17.1% (an increase of 2% over the past 10 years) of Americans are of German ancestry.**
descent making German Americans the largest single heritage group in the U.S. (US Census 2010.)

- Germany has the 4th largest economy and is the 3rd largest export nation in the world. The German-speaking countries' economic significance is even greater. Germany is the most influential member of the European Union, the world's second-largest economy. The economies of German-speaking Switzerland and Austria are also substantial for their size, and their per capita GDPs rank third and fourth in the EU. (World Bank)

- Germany is Europe's largest and the world's fourth largest economy and is LA County's #4 source of foreign direct investment. (Kyser Center for Economic Research 2012-2013 Economic Forecast and Industry Outlook)

- German is the most widely spoken language in Europe. More people speak German as their native language than any other language in Europe. It's no wonder, since Germany's 82 million inhabitants make it the most populous European nation. But not only the residents of Germany speak German. It is also an official language of Austria, Switzerland, Luxembourg, and Liechtenstein. And it is the native language of a significant portion of the population in northern Italy, eastern Belgium, the Netherlands, Denmark, eastern France, parts of Poland, the Czech Republic, Russia, and Romania, as well as in other parts of Europe. While learning German can connect you to 120 million native speakers around the globe, remember that many people also learn German as a second language. It is the 3rd most popular foreign language taught worldwide and the second most popular in Europe and Japan, after English. German is the most frequently recommended language by U.S. universities.

- German is the second most used language on the Internet:

  - There are more than 75 million speakers of German on the Internet. This represents the sixth largest language group online.

  - German is the content language of more websites in the world than any other except English.
    [http://w3techs.com/technologies/overview/content_language/all](http://w3techs.com/technologies/overview/content_language/all)

  - "In 2005, for example, Germany successfully registered 23,800 new patents, more than any other country except the U.S. According to the World Intellectual Property Organization, four of the world's ten most innovative companies are German."

  - "Twelve German, Austrian, or Swiss-German writers have been awarded the Nobel Prize in Literature, the most recent being Herta Müller in 2009, Elfriede Jelinek in 2004, and Günter Grass in 1999."

  - "Around the world German is the third most taught foreign language and after English the second most popular in Europe and Japan."

  "More than 3,000 German subsidiaries and their branches are operating successfully in the US, where German companies have created some 780,000 jobs.... The top 50 German companies in the US have created 500,000 jobs with a total annual turnover of $270 billion. Germany, meanwhile, is the location in Europe with the strongest concentration of American investors, accounting for some 130 billion euros in
investment and 800,000 related jobs."

"Bertelsmann is the world's largest publisher, and the German book-publishing industry as a whole ranks third in the world (behind England and China), traditionally producing over a third more new titles each year than does the United States (see The Bowker Annual)"

- On the internet, German is one of the most-frequently used languages, and '.de' is the world's most widely-used country-specific domain.

http://www.dartmouth.edu/~german/why/#up2 [which also has citations]

Germany's top-level country domain .de is second only to the extension .com. That makes German domain names even more popular than those with .net, .org, .info, and .biz extensions. Even the second-place country extension .uk trails far behind at 7.83 million domain names.

- **One out of every ten books published in the world is in German.** As prolific researchers and scholars, German speakers produce more than 93,000 new book titles each year. The only language markets that produce more books annually are the Chinese and English publishing industries.

- **Mastery of German provides insights into a culture rich in literature, science and history.**

In addition to the German language, students will also be exposed to the culture of German speaking countries with respect to history, traditions and the arts. A few examples are celebrations of German holidays and related preparations (lantern crafting, winter wreaths, carnival masks, traditional foods, German folk songs). These exposures provide opportunities for students to expand their myopic view of the world and develop acceptance and tolerance for countries beyond their country of heritage. There are regions of the United States with a strong German heritage that has impacted American and Mexican cultures, including cross-cultural German/Hispanic communities. For example, the towns of Fredericksburg and New Braunfels, Texas are representative of German influence on Spanish and Anglo communities. One manifestation of this cross-cultural influence is in the music and dance of south Texas and northern Mexico called “Norteño,” as well as the music of the region of Sinaloa, Mexico, which bears the direct influence of German music through the brass bandas. Tracing these cross-cultural influences in American and Mexican history contributes to students’ appreciation of the contributions of different linguistic and ethnic groups to our rich and vibrant cultural mosaic.

### 3. COMPONENT 3: SPANISH LANGUAGE INSTRUCTION

In addition to a German immersion program, GICS requires students to participate in a Spanish language program starting in third grade. For Spanish Heritage Speakers, the Spanish language program is designed to build on the literacy skills they have mastered in English and German and will quickly and easily transfer into a grade level equivalent reading ability in Spanish. For non-Spanish speakers, the Spanish language curriculum provides Spanish as a second language methodology and focus. Students are grouped heterogeneously by Spanish language proficiency, or a modified “immersion” approach may be utilized focused on the development of basic Spanish literary for all students. For instance, non-Spanish speakers and Spanish Heritage Speakers (SHS) may be combined in a class that covers Spanish phonics, focusing on the commonalities between the Spanish spelling system and the English and German spelling systems. In this way, L3 Spanish speakers will become literate in Spanish while SHS reinforce and enhance the transfer of their already-developed literacy skills. Students are grouped heterogeneously and instruction is differentiated. L3 Spanish speakers, who are already primed for language acquisition as a result of the German dual language program, easily learn a third language, while SHS, who typically speak but do not read or write in Spanish, become literate.

The addition of Spanish as a heritage or third language allows the students to broaden their multicultural and multi-linguistic understanding even further. Students are not only be introduced to the study of the Spanish language, but also learn its linguistic background and are exposed to the culture of Spanish speaking countries with respect to history, traditions, and the arts. Knowing that a significant portion of the target population is Spanish-speaking and comes from Latino cultures, Spanish Heritage
Speakers can share many of their rich cultural backgrounds from their families’ countries of origin.

The International Baccalaureate Primary Years Standards requires that the school “attach importance to language learning through the development of each student’s mother tongue and the acquisition of other languages”. The core premise of the need to support the student’s mother tongue is accomplished through the development of a language policy and instructional programs and parental involvement activities and outreach that engage parents, administrators and teachers in defining support mechanisms for students who speak any language other than English. As evidenced by the success of Albert Einstein Academies Charter School (AEACS) located in San Diego, the German language is the ideal intermediary language to support these students in becoming proficient in English language arts because of the commonalities across the different languages. GICS duplicates this model and use German as a transitional language to support the monolingual Spanish-speaking student population in developing their English language proficiency.

4. COMPONENT 4. INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME

The overarching umbrella that shapes our educational program into a cohesive, viable model is the International Baccalaureate Primary Years Programme (IBPYP). The International Baccalaureate Organization (IBO) states it clearly with the following summary: “The International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.”

The IBPYP premise is based on thematic, inquiry-based units of instruction which focus on structured questioning methods that promote higher-level questioning and global mindedness encouraging and enhancing a child’s natural curiosity.

The curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude and action. The knowledge component is developed through inquiries into six trans-disciplinary themes of global significance (outlined below), supported and balanced by six subject areas as outlined in the following visual representation.

Inquiry: Learning to Ask Conceptual Questions
At the heart of the program’s philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Inquiry is the leading pedagogical approach of the PYP and “is the process initiated by the learner in which the teacher moves the learner from his or her current level of understanding to a new and deeper level of understanding. The PYP recognizes many different forms of inquiry, based on children's genuine curiosity and on their wanting and needing to know more about the world. It is most successful when children's questions are honest and have real significance in moving them in a substantial way to new levels of knowledge and understanding. The PYP states that the most penetrating questions are ones most likely to move the child's understanding further” (IBO, A Basis for Practice – The Primary Years).
GICS overtly teaches children to frame and express open-ended questions that provide the momentum to drive exploration and inquiry. Beginning in kindergarten the children learn to identify conceptual questions such as these:

- **Form**: What is it like?
- **Function**: How does it work?
- **Causation**: Why is it like it is?
- **Change**: How is it changing?
- **Connection**: How is it connected to other things?
- **Perspective**: What are the points of view?
- **Responsibility**: What is our responsibility?
- **Reflection**: How do we know?

*Transdisciplinary Thematic Units of Inquiry*

There are six transdisciplinary themes which are considered essential in the context of a program of international education. The six transdisciplinary themes of global significance provide the framework for exploration and study. They are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet.

*These themes:*

- Have global significance for all students in all cultures
- Offer students the opportunity to explore the commonalities of human experience
- Are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to a transdisciplinary model of teaching and learning.
- Is revisited throughout the students’ years of schooling, so that the end result is immersion in broad-ranging, in-depth, articulated curriculum content
- Contribute to the common ground that unifies the curriculum in all PYP schools

Teachers -- who participate in intensive training in IB, weekly professional development and collaborative planning time -- are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries. It is critical to understand that each school must develop its own Programme of Inquiry based on the needs of their student population, passions and knowledge of the teaching team and the requirements of the California State Standards/Common Core. Collectively, these units form a transdisciplinary, coherent, school-wide component of the PYP, the *Programme of Inquiry*.

The following Programme of Inquiry was designed by GICS faculty for the 2012-13 school year (see IB Implementation Timeline, below, for details about the roll out of the different POIs over time):
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
<th>UNIT 5</th>
<th>UNIT 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd</strong></td>
<td><strong>4th</strong></td>
<td><strong>5th</strong></td>
<td><strong>6th</strong></td>
<td><strong>7th</strong></td>
<td><strong>8th</strong></td>
</tr>
<tr>
<td><strong>Teammates</strong></td>
<td><strong>Influential People</strong></td>
<td><strong>Ancients &amp; Ancestry</strong></td>
<td><strong>ArtSee</strong></td>
<td><strong>Laws of Motion</strong></td>
<td><strong>From Production to Consumption</strong></td>
</tr>
<tr>
<td><strong>Central Idea:</strong> Teammates</td>
<td><strong>Central Idea:</strong> Influential people impact life</td>
<td><strong>Central Idea:</strong> Predecessors help form our lives.</td>
<td><strong>Central Idea:</strong> Feelings and creativity can be expressed visually.</td>
<td><strong>Central Idea:</strong> Rules determine how things work.</td>
<td><strong>Central Idea:</strong> The economy determines the interaction within and between communities.</td>
</tr>
<tr>
<td><strong>Key Concepts:</strong> connection, responsibility, reflection</td>
<td><strong>Lines of Inquiry:</strong> 1) different types of conflict resolution influential people have used over time. 2) different types and characteristics of influential people. 3) consequences of individuals' actions</td>
<td><strong>Key Concepts:</strong> change, connection</td>
<td><strong>Key Concepts:</strong> perspective, form</td>
<td><strong>Key Concepts:</strong> function, causation</td>
<td><strong>Key Concepts:</strong> change, causation, responsibility</td>
</tr>
<tr>
<td><strong>Lines of Inquiry:</strong> 1) multiple perspectives of people with different experiences 2) effects of exploration &amp; settlement 3) transformation of culture</td>
<td><strong>Lines of Inquiry:</strong> 1) How and where goods are produced, processed and distributed 2) Interdependence between different types of communities due to the availability of natural resources and the demand 3) The role of buyers (consumers) and seller (producers) and how they affect supply and demand</td>
<td><strong>Lines of Inquiry:</strong> 1) An object's position can be described and changed. 2) Simple machines can be used to move objects. 3) Stored energy is converted by machines to create motion. (3rd grade standard)</td>
<td><strong>Lines of Inquiry:</strong> 1) How gravity makes the solar system function 2) seasonal patterns on earth and star patterns (constellations) 3) various ways of interpreting a work of art</td>
<td><strong>Lines of Inquiry:</strong> 1) creating and maintaining simple economic systems 2) Types of employment within a given organization 3) Trading goods and services</td>
<td><strong>Lines of Inquiry:</strong> 1) How we are impacting our earth in negative ways 2) consequences of our behaviors 3) Our responsibility to conserve natural resources and sustain life on our planet</td>
</tr>
</tbody>
</table>

**Goethe International Charter School/Page 50**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Central Idea</th>
<th>Key Concepts</th>
<th>Lines of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>Beliefs/values (identity)</td>
<td>People's interests and relationships make them unique</td>
<td>(1)physical, social and emotional characteristics (2)recognizing similarities and differences between myself and others (3)how to make and maintain relationships</td>
</tr>
<tr>
<td>K</td>
<td>2</td>
<td>Central Idea: Lifestyles are influenced by location, time period, and economics. Key Concepts: perspective, connection, responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>3</td>
<td>What's the Matter?</td>
<td>People make choices based on needs and wants</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>4</td>
<td>Money Makes the World Go 'round</td>
<td>People trade goods and services with each other and make choices about how to spend their money.</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>Animal habitats</td>
<td>All living things are interdependent within a habitat. Key Concepts: form, space.</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>6</td>
<td>Life Cycles &amp; the Environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18 As GICS has not yet had any Transitional Kindergarten students, no POI has been developed for this level, but appropriate adjustments will be made to the Kindergarten POI for the TK students as appropriate.
a. Content Areas/Scope and Sequence

Aligned with the six transdisciplinary themes outlined above, every grade level teaches to these six subject areas:

- social studies
- language arts
- mathematics
- arts
- science and technology
- personal, social and physical education

GICS acknowledges the importance of the traditional disciplines of particular subject domains: language; mathematics; social studies; arts; science and technology; and physical education. The knowledge and skills that constitute the essence of each of these subject domains becomes the framework, or scope and sequence which set out the overall expectations for each subject within each grade level each year.

Throughout the GICS curriculum students will read a variety of literature from multiple world cultures, and regularly engage in analyzing current news events, frequent writing projects, editing of writing, and research. Core literature units are integrated to include reading, writing, speaking, listening, and critical thinking. Students read poetry, short stories, drama, myths, creative stories, and informative material such as newspapers and magazines. Whether studying ancient civilizations or current events, fiction or non-fiction, literature is chosen for its ability to inspire a connection and meaning in students.

Writing is a critical element of the program as well, not only in language arts, but across the curriculum where students write to demonstrate knowledge and critical thinking. Students brainstorm, research, write, revise, proofread, correct, edit, present and receive peer and teacher feedback, work cooperatively and collaboratively. Students are given increasing autonomy to self-select their topics and evaluate their own and others’ work. In the integrated language arts classroom students are offered varied opportunities across the curriculum to engage in oral language in both formal and informal situations. Working in collaborative and/or cooperative groups enables students to refine their oral skills by sharing ideas, feelings and opinions in a supportive environment. Critical listening, and essential skill that enable the listener to evaluate the message of a speaker, is reinforced. Students practice concentration skills and active listening to recognize the propaganda and bias of the speaker. Many of these skills are integrated into the performing arts such as reader’s theatre, multi-lingual short plays, song writing and performance, and debate.

At GICS, these types of hands-on, engaging and collaborative activities carry throughout the curriculum, particularly during German Language instruction, so that “English” Language Arts are actually developed through foreign language as well. The instructional strategies we use also have been well-documented to provide English Language Learners with meaningful opportunities to develop their English proficiency via authentic peer communication. Group interactions which focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listen to their peers’ discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). In both English Language Arts class time and during German Language classes, teachers will structure lessons so students work together to understand what they read by listening, speaking, reading, and writing collaboratively about the academic concepts in the text. Teachers also will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills. Teachers will group students flexibly, at
times working in heterogeneous groups and at times on their own. These techniques will support English learners throughout our curriculum.

Having implemented the IB component of the instructional plan, GICS’s scope and sequence is designed around the school’s Programme of Inquiry under the framework of the International Baccalaureate program, aligned with California State Standards/Common Core. The English-Language Arts and Mathematics curriculum are guided by the scope and sequence outlined in a state approved textbook and are used as a reference to pace and sequence those content areas. Science and Social Studies concepts are taken directly from the California State Standards (and is adapted to incorporate Common Core) as well, but may cross over into previous or later years. As teachers develop their Programme of Inquiry within and across grade-levels, special concern is given to plan and introduce concepts at the most appropriate grade level (for an overview of when teachers develop their Programme of Inquiry, please see ‘A View of Teacher Collaboration’ below). The goal of GICS is to ensure true depth of understanding rather than just provide minimally required coverage of topics. Therefore, when planning a unit of inquiry, teachers look at their own grade level standards, in addition to the standards of the grades above and below them. Units are then planned in an interdisciplinary manner ensuring English and German are consecutive with as little repetition as possible to correlate vocabulary.

Together the thematic units of inquiry and these content domains are the core knowledge of the academic program, neither of which can exist separately from the California State Standards/Common Core.

**Skills**  
As stated on the IBO website “Within the subject domains children acquire the particular skills that define the discipline of that subject, for example, in language the students become literate, in mathematics they become numerate. The acquisition of literacy and numeracy is essential as these skills provide children with the tools of inquiry. Within the transdisciplinary themes, the children acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills. These skills are valuable, not only in the units of inquiry, but also in all the subject domains and in events experienced outside the classroom.”

**Student Character Development**  
GICS promotes a culture of academic responsibility that is a vital component of the PYP philosophy. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. This culture emerges at the earliest ages as children begin to understand and act upon the following attributes of the learner profile. IB learners strive to be: reflective, inquirers, communicators, caring, risk-takers, thinkers, balanced, open-minded, knowledgeable, and principled. The vitality and energy of this educational model erupts from within the children as they identify within themselves these expectations of a “Learner.”

**Action**  
The cycle of action moves children from academic understanding to application and action within their world community. This cycle begins with comprehensive and empathetic learning as the students reflect upon their personal responsibility to what they now understand. This reflection leads to student-identified action, reaching out into their community through service. The interface of these five essential elements: **concepts, knowledge, skills, attitudes, and action** in combination give students the
opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning

**IB Learner Profile**

At its core, the IB program at all levels strives to develop “international-mindedness” via the attributes of the IB Learner Profile:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning is sustained throughout their lives.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</td>
</tr>
<tr>
<td>Communicators</td>
<td>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</td>
</tr>
<tr>
<td>Principled</td>
<td>They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</td>
</tr>
<tr>
<td>Caring</td>
<td>They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</td>
</tr>
<tr>
<td>Risk-takers</td>
<td>They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</td>
</tr>
<tr>
<td>Balanced</td>
<td>They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</td>
</tr>
<tr>
<td>Reflective</td>
<td>They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</td>
</tr>
</tbody>
</table>
As a global organization with authorized schools in 143 countries, the IB model is of course flexible to accommodate local requirements and practicalities, but at its core, regardless of how diverse or homogenous a school may be or where it may be located, the IB emphasizes a quest for “international-mindedness.” Students who are discovering their own self-identity at this age are encouraged and given opportunities to explore other cultures and the ways in which the human experience might differ from their own, all in an effort to build understanding and respect for themselves, their peers, members of their community and the broader world. In a city as remarkably diverse as Los Angeles, this emphasis on awareness and perspective is an invaluable characteristic.

b. Educational Model Interface
The International Baccalaureate Organization requires that a candidate school teach a second language based on the assumption that cultural doors are opened to students as they are exposed to the language, traditions and cultural mores of other countries. GICS has chosen to take that requirement a step further by giving the students an opportunity not only for exposure, but for full immersion. The global sensitivity that comes from such immersion expands the effectiveness and impact of the IB thematic approach because students are not only engaging in abstract discussion of global issues but they are experiencing them through the lens of another culture’s perspective.

The International Baccalaureate Organization’s Primary Years Programme is a program that is well suited for our diverse student population. It mandates units of inquiry focusing on depth rather than breadth. It requires concepts to be globally relevant, allowing students to see themselves as citizens of the world. It incorporates the explanation and examination of cultural assumptions and requires that materials and resources are reflective of, and meaningful to, all learners. The nature of inquiry encourages students to reflect upon, choose and take action in regards to their own learning. This student-driven learning expectation allows for all cultures and backgrounds to be valued and investigated. The IBPYP model ensures that the curriculum is appropriate for all learners.

Considering our target student population, how then do these complex educational components combine into a comprehensive, effective instructional model? GICS is confident that the synergistic combination of these components into a whole will prove to be greater than the sum of its parts.

To recap: at all times, the California State Standards/Common Core form the foundation of all instruction at GICS. As a public charter school, we understand and embrace our commitment to these standards and ensuring that all students meet and exceed proficiency objectives in all subject areas. The IBPYP provides an ideal methodology for our students to learn, master and demonstrate achievement of those standards, and more. The IBPYP’s rigorous, rich and encompassing objectives provide high expectations for each and every one of our GICS students to excel. Finally, the emphasis at GICS – even beyond that required by the IBPYP – for foreign language fluency development serves to increase students’ global awareness and “international-mindedness” as they simultaneously develop critical academic skills that translate into achievement across other content areas.

c. Strategic Instructional Program Implementation
GICS has accomplished much in just three full years of operation (currently in our fourth) in planning and implementing this complex educational model. Our Original Charter Petition detailed a strategically planned and progressive “roll-out” of the Instructional Program, outlining a systematic process by which each component would be introduced and stabilized before layering it with increasingly complex
elements of the school’s eventual vision, thus eventually providing the access to the full depth of the academic program to promote student achievement.

Over the past three-plus years, GICS has used the foundation of the California State Standards to build and organize dual language instruction. Each grade level teaching team has developed an instructional pacing chart based on these content standards, supported by Scope and Sequence Charts embedded in State-approved textbooks. All students are given language proficiency assessments in English, German and Spanish (as appropriate) at the start of each year, and all faculty receive intensive training each year in strategies for ELL, including SIOP, TPR and SDAIE. The faculty also began introducing the IB student learner profile and introducing and planning broad IB themes with aligned intersection to the CA standards. Starting in 2010-11, all teachers received extensive training on structuring IB Grade-level Unit Planning, and two standards-based IB units were developed for each grade level. In 2011-12, an additional two standards-based IB units were developed for each grade level (for a total of four per grade), with teachers reflecting on the efficacy of each unit in depth and modifying accordingly. This year, another two units per grade level are being developed (for a total of six per grade) and our first school-wide IB Programme of Inquiry is being implemented. Throughout this time, our faculty have attended intensive IB training (off-site and in-house). As noted in our Original Charter Petition, full authorization as an IB World School may not be accomplished until our sixth year of operation (similar to our model school, AEACS), but we are making successful progress in this long-range and complex endeavor. (See International Baccalaureate World Approval Timeline, below, for more details about the IB implementation and approval timeline.)

d. California Standards Assurances
Initially, all content standards are embedded within grade-level developed scope and sequence pacing charts to assure students have comprehensive instruction in all core content areas. As the IB units of inquiry are gradually developed this year and next, some content standards are wrapped into these inter-disciplinary units and are no longer reflected in the pacing charts. However, all other standards that are not addressed within these units will continue to be taught in the sequence outlined.

The German/English teaching partners must further determine which standards are most effectively taught through which instructional language. After careful analysis of their students’ language proficiency, prior knowledge and level of vocabulary development, the teachers identify the language through which each content standard is addressed. For example, numbers are often considered to be an international language, so mathematics standards can be more easily taught through German whereas, the content area of literary analysis is often limited by the German language proficiency of the students, so is identified to be taught through the English language. Based on recent test data showing a decline in proficiency in our upper grade students in Math, our faculty has closely analyzed performance data to determine whether advanced content in Math requires more focused instruction in English for some students. Accordingly, teachers in the lower grades use mostly German to teach Math during the German week, and teachers in the upper grades use some English to teach Math during the German week for students that would be compromised if asked to comprehend advanced concepts and word problems in German. This decision is made on a lesson by lesson basis and is flexible to the needs of the various classrooms and students.

GICS acknowledges that not all subject content can be effectively taught within these units. Subjects such as phonics instruction and mathematics are most effectively delivered in a sequence of ever building dependent concepts. Phonics, reading skills, grammar, spelling and language development, as
well as mathematics are taught daily in a linear building of concepts, using the prior week’s conceptual foundation in one language (English) as a launch pad for the next more complex concept in the other language (German), without duplication and redundancy. Content-based vocabulary is developed in both languages so that students can adequately comprehend and discuss these increasing complex ideas. Subjects and skills such as these make up about 40% of the instructional time as noted in the Content Interface matrix.

In order to clarify the curriculum interface, we will begin by defining the planning sequence under the IBPYP umbrella in the following sections. Additionally, we have provided a matrix of the curricular intersections and included samples of IBPYP unit central ideas and how they address interdisciplinary standards. The German language development scope and sequence and Spanish language instruction are also outlined below. For a deeper understanding of the dynamic process we recommend that you refer to the Programme of Inquiry (above) and the sample completed PYP Planner (below).

5. SEQUENCE OF CURRICULUM DEVELOPMENT
Initially, the entire staff meets during professional development planning time to map out a scope and sequences of unitary central ideas as an entire team. This process helps to avoid duplication and redundancy between grade levels and to assure that all standards are addressed. The opportunity to interface and dialog about the Plan of Inquiry, noting which concepts are taught in grades preceding and following is critical to the cooperative fluency of our educational model. Once the “big picture” conceptual sequence is defined, then grade level teams meet individually to create detailed unit plans. For example, the teachers in the first grade, both German and English, are provided common planning time each week to develop and prepare for the implementation of the units of inquiry for that grade level. All teachers at GICS are trained and become proficient at curriculum development following the process outlined below.

Planning the inquiry: What is our purpose?

- **Select the Transdisciplinary Theme**— Select one of the six transdisciplinary IB themes, for example, a third grade unit on *How We Organize Ourselves* (An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; and economic activities and their impact on humankind and the environment).

- **Identify California Standards**— Identify which standard(s) support(s) the transdisciplinary theme. For example, History-Social Science Content Standard 3.4 (third grade): *Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.* (Keep in mind that IBO does not provide prescribed curriculum, but rather provides a detailed unit-planning template founded on international best practices. Each school, and more specifically, each teaching team then identifies the interdisciplinary California standards that become the focus or catalyst for the development of each grade level unit.)

- **Develop a central idea**— Develop a powerful idea that not only has relevance within the subject areas but also transcends them, and which students must explore and re-explore in order to develop a coherent, enduring understanding. This concise statement should generate in-depth inquiries, be concept driven and promote the ability to think critically. It should challenge and extend students’ prior knowledge and should be a means of extending students’ understanding of the transdisciplinary theme. For example, *Central Idea: Societies have developed different methods to*
Connect to their communities and countries

- **Develop Summative Assessment Task**— Using the theories of Backwards Design, the teaching team identifies what are the possible ways of assessing students’ understanding of the central idea. These questions should be addressed immediately after formulating the central idea. The articulation between the central idea and the summative assessment tasks need to be resolved before further planning takes place. Teachers are trained to have a comprehensive understanding that when “One starts with the end in mind the desired results (goals or standards) - and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform” (Wiggins and McTighe, 2000)

*Planning the inquiry: Select key concepts*
Select the concept relevant to the central idea to be focused on within a given Unit of Inquiry (form, function, causation, change, connection, perspective, responsibility and reflection)

- **Define the Inquiries** — Determine 3-4 lines of inquiry that clarify the central idea and define the scope of inquiry. These aspects of the central idea extend the inquiry, focus student research and deepen students understanding. Connections should be made as appropriate between the lines of inquiry and the central idea. For example, the lines of inquiry that will define the scope of the inquiry into the central idea noted above are:
  - the purpose of government.
  - the significance of symbols and landmarks.
  - anthems and pledge.

- Develop driving teacher questions— The teachers have the responsibility of framing the inquiry at the beginning of the unit through the questions they ask.

*Planning an Inquiry - How best might we learn?*
- **Select supporting standards and design activities** What are the learning experiences suggested by the teacher to encourage the students to engage with the inquiries. Learning experiences should be designed so that students will have the opportunity to develop an understanding of and make connections between the key concepts and provide opportunity for the development of transdisciplinary skills and development of the attributes of the learner profile.

- Select the concepts to be taught, and identify those that would be most effectively taught in German and those that may need more complex language development to discuss and conceptualize them appropriately so they therefore would need to be taught in English. Strategically plan the sequencing of concepts and the continuity of conceptual exchange between the instructional languages.

- Identify Resources— Teachers identify people, places, audio-visual materials, related literature, music, art, computer software, local environment and/or community resources, etc. that will facilitate the inquiry, exploration and research that the students will need to begin to answer their questions.

*Reflecting on the Inquiry - To what extent did we achieve our purpose?*
- **Reflect on the effectiveness**— Teachers collaboratively reflect upon the unit to assess the outcome of the inquiry and provide evidence of the students’ understanding of the central idea. Reflective
questions may include, but are not limited to:
  o To what extent did we achieve our purpose?
  o Was the unit relevant, engaging, challenging and significant?
  o Were the resources adequate?
  o Were the concepts, skills and attitudes addressed?

This reflection gives teachers the opportunity to improve the assessments, activities, make note of learning experiences that were particularly engaging, and/or modify and strengthen the central idea.

This process is repeated until every grade level has developed six units completing the global transdisciplinary themes. Six developed units across each grade level complete the school’s Programme of Inquiry and the GICS comprehensive scope and sequence that drives instruction for students in grades Kindergarten through fifth grade.

GICS is receiving training and professional mentoring from the IBO as it monitors the school’s development of these comprehensive units throughout the application process. The scrutiny of oversight, the time-intensive planning, and rigor of the professional development account for the extensive time period required to become an authorized International Baccalaureate Primary Years World School.

6. CURRICULAR INTERSECT OVERVIEW

<table>
<thead>
<tr>
<th>IB / Non-IB Instructional Time</th>
<th>Curricular Component</th>
<th>Curricular Planning Tool</th>
<th>Curricular Intersect</th>
<th>Content Areas Addressed</th>
<th>Percentage of Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB PYP</td>
<td>Programme of Inquiry (School-wide Scope and Sequence)</td>
<td>Taught in both English and German California State Standards</td>
<td>Varies Depending on Units be Taught Science, Social Studies and Writing/Literature and Arts are most easily addressed within IB units</td>
<td>About 60%</td>
<td></td>
</tr>
<tr>
<td>Non-IBPYP</td>
<td>Grade Level Scope &amp; Sequence Pacing Guide State Approved Textbooks</td>
<td>Taught in English and German California State Standards</td>
<td>Mathematics Phonics/Reading Instruction K-2 All other content standards not embedded in IB units</td>
<td>About 40%</td>
<td></td>
</tr>
</tbody>
</table>
7. CALIFORNIA STANDARDS AND SAMPLE GRADE LEVEL UNITS OF INQUIRY*

<table>
<thead>
<tr>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Who we Are</td>
</tr>
<tr>
<td>Central Idea: Everyday I can learn about who I am and my responsibilities as a human</td>
</tr>
<tr>
<td>Inquiry Into</td>
</tr>
<tr>
<td>• who I am</td>
</tr>
</tbody>
</table>
• what I can do
• my responsibilities as a human

English Language Arts Standards
1.0 Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension
1.1 Understand and follow one-and two-step oral directions.
1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

History-Social Science Standards
K.1 Students understand that being a good citizen involves acting in certain ways.
• Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
• Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
• Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions.

First Grade

Unit 2: Where We Are in Time and Place
Central idea: Places in the community serve a purpose.

Inquiry Into:
• identifying places in our community
• the reasons why we use public places
• how purpose influences design and size of a public place

History-Social Science Standards
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.
• Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
• 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.
• Construct a simple map, using cardinal directions and map symbols.
• Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

Second Grade

Unit 3: How We Express Ourselves
Central Idea: Cultures around the world express themselves through art and music.

Inquiry Into
• appreciating the artistic forms of self-expression
• the different material, tools, and instruments used to create art and music
• reasons for creating art

Music Standards
3.0 Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Music. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
3.1 Identify the uses of specific music in daily or special events.
3.2 Sing simple songs and play singing games from various cultures.
3.3 Describe music from various cultures.

Visual Arts Standards
3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
• Explain how artists use their work to share experiences or communicate ideas.
• Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.
• Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

**Third Grade**

**Unit 4: How We Organize Ourselves**

Central Idea: *Societies have developed different methods to connect to their communities and countries.*

**Inquiry Into:**

1. the purpose of government
2. the significance of symbols and landmarks
3. anthems and pledges

**History-Social Science Standards**

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 and the other states contribute to the making of our nation and participate in the federal system of government.

**Fourth Grade**

**Unit 5: How the World Works**

Central Idea: *The Earth’s structure is altered by many factors.*

**Inquiry into**

- the Earth’s structure
- rocks and minerals
- processes which cause change to the Earth
- weathering and reshaping of the Earth’s surface
- use of the Earth’s resources

**Science Standards**  Earth Science

3. 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.

4 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).

**Fifth Grade**

**Unit 6: Sharing the Planet**

Central Idea: *Inventions have made cultures throughout the world more accessible.*

**Inquiry into**

- inventions in communication, transportation, and media and how these advances have led to cultural exchange
- how recent technological innovations have made the world “smaller”
- the process of inventing (scientific process)

**Science Standards**  Investigating and Experimenting
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:
   b. Develop a testable question.
   c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
   d. Identify the dependent and controlled variables in an investigation.
   e. 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.
   f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
   g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
   h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
   i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

8. GERMAN LANGUAGE SCOPE AND SEQUENCE
GICS’s German program includes subject content as well as German instruction. In addition to English and German language arts all subjects including math, social studies, science, the arts and physical education is taught in English and German. There is as little content repetition as possible in each language. The German curriculum follows California standards with respect to all subject areas and considers German standards with respect to German language arts under the framework of the International Baccalaureate Primary Years Programme and CA World Language Standards.

In the spring of 2012, GICS faculty developed a comprehensive German Scope and Sequence that incorporates IBPYP language scope and sequence guidelines, the new California Common Core in Language Arts, and specific GICS practices. This scope and sequence is grouped by levels rather than explicit grades. For example, Level 1 – Beginning – Phase 1 is “typically Kindergarten and 1st grade,” but can be easily adapted to encompass students who enter GICS at higher grade levels. See Appendix A for the full German Scope and Sequence developed by GICS faculty.

The German language arts curriculum has been developed with interdisciplinary learning in mind. It is divided by grade level into:

- Oral practice,
- Language and grammar with the sub categories: writing skills, spelling, penmanship (print and German cursive), phonics, grammar and reading and
- Vocabulary development.

<table>
<thead>
<tr>
<th>Oral Practice*</th>
<th>Vocabulary Development</th>
<th>Writing</th>
<th>Grammar</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Phonetic and General Vocabulary</td>
<td>1) creative writing</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2) Specific IB Vocabulary (specific to units of inquiry)</td>
<td>2) spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) penmanship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Teachers encourage students to use proper expressions of courtesy. Teachers address classroom and individual students in second person singular or infinitive.</td>
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<tr>
<td>K</td>
<td>Teachers encourage students to use proper expressions of courtesy. Teachers address classroom and individual students in second person singular or infinitive. The main emphasis in Kindergarten is on student comprehension.</td>
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<tr>
<td></td>
<td>Introduction to basic general vocabulary needed to describe daily activities, objects and needs: food, clothing, body parts, colors, numbers, shapes, days of the week, months, classroom objects. 2) Plants (how they grow, plant names and plant parts); animals (names of common animals); vocabulary that describes properties of objects (“Das Wasser ist nass.”); simple weather descriptions (“Es ist sonnig”); places in school and neighboring community; professions...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>Teachers encourage students to use proper expressions of courtesy. Teachers address classroom and individual students in second person singular or infinitive. The new emphasis is to encourage students to ask and respond in complete sentences.</td>
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<tr>
<td></td>
<td>Reinforce and expand general vocabulary from Kindergarten. Introduce new phonetic vocabulary (according to Jo-Jo Fibel 1 German phonics instruction book - Publisher: Cornelsen). 2) Family members; weather/water cycle; seasons and holidays; clothing; telling time (with clock, time of day); directions; pets; food; transportation; money (value of coins - Euro, Dollar); traffic (signs, rules and courtesy); teeth...</td>
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<tr>
<td>2nd</td>
<td>Teachers expect students to use proper expressions of courtesy. Teachers address classroom and individual students in second person singular or infinitive. The emphasis is still to encourage students to ask and respond in complete sentences. New</td>
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<tr>
<td></td>
<td>Reinforce and expand general vocabulary from First grade. Introduce new phonetic vocabulary (according to Jo-Jo Fibel 2 and Tobi Fibel German phonics instruction -Publisher: Cornelsen). 2) Family members (extended); animals (names, body parts, sounds, movement and life cycles); heroes; map skills and land forms; producers and...</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Sentence structure: Different sentence structure for statement and question. Question words: wer, was, wo, warum, wie viele, wann Punctuation: Period, question mark. Capitalization: Beginning of sentence and nouns. Verbs: Present tense for regular and some irregular verbs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Writing simple sentences using phonetic and specific vocabulary. Journal writing with words of the week. 2) Sentence of the day. Word dictations. 3) Writing all block letters, proper letter and word spacing. German (Latin) cursive instruction and practice (second part of the year).</td>
</tr>
<tr>
<td>1st</td>
<td></td>
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</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Decoding: Playful introduction to basic German phonics for one-letter consonants, vowels and the diphthongs eu, au : Students first learn letter sounds and later in the year letter names. Emphasis on rhyming words (ending letters) as basis for understanding phonetic similarities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>1st</td>
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<tr>
<td>2nd</td>
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</table>

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<p>| Emphasis is on correct sentence structure and grammar. Students learn different ways of expressing the same idea/request. | Consumers (focus on farm); fruits and vegetables; different forms of visual arts, crafts across cultures (painting, drawing, weaving, mask making)... | Practice. Refine block letters. | Was, wo, warum, wie, wann viele/wieviel (difference), warum | Punctuation: Period, quotes, comma, question mark, exclamation mark. Verbs: Present tense for a variety of verbs and introduction of present perfect for some regular and irregular verbs, Aux sein/haben; prefix verbs. Nouns: Plural forms, compound nouns, capitalization of nouns. Articles: Indefinite articles, change of article’s case to dative after certain prepositions. Prepositions: auf, in, unter, aus, an, neben, über, zwischen. Exclamations, quotations (according to Jo-Jo Fibel 2 German phonics instruction book and Tobi Fibel Phonetic reading practice - Publisher: Cornelsen). Comprehension: Use sentence and word context to find the meaning of unknown words. Learn to use a German/German dictionary to learn the meaning of unknown words. | 3rd Teachers expect students to use proper expressions of courtesy. Teacher uses second person singular to address single student and second person plural to address group of students or whole class. Phrases become more complex, using different and more advanced grammatical structures. The emphasis is on students asking and responding in complete sentences. More and more emphasis on correct sentence structure and grammar. | 1) Reinforce and expand general vocabulary with focus on literature to be explored and to reinforce phonetics: diphthongs and grouped consonants. 2) Fit for life (health and nutrition); solar system; environment; government (elections, flags...), ecosystems (organisms adapt to their environment)... 1) Journal writing in present perfect, past, future tense with correct sentence structure -&gt; more emphasis on correct spelling. Writing strategies: beginning, middle, end. Writing personal narratives and letters. Writing descriptions using details, non-fiction texts and informational texts. 2) Application of diphthongs. Different forms of context dictations. Spelling tests for specific vocabulary. 3) Apply advanced German cursive. 1) Sentence structure: Use of more complex sentences: prepositional phrases, conjunctions. Punctuation: Use declarative, interrogative, and exclamatory sentences. Capitalization: Repeat capitalization rules for beginning of sentence and nouns. Negation: Usage kein/nicht and possible inflections. Verbs: Present, future present perfect and simple past (Präteritum) for regular and irregular verbs. Emphasis on subject verb agreement. Nouns: Plural forms. Review roots of Decoding: Review diphthongs and grouped consonants. Review syllabication rules. Fluency: Emphasis on reading intonation and expression. Compound words. Comprehension: Use sentence and word context to find the meaning of unknown words. Use a German/German dictionary to learn the meaning and other features of unknown words. Application: Introduce features of different types of literature: personal narratives, non-fiction descriptions personal letters. |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Teachers expect students to use proper expressions of courtesy. Teacher uses second person singular to address single student and second person plural to address group of students or whole class. The emphasis is on students asking and responding in complete sentences. Main emphasis on correct complex sentence structure and grammar (use of conjunctions, correct verb conjugations, tenses, correct articles and inflections). Introduction of idioms</th>
<th>1) Reinforce and expand general vocabulary with focus on literature projects and to reinforce phonetics: <em>ie, ei.</em> 2) Rocks and minerals; shaping of earth's land surface-land forms; electricity and magnetism; energy and matter (plants make oxygen...); ecosystems (dependencies between different organisms); rights and responsibilities...</th>
<th>1) Review writing strategies – beginning, middle, end. Use more details in story writing (adjectives, synonyms / antonyms.). Write out weekly/daily plan to practice grammar. Learn how to compose different forms of literature: poems, autobiography, narratives, and responses to literature, information reports and summaries. 2) Emphasis on correct application of phonetic rules, punctuation rules, grammar and capitalization rules. 3) Apply advanced German cursive.</th>
<th>Sentence structure: Independent and dependant clauses. Conjunctions. Verbs: Present, Present Perfect and Simple Past (Präteritum) for regular and irregular verbs. Emphasis on subject verb agreement. Nouns: Synonyms and antonyms. Review compounds. Adjectives: Synonyms, antonyms. Review comparative, superlative. Cases: Genitive.</th>
<th>Fluency: Emphasis on reading intonation and expression. Compound words. Comprehension: Use sentence and word context to find the meaning of unknown words. Use a German/German dictionary to learn the meaning and other features of unknown words. Introduce literature projects. Understand the use of figurative language (idioms, metaphors.). Application: Emphasis on recognizing and understanding structural features of various types of literature: plot, main character, and usage of direct voice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>Teachers expect students to use proper expressions of courtesy. Teacher uses second person singular to address single student and second person plural to address group of students or whole class. The emphasis is on students asking and responding in complete sentences. Main emphasis on correct complex sentence structure and grammar (use of conjunctions, correct verb conjugations, tenses, correct articles and inflections). Introduction of idioms</td>
<td>1) Reinforce and expand general vocabulary with focus on literature projects. 2) Body functions (circulatory, respiratory and digestive systems); basic chemistry</td>
<td>1) Review writing strategies for different forms of literature. State opinions and hypothesize (conditional-<em>Konjunktiv</em>). 2) Emphasis on</td>
<td></td>
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<tr>
<td>5th</td>
<td>Teachers expect students to use proper expressions of courtesy. Teacher uses second person singular to address single student and second person plural to address group of students or whole class. The emphasis is on students asking and responding in complete sentences. Main emphasis on correct complex sentence structure and grammar (use of conjunctions, correct verb conjugations, tenses, correct articles and inflections). Introduction of idioms</td>
<td>1) Reinforce and expand general vocabulary with focus on literature projects. 2) Body functions (circulatory, respiratory and digestive systems); basic chemistry</td>
<td>1) Review writing strategies for different forms of literature. State opinions and hypothesize (conditional-<em>Konjunktiv</em>). 2) Emphasis on</td>
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</tbody>
</table>
**Phrases are introduced and reinforced through frequent repetition during: circle time/morning routine, songs, games, role-plays, conversation activities (including software), skits, charades, TPR (Total Physical Response) activities and TPRS (Total Physical Response Storytelling).**

**Vocabulary is introduced and reinforced through word/picture cards, games, songs, stories, rhymes and poems, writing/reading/drawing activities, language software programs, thematic projects, TPRS (Total Physical Response Storytelling) and Symtalk (language building system using symbols).**

### 9. SPANISH LANGUAGE INSTRUCTION SCOPE AND SEQUENCE

The Spanish language program, starting in third grade, was implemented last year as planned. This instruction allows the students to broaden their multi-cultural and multi-linguistic understanding even further. Students are not only introduced to the Spanish language, but also learn its linguistic background and are exposed to the culture of Spanish speaking countries with respect to history, traditions, and the arts. The sample program chosen for non-Spanish speakers is “Viva el Español” System A for 3rd grade and “Hola!” for 4th and 5th grade by the publisher Wright Group. Though the non-Spanish as a heritage language students may not develop the same levels of language proficiency as they acquire for the language of German, Spanish language instruction broadens their knowledge of the structure of language. Where students of different levels of Spanish proficiency are mixed in heterogeneous groups, there is the opportunity for Spanish speaking students to gain status within the classroom, playing the role of language mentor and teacher to their peers.

As an IB school, we strive to acknowledge many cultures and languages to assist our students in
developing a global awareness. The commitment to adding Spanish language instruction to our already complex educational model is challenging, but we expect to follow the example of Albert Einstein Academies which reserves their weekly minimum days for language instruction and cultural activities from countries throughout the world, emphasizing the unique aspects of the many Spanish-speaking countries.

The program follows the California World Language Content Standards.

**Scope and Sequence Matrix - Spanish**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Greetings</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Ask names of others</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Introductions</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Role-play introductions</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Identify familiar classroom objects</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Identify school personnel</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Numbers 0–10</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Identify familiar classroom objects</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Ask/Say how they feel</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Role-play feelings</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Identify colors</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Ask/tell the day of the week</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Recognize numbers 11–20</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Identify shapes</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Identify parts of the body</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Identify domestic/farm animals</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Tell what they have</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Tell how they feel/ Ask how others feel</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Tell how old they are</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Numbers 21-39</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Tell the date</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Identify/describe family members</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Tell the date and day from a calendar</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>•Role play a family</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Describe current weather</td>
<td>I</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>Lesson 12</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>•Role play weather report</td>
<td>I R S</td>
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<table>
<thead>
<tr>
<th>Lesson 13</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>•Identify the months of the year</td>
<td>I R S</td>
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<table>
<thead>
<tr>
<th>Lesson 14</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>•Identify common items of clothing</td>
<td>I R S</td>
</tr>
<tr>
<td>•Tell their birthday</td>
<td>I R S</td>
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<table>
<thead>
<tr>
<th>Lesson 15</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>•Numbers 31-40</td>
<td>I R S</td>
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<thead>
<tr>
<th>Lesson 16</th>
<th></th>
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<tbody>
<tr>
<td>•Understand the calendar</td>
<td>I R S</td>
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<thead>
<tr>
<th>Lesson 17</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>•Identify parts of a school</td>
<td>I R S</td>
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<table>
<thead>
<tr>
<th>Lesson 18</th>
<th></th>
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<tbody>
<tr>
<td>•Numbers 41-50</td>
<td>I R S</td>
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<table>
<thead>
<tr>
<th>Lesson 19</th>
<th></th>
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<tbody>
<tr>
<td>•Identify and describe school</td>
<td>I R S</td>
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<table>
<thead>
<tr>
<th>Lesson 20</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>•Describe their and others mood</td>
<td>I R S</td>
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</table>

<table>
<thead>
<tr>
<th>Lesson 21</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>•Describe what they are doing and others are doing</td>
<td>I R S</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 22</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>•Identify people/objects important to traffic safety</td>
<td>I R S</td>
</tr>
<tr>
<td>•Write and tell phone number</td>
<td>I R S</td>
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</table>

<table>
<thead>
<tr>
<th>Lesson 23</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>•Identify different modes of transportation</td>
<td>I R S</td>
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<table>
<thead>
<tr>
<th>Lesson 24</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>•Identify recreational places</td>
<td>I R S</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Lesson 25</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>•Talk about athletic/recreational activities</td>
<td>I R S</td>
</tr>
<tr>
<td>•Recognize pictures of various modes of transportation</td>
<td>I R S</td>
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</table>

<table>
<thead>
<tr>
<th>Lesson 26</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>•Numbers 50-69</td>
<td>I R</td>
</tr>
<tr>
<td>•Ask and tell what they are going to do in class</td>
<td>I R</td>
</tr>
<tr>
<td>•Use numbers in everyday situations</td>
<td>I R</td>
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<table>
<thead>
<tr>
<th>Lesson 27</th>
<th></th>
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<tbody>
<tr>
<td>•Add and subtract random numbers up to 69</td>
<td>I R</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 28</th>
<th></th>
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<tbody>
<tr>
<td>•Ask and tell their favorite season</td>
<td>I R</td>
</tr>
<tr>
<td>•Describe weather during a particular season</td>
<td>I R</td>
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<table>
<thead>
<tr>
<th>Lesson 29</th>
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</thead>
<tbody>
<tr>
<td>•Number 70-89</td>
<td>I</td>
</tr>
<tr>
<td>•Use numbers in everyday situations</td>
<td>I</td>
</tr>
<tr>
<td>•Interview a classmate about things they like/dislike doing</td>
<td>I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 30</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>•Ask/tell about someone’s state of well-being</td>
<td>I</td>
</tr>
<tr>
<td>•Tell someone how they are feeling</td>
<td>I</td>
</tr>
<tr>
<td>•Identify numbers 90–100</td>
<td>I</td>
</tr>
<tr>
<td>•Use numbers in everyday situations</td>
<td>I</td>
</tr>
</tbody>
</table>
Lesson 31

- Role-play doctor/patient and find out about someone’s physical well-being
- Count 100 beans into/out of a jar

Lesson 32

- Identify units of time
- Ask/tell the time in hours and minutes

Lesson 33

- Tell what they do in school
- Talk with a classmate about classes he or she likes

Lesson 34

- Describe family members
- Draw a family tree

I = Introduce
R = Reinforce
S = Strengthen

D. HOW THE TEACHING METHODOLOGIES AND INSTRUCTIONAL PROGRAM ADDRESS THE NEEDS OF THE TARGET POPULATION

The IBPYP model ensures that curriculum is appropriate to all learners. It mandates that units of inquiry focus on depth rather than breadth and that concepts are globally relevant. It incorporates the explanation and examination of cultural assumptions and requires materials and resources are reflective of and meaningful to all learners. The nature of inquiry encourages students to reflect upon, choose and take action with regard to their own learning. This student-driven learning allows for all cultures and backgrounds to be valued and investigated.

Addressing a Diverse Classroom within an International Baccalaureate Unit

The narrative following the sample Unit of Inquiry below describes scaffolding adjustments, which address the learning needs of special student populations. See sample complete PYP Unit Planner below, along with the blank template in Appendix A.
1. What is our purpose?
To inquire into the following:

Transdisciplinary theme:

Who we are: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

central idea:
Interdependence is an integral part of human relationships.

Summative assessment task(s):

Formal Assessment  Math Inventory

What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

The students will be able to demonstrate understanding of the central idea with fictional scenarios that show the causes and effects of our choices and actions. The students will work in collaborative teams to demonstrate evidence of the central idea in working together through cooperation while developing class community. They will use various media (short story, role-play, comic strip, etc.) to present their group project. (GERMAN) Individually, each student will be responsible for writing a personal letter to a teammate thanking them for a time that they received help. (ENGLISH) In English, the written reflection will be evaluated with a personal letter rubric provided by the learning headquarters curriculum. In German, the product will be assessed with a checklist that highlights diversity, direct cause and effect relationships.

2. What do we want to learn?
What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Connection • Responsibility • Reflection

What lines of inquiry will define the scope of the inquiry into the central idea?
- our actions within diverse communities
- understanding origins of prejudice in ourselves & others
- identity based on awareness of fair play

What teacher questions/provocations will drive these inquiries?
- How do our personal choices and actions affect members of our communities? 1
- What is prejudice? Discrimination? Fair play? 2
- What kinds of prejudices do we have? 1 3
- What rules/agreements should we live by in our class community to act fairly to each other? 3
3. How might we know what we have learned?
What are the possible ways of assessing students’ prior knowledge and skills?
What evidence will we look for?
Students will self-assess their own prejudices, not necessarily based on background or culture but this is a part of their prior knowledge that they bring to life.
What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?
1. our actions within diverse communities

4. How best might we learn?
What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?
(Please see End Notes section).
What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Selected Learner Profile Items
1. **Principled**: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Attitudes**
Cooperation, Respect, Tolerance.

**Transdisciplinary Skills**
5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available? How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

(Please see End Notes section).
6. To what extent did we achieve our purpose?
Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Students broke down central idea and restated it in own words: “working together is a necessary part of human relationships.” Some students completely understood central idea, while most students understood concepts within the unit, their understanding of the central idea needs to be a focus for next year. Perhaps recreating/rewording the central idea will be essential for the future.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.

Introduce a prompt that is more directly related to central idea, or as stated above revise central idea

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Students connected to the transdisciplinary theme as they analyzed how their actions as individuals within their community or teams affect their teammates, however, the generalization of interdependence among people as a community needs to be further investigated.

7. To what extent did we include the elements of the PYP?
What were the learning experiences that enabled students to develop an understanding of the concepts identified in “What do we want to learn?”

Connection - The students made text-to-text (e.g. freedom, civil rights books), text-to-world (e.g. Baseball Saved Us and Japanese internment camps), and text-to-self connections. For example, in reading aloud The Raven book and Teammates children connected with the concepts of origins of prejudice in ourselves and others. The line activity was about finding connections between different prejudices and discrimination that we’ve experienced.

Responsibility - Tasks to consistently be completed in groups. They had to be responsible for their own actions as an individual within a group. The students...

What were the learning experiences that enabled students to demonstrate the learning and application of particular transdisciplinary skills?

COMMUNICATION - listening - guest speakers * writing - letters * non-verbal communication - line activity RESEARCH - formulating questions * guest speakers, questions for ideal teammates SELF-MANAGEMENT - codes of behavior - created classroom agreements, rules * informed choices - how to be a good team member * safety - how to act if you witness a person in danger (e.g. bullying) SOCIAL - accepting responsibility - individual reflection checklist/ self-evaluation * respecting others - guest speakers * cooperating - several group work tasks * group decision-making - choosing product for German...

What were the learning experiences that enabled students to develop particular attributes of the learner profile and/or attitudes?

REFLECTIVE: line activity, divided classroom, Museum of Tolerance "prejudiced/unprejudiced" door activity, guest speakers, council-meetings OPEN-MINDED, TOLERANT: discovering our own prejudices with "identify who is German/African" activity, read alouds (Teammates, The Other Side, Freedom Summer, Freedom on the Menu) PRINCIPLED:"Draw the perfect teammate" activity, council-meetings CARING & EMPATHY: empathy for guest speakers talking about sensitive subjects, sympathy for people lived in times of segregation COOPERATION: group work RESPECT: Aretha Franklin’s song - R-E-S-P-E-C-T; listening to...
8. What student-initiated inquiries arose from the learning?
Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.
When discussing prejudice: “How do prejudices start?” and “Why do people prejudice?”
...After creating ideal teammates in interdependent human relationships: “Why are you all reflective?”, “If they are a team, how can they be in different places?”, “Why are they all balanced?”, “I wonder why they are all reading books?”, “Why do you have to be different?”, “How can they work together?”, “How are they caring?”, “How do they use their voices?”, “How did they all become scholars?”, “How are they different?”, “How are they teammates?”
...From these questions, the ones related to working together as teammates and being reflective should be highlighted because the students were expected to embody those traits during the unit.
What student-initiated actions arose from the learning?
Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.
Some students want to physically give their written letters to their teammates.

9. Teacher Notes
Perhaps this unit could be better generalized to the real world by using current events to inspire children to take action. (e.g. Save Darfur, adopt a child, child labor in other other countries, poverty in America, helping out in a soup kitchen, etc.). The goal should be to make these concepts relevant to them.
End Notes

1. What is our purpose?

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for? ... and a solution to issues of discrimination.

3. How might we know what we have learned?

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

   a. understanding origins of prejudice in ourselves & others
   b. identity based on awareness of fair play

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Students should interpret the central idea and generate initial inquiries about the central idea and lines of inquiry. • We will have the students stand outside the classrooms with the 2 doors labeled “prejudiced,” and “unprejudiced” (and translated in German as well). The “unprejudiced” door will be locked (emulating the Museum of Tolerance) so the children realize that we all pre-judge others in human relationships. --> Students will be given pictures of stereotypical German and African people. The students are asked to identify which person is of German/African origin. The Caucasian-looking person is in fact African, while the African-looking person is in fact German. The goal is to support students realize that we all have the tendency to pre-judge people based on skin color, etc. • Students will define and study topical vocabulary (e.g. discrimination, prejudice, segregation, rights, genocide, etc.) and translate in German. --> Berlin Wall Activities: Divide the classroom, students have to remain on their side of the classroom, they are allowed to use the resources on their side, only talk to people on their side. Students then reflect on their experience, write a brief sentence "I felt sad/angry/empathetic/etc., because..." --> Berlin Wall: students as reporters -- students ask questions to guest speakers --> Berlin Wall: Elbkinder song • Students will exemplify the various terms using “the line activity” where they empathize with each other and other people who have been in similar situations (e.g. “If you’ve ever been blamed for losing while playing on a team... If you’ve ever blamed someone for losing...” They will reflect on one experience and share. • Invite different guest speakers/ people from community dressed up as stereotypical people (job roles, civil rights experience, etc.). • Read Teammates book in English. For Civil Rights, read and discuss Baseball Saved Us, Freedom on the Menu, and Freedom Summer. View segregation PowerPoint connected to civil rights literature. • Read The Other Side book in German – translated picture book. --> Read Der Rabe der Anders War • Research historical significance & instances of discrimination (e.g. Civil Rights Movements, Japanese internment camp, genocide, Berlin Wall, etc.). • Learn German song “Das Elne Welt Lied.”

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Selected Learner Profile Items

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
Transdisciplinary Skills


Thinking Skills: Analysis, Dialectical Thought, Metacognition.

Social Skills: Accepting Responsibility, Respecting Others, Resolving Conflict.

Communication Skills: Listening, Writing, Presenting.

5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available? How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Journal:


7. To what extent did we include the elements of the PYP?
What were the learning experiences that enabled students to develop an understanding of the concepts identified in “What do we want to learn?”

... are assigned job roles in the class that denote responsible actions, and sometimes leadership. Reflection - Students reflected on historical events after guest speakers presented. They also reflected on their groups’ and their own performances after group work. Students reflected in their journals after participating in the line activity to record their feelings. Also, students reflected in their notebooks about how it felt to simulate having a divided community.

What were the learning experiences that enabled students to demonstrate the learning and application of particular transdisciplinary skills?

... summative assessment task, drawing communities, ideal teammates together * adopting a variety of group roles - assigned roles for group - pessimist, optimist, leader follower, chief, encourager, silly person, etc. THINKING metacognition - journal reflections, self-evaluation

What were the learning experiences that enabled students to develop particular attributes of the learner profile and/or attitudes?

... others' presentation, showing appropriate appreciation

Were the needs of students with disabilities and English Learners addressed?

... activities differentiated to meet the needs of diverse learners, multiple entry points during directed lesson (scaffolding)
### E. TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES TO BE USED

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class Sets Standards Aligned/ State Approved</th>
<th>Curriculum Development</th>
<th>Instructional Resource</th>
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<tbody>
<tr>
<td>English Language Arts</td>
<td><strong>Treasures, McGraw-Hill + Literary Study, i.e., class sets of novels, biographies, etc. + Learning Headquarters Writing Materials ELL Support in Treasures (Reading), HSP (Math), Reflections (Social Studies), and HSP Science</strong></td>
<td>Test Ready Materials ELA Content Standards</td>
<td>Reader’s and Writer’s Workshop, Lucy Calkins DRA: Developmental Reading Assessment, Pearson</td>
</tr>
<tr>
<td>English Language Development</td>
<td><strong>Treasures, McGraw-Hill + Literary Study, i.e., class sets of novels, biographies, etc. + Learning Headquarters Writing Materials ELL Support in Treasures (Reading), HSP (Math), Reflections (Social Studies), and HSP Science</strong></td>
<td>English Language Development Standards for the State of California</td>
<td>ELL Support in Treasures (Reading), HSP (Math), Reflections (Social Studies), and HSP Science</td>
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<td>Science</td>
<td>**HSP Science, Harcourt <strong>Jo-Jo Sachbuch 1-4- German science series; Publisher: Cornelsen</strong></td>
<td>Science Content Standards Inquiry and National Science Education Standards National Research Council Test Ready (5th grade) United Streaming Internet Reference Materials</td>
<td>Resources for IBPYP units of inquiry Science “workshops” Werkstätten e.g. “Der Wasserkreislauf”, Publisher: AOL Verlag</td>
</tr>
<tr>
<td>Social Studies</td>
<td>**Reflections, Harcourt <strong>Jo-Jo Sachbuch 1-4- German Social Studies series; Publisher: Cornelsen</strong></td>
<td>History-Social Science Content Standards United Streaming Internet Reference Materials</td>
<td>Resources for IBPYP units of inquiry</td>
</tr>
<tr>
<td>German Language Arts</td>
<td>**AEACS developed German Language Scope and Sequence **Pepino Vorschulserie - basic phonics; Publisher: Cornelsen <strong>Jo-Jo Fibel 1 and 2-phonics instruction; Publisher: Cornelsen</strong></td>
<td>German-German and German-English dictionaries Internet</td>
<td>Leseprojekt: Eine Woche voller Samstage- reading project 4thgrade; Publisher:Cornelsen Leseprojekt: Räuber Ronjatocher – reading project 3rd grade; Publisher: Cornelsen</td>
</tr>
</tbody>
</table>
| **Tobi Fibel** - phonics instruction; Publisher: Cornelsen  
**Jo-Jo Sprachbuch 2-4 Publisher: Cornelsen  
**German Student Workbooks, Publisher: Cornelsen | Reference Materials  
German Children’s Literature  
German language software programs  
Publisher: Cornelsen and Klett Verlag  
Rosetta Stone German levels 1 and 2  
Internet Reference Materials |
| **Spanish Language Arts**  
Viva el Español; Publisher: Wright Group (text)  
Hola! ; Publisher: Wright Group (text) | Internet Reference Materials  
Spanish-English Dictionary  
Rosetta Stone Levels 1 and 2 |
| **Inquiry** | Developing More Curious Minds, John Barel  
Children’s Inquiry, Judith Wells Lindfors  
Tribes by Jeanne Gibbs |
| **Learner Profile**  
**Literary Resources** | Old Turtle by Douglas Wood  
Old Turtle and the Broken Truth by Ed Wood  
Seven Blind Mice by Ed Young  
The Empty Pot by Demi  
Yi-Min and the Elephants by Caroline Heaton  
If the World Were a Village by David J. Smith  
The Kids Volunteering Book by Arlene Erlbach  
Miss Rumphius by Barbara Cooney  
Wake Up World by Beatrice Cooney |
|  | Holleyer (family planner)  
Hey Little Ant by Phillip Hoose  
The Librarian of Basyra by Jeanette Winter (Conflict, Peace, Character)  
Click Clack Moo by Doreen Cronin (Conflict)  
The Great Fuzz Frenzy by Janet Stevens (Conflict)  
The Skin I’m In by Pat Thomas  
A Star is Born  
Little One Step by Simon James  
Nadia's Hands by Karen English  
The Crow and the Pitcher by Stephanie Gwyn Brown  
The Mightiest by Keiko Kasza |
F. LIFE AT GICS WITH RATIONALE FOR ALLOCATION OF TIME

Blending the three curricular components defined above (International Baccalaureate, German language immersion, state standards) takes creativity, time management and continuous collaboration among the staff. Each student has two primary language teachers - an English teacher and a German teacher - whom the student sees every other week for the whole week. In the description below this is further clarified. In addition to the language teachers, students also have ancillary instructors for technology, physical education and art and/or music, and library. It takes intricate and continuous collaboration among the teachers to make the school year a successful one for each student. To look at a typical day would not do justice to the complexity of GICS’s curricular model; we would extend our typical day snapshot over a multiplicity of days.

Week A: German Week

For purposes of ease of description, since each student rotates each week with his/her English and German teacher, we say that the students are on an A/B Schedule.

It’s Friday morning and students and teachers alike are anxious to go to their classrooms and get started. Today the students are in the German classroom, but they hardly notice that everything in their classroom is written in German. (This is a distinguishing feature between teaching a foreign language as just another content subject and teaching in the immersion model.) They have become comfortable with their German teachers speaking exclusively in German, without translation. The German teachers have an additional adult in the classroom to introduce to the students today. Her name is Heike and she is a German college student who is studying how to teach a foreign language. She applied for and accepted a three-month internship to act as a tutor in the first grade class. Although the interns participate in many different capacities such as preparing worksheets, translating curriculum materials, etc., their most important task is to work with small groups of students to support the oral language development. Currently, GICS has 11 German interns working at the school. About a month into school most of the teachers set up learning centers, which provide the opportunity for every student to receive individualized instruction to support their learning at their level. The interns become a vital support and tutorial assistant in the classroom, and their close cultural and native fluency add dimension to the linguistic and cultural experiences of the students.

Students are given morning instructions as well as a problem of the day or a daily skill focus. Today the first graders are working on writing complete sentences with a morning practice correcting incomplete
sentences. Homework is checked and corrected so as to give students immediate feedback. Community circle takes place each morning to address the IBPYP learner attributes and attitudes. This week they have been sharing “sneak peeks” about how they caught their friends being CARING, and how it helps their learning community when they show kindness and take care of each other. In addition, this is a time for students to express concerns or questions, address classroom issues, and practice conflict resolution skills.

Following community circle, literacy block follows a balanced literacy format. Students participate in direct reading instruction with emphasis on German vocabulary development, shared reading, small group guided reading instruction, and independent reading. In addition, students are instructed in writing by going through the writer’s circle. Depending on the day and the students’ development, readiness conventions, craft, and structure is directly taught through mini-lessons and whole group when necessary. Because their current thematic unit of inquiry is appreciating similarities and differences in people’s lives in their “Who We Are” unit, they are writing about their family traditions for special holidays. Their writings are used as a resource in this afternoon’s discussion in their IB unit.

During math block, students will review the problem of the day to practice problem-solving skills, receive direct instruction of new concepts using hands-on approaches and manipulatives, be given time for independent practice, and be given individualized or small group instruction to remEDIATE special needs students and further review German mathematical terminology. As practice is completed, students have the opportunity to use the computers in the classroom to enhance and reinforce math facts, operations and concepts. (Keep in mind that all content instruction during German week is taught through the vehicle of the German language.) Because they have been discussing commonalities of cultures, students have been asked to bring coins/monies from different countries. As part of their mathematics units, they compare size, color, shape and values of the coins from ten different countries.

During time devoted to the International Baccalaureate thematic unit. Today the first grade students are beginning to explore the **Who We Are** unit with a Central Idea of **“Learning about similarities in diverse communities and cultures promotes peace”**. They begin by sharing their morning writings and drawings about family traditions and make a classroom chart to outline the similarities and differences between these traditions. Even though many different ethnicities and traditions are represented the students are surprised about how similar their celebrations are. GICS students participate in the exploration and inquiry no matter the language of instruction.

Even though it is German week, students in the first grade know that immediately following lunch recess they will spend a 30 minute block of time with their English teacher. Students in a German week will have Language Exchange period with their English teacher and students who are in a week of English instruction will have Language Exchange period with their German teacher. During this time the English teacher can evaluate students' understanding of new content introduced in German and provide support and clarification in English. Students also have the opportunity to review their English language skills such as spelling, phonics and reading, adding continuity to the development of their English language skills while they are immersed for one week in German. For students in a week of English instruction, Language Exchange period provides time for the German teacher to check comprehension of new material by German-speaking students and to provide review of German language skills.

At the end of the day, German homework is assigned and reviewed with all students, detailed instructions are written into their daily planners along with the website that their parents can access to get additional homework help that is explained in English. They are also reminded of the “Homework
Club” which provides assistance for families in need of academic and language translation help and the availability of all homework translations for their parents, plus targeted tutoring and intervention in small groups and one-on-one for students who are struggling.

Students will complete the day with teacher-designated routines and a final community circle. Again, the community circle may address issues that have come up during the day or may be used to hone, practice, and reflect upon a specific attribute or attitude that was a focus in the morning circle.

**Week B: English Week**

It is Monday morning, the beginning of a new week and the students are lined up at the regular morning line, but as the morning bell rings they are picked-up by their English teacher. This routine of rotating classrooms each week is really only new to the Kindergarten students. After Kindergarten, the students know that this is what they will do every week. Nevertheless, the students are excited to function in their second classroom, adjust to this teacher’s expectations, comfortable with knowing where they are sitting both on the carpet and at their desks. Though hardly noticed by the students, the classroom environment is entirely different with English calendars, bulletin boards and spelling words decorating the walls of the classroom. The week progresses with a schedule almost exactly the same as the previous week, except that the counterpart peers who had the English teacher in the first week (Week A) have the German teacher in the second week (Week B), and vice versa.

The balanced literacy block, writing, mathematics, IB units of inquiry are all taught in English. The English teacher is careful to teach English vocabulary to support concepts taught during the previous German week, but other than the duplication of vocabulary development the content taught is not a replication of the previous week’s instruction, but rather a continuum of ever building concepts that are orchestrated by a close collaboration of the teaching team.

During Week B (English Week), identification and scaffolded support for at-risk students is developed. Students such as below basic and English Language Learners are given additional support through small group, directed instruction and additional tutorial support during the literacy block and mathematics block. The at-risk students are organized into skill level groupings and receive one-on-one or small group targeted instruction for nearly twice the instructional minutes as other students. A trained force of volunteer parents who have been specifically coached in effective interventions, under the direct supervision of the certified teacher, will work with these students to increase their skills and comprehension in both language arts and mathematics.

**G. A VIEW OF TEACHER COLLABORATION**

The GICS International Baccalaureate, dual language model requires a unique interface between the teaming team and the cooperative teaching of the children. In the traditional single language elementary school, teachers are assigned to teach one class. In the GICS model, two teachers share two classes of students, and the groups alternate between the two teachers on a weekly basis. Students also receive art and physical education taught by a specialist once a week. This type of model requires frequent teacher collaborations for curricular requirements as well as coordination of the six IBPYP units. Collaborations take place in the following configurations: meetings among all grade level teachers to ensure the subject matter taught in each of the grade level classes is consistent; regular weekly meetings between the team partners to ensure subject matter taught has a thread of continuity as the students move back and forth between the teachers; meetings among grade level teachers to discuss, plan and coordinate the IBPYP thematic units and ensure that the inquiries developed by the grade level team are executed consistently within each grade level classroom. Additionally, at least once a month
there is an all staff meeting where all grade levels meet to discuss issues in connection with implementing specific elements of the IBPYP program. Collaboration and exchange of information and ideas are critical in supporting all GICS students towards achieving a success. Our minimum instructional days, professional development days and cooperative teaching schedules provide time for teachers to collaborate and monitor the implementation of these complex curricular components.

H. INSTRUCTIONAL CALENDAR AND BELL SCHEDULE
# 1. 2013-2014 INSTRUCTIONAL CALENDAR

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

**TOTALS:**

<table>
<thead>
<tr>
<th></th>
<th>Pupil-Free Staff Development</th>
<th>HOLIDAYS</th>
<th>PARENT EVENTS</th>
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<tbody>
<tr>
<td>D</td>
<td></td>
<td>Labor Day</td>
<td>Sep 2</td>
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<tr>
<td>S</td>
<td>Shortened</td>
<td>Veterans’ Day</td>
<td>Nov 11</td>
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<tr>
<td>H</td>
<td>Holiday</td>
<td>Thanksgiving</td>
<td>Nov 25-29</td>
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<td></td>
<td>Regular Day</td>
<td>Winter Break</td>
<td>Dec 6-Jan</td>
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<td>Martin Luther</td>
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<td>President’s Day</td>
<td>Feb 17</td>
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<td>Spring Break</td>
<td>April 1-18</td>
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<tr>
<td></td>
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<td>Memorial Day</td>
<td>May 26</td>
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## 2. DAILY SCHEDULE 2013-14

### Sample K-1 Daily Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Instructional Minutes</th>
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<tbody>
<tr>
<td><strong>8:15 – 8:45</strong></td>
<td>Community Circle/Oral Language</td>
<td>Community Circle/Oral Language</td>
<td>Community Circle/Oral Language</td>
<td>Community Circle/Oral Language</td>
<td>Community Circle/Oral Language</td>
<td>30 minutes x 5</td>
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<tr>
<td><strong>8:45 – 9:45</strong></td>
<td>Reader’s Workshop</td>
<td>Reader’s Workshop</td>
<td>Reader’s Workshop</td>
<td>Reader’s Workshop</td>
<td>Reader’s Workshop</td>
<td>60 minutes x 5</td>
</tr>
<tr>
<td><strong>9:45 – 10:05</strong></td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td></td>
</tr>
<tr>
<td><strong>10:05 – 11:10</strong></td>
<td>Writer’s Workshop/Word Study</td>
<td>Writer’s Workshop/Word Study</td>
<td>Writer’s Workshop/Word Study</td>
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<td>Writer’s Workshop/Word Study</td>
<td>65 minutes x 5</td>
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<tr>
<td><strong>11:10 – 11:50</strong></td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td><strong>11:50 – 12:05</strong></td>
<td>Read Aloud</td>
<td>Math</td>
<td>11:00 – 3:15</td>
<td>Professional Development/Grade Level Meetings</td>
<td>Language Transfer/PE</td>
<td></td>
</tr>
<tr>
<td><strong>12:05 – 1:00</strong></td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
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<td>Math</td>
<td>55 minutes x 5</td>
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<tr>
<td><strong>1:00 – 2:15</strong></td>
<td>IB Units of Inquiry</td>
<td>IB Units of Inquiry</td>
<td>11:00 – 3:15</td>
<td>Professional Development/Grade Level Meetings</td>
<td>Language Transfer/PE</td>
<td></td>
</tr>
<tr>
<td><strong>2:15 – 2:45</strong></td>
<td>Language Transfer</td>
<td>Language Transfer</td>
<td>Professional Development/Grade Level Meetings</td>
<td>Language Transfer</td>
<td>Language Transfer</td>
<td>30 minutes x 4</td>
</tr>
<tr>
<td><strong>2:45 – 3:15</strong></td>
<td>Journal Writing</td>
<td>Journal Writing</td>
<td>Journal Writing</td>
<td>Journal Writing</td>
<td>Journal Writing</td>
<td>30 minutes x 4</td>
</tr>
<tr>
<td><strong>3:15</strong></td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
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</tbody>
</table>

### 3. INSTRUCTIONAL MINUTES

With approximately 59,535 instructional minutes per year for all grades, GICS meets and exceeds the current minimum number of instructional minutes for set forth in Education Code 47612.5, which requires 36,000 annual minutes for Kindergarten (GICS provides far more with a full-day Kindergarten program); 50,400 annual minutes for grades 1-3, and 54,000 annual minutes for grades 4-5.

### I. TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT

#### 1. RECRUITMENT

In order to attract high quality teachers and teachers who are fluent in German, Goethe posts on AATG, ZfA, Edjoin, CCSA and National Alliance for Public Charter School, IBO.org, and the GICS website. GICS is also in contact with the Checkpoint Charlie Organization in Berlin, Germany. Because content is delivered through the German immersion model in a self-contained classroom setting, teachers who
teach the German classes must hold a BCLAD as well as a Multiple Subject Teaching Credential for the State of California (as opposed to a Single Subject Credential).

There are two rounds of interview with the HR committee (administrator, parents, and teachers). All interviewers are asked to rank the candidate. The committee then makes a decision on the basis of the rankings and discussion. If the committee is seriously interested in a candidate, the candidate is asked to present a sample lesson with a group of students.

If the candidate is living abroad and fulfills all the requirements for obtaining a work visa (2nd state examination and 3 years of teaching experience in a self-maintained classroom) they are required to have their education documents evaluated by a credible agency such as Amity in order to assess their education status in California – i.e. what degrees they have, and apply for a visa. GICS works together with the teacher exchange organization, Amity (www.amity.org) which guides the candidates through this process. Postings for all open positions are published to a broad professional audience with intent to recruit and hire a diverse staff that appropriately represents diversity of the target population.

Americans who are hired as classroom teachers must hold a current Preliminary or Clear Multiple Subject Teaching Credential for the State of California and a CLAD. Teachers who hold Preliminary Credentials are expected to participate in the BTSA program so that they may clear their credential as soon as possible. Teachers that are hired from other countries to teach the German program must show formal documentation of their evaluated education and teaching documents. If, according to the equivalency evaluation, they hold the degrees and credentials to obtain the required California credentials, they are then referred to the LAUSD Credentialing Office to apply for a Preliminary Multiple Subject Teaching Credential and a BCLAD. No teachers are permitted to teach without proper credentials.

In order to support its foreign (German) dual language and Spanish program, bilingual German/English teachers and teachers with a BCLAD are recruited in addition to English speaking teachers. In order to recruit German-speaking teachers GICS follows two strategies in addition to strategies used for recruiting of all teachers. On a national level GICS posts job listings on the ‘American Association of Teachers of German’ (AATG) website that lists teaching positions in German and an email list that goes out to German speaking teachers across the country. Internationally, GICS recruits teachers through the international exchange organization Amity that sponsors international, professional teachers to teach in US schools. Candidates’ educational and teaching experience are evaluated by the California Commission on Teacher Credentialing and they must meet all requirements to obtain a California Teaching Credential, as well as health and safety policies (criminal background checks, TB testing, etc. as detailed in Element 5) before being hired.

2. PROFESSIONAL DEVELOPMENT
A comprehensive training program is in place for staff development. Teachers are on the front line to assure student success, and they are held accountable by the Principal for their own professional development. Staff development is centered on developing proficiency in foreign-language (German) dual language model and extensive teaching methods that support second language acquisition and content instruction strategies that support second (and third) language learners; the International Baccalaureate educational model and lesson design; California/Common Core content standards and aligned assessments; differentiated instructional strategies; reviewing student achievement data to modify instruction, and much more. In addition to a week-long summer institute with all faculty before
school starts, teachers participate in mandatory professional development and common planning time each week on Wednesday afternoons.

Explanation of Focus Elements:

- **Goethe Charter Petition Review:** At the beginning of each academic year, the staff revisits the charter petition and the school's mission statement. This allows for alignment of the school vision with the day-to-day operations of the school as well as creates a collaborative working and learning environment where all stakeholders understand and support GICS.

- **California State Standards/German Curriculum Alignment:** This areas of staff development is designed to 1) ensure all teachers know the CA state standards in all content areas, 2) align German and English curriculum to address the standards both horizontally and vertically, 3) develop appropriate scope and sequence of alignment in both languages, and 4) train staff on the state adapted textbooks and curriculum that support the standards. In addition, site visits are made to see the German/English model in action.

- **ELL/GLL Strategies: Sheltered Instruction Observation Protocol (SIOP):** SIOP is a protocol that uses 8 components and 30 strategies to help teachers incorporate ELD standards into everyday instruction. It trains teachers to include language goals for all content areas and then provides strategies for implementation and assessment of such goals. This protocol is helpful not only to ELL (English Language Learners), but the GLL (German Language Learners) as well. Lead teachers who are expert in these techniques lead SIOP training on allocated Wednesday staff development days.

- **School-Wide Data and Assessment:** Faculty continuously collect, aggregate and disaggregate, and analyze student achievement data for individual students, sub-groups, whole class, grade level and whole school. This includes CST tests, classroom portfolios, classroom assessment data, DRA scores, math and writing benchmarks, and report card data. Data analysis takes place during Wednesday staff development 1x per month.

- **Differentiated Instruction:** To enhance cross-linguistic transfer and the integration of literacy and content instruction, teacher capacity in meeting the needs of diverse learners is continuously developed. This may include GATE training for high achieving students, ELA support for at-risk learners, additional teacher training in Math and Technology, and more.

**School Operations, Policies and Procedures:** Staff review all operational policies and procedures, including health & safety policies and emergency procedures, confidentiality policies, reporting (e.g., attendance) and other compliance issues, employment policies and expectations for faculty. Child abuse training is presented to staff so they may carry out their responsibilities as a mandated child abuse reporter.

3. **INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME (IBPYP):**
The IB Coordinator leads professional development in this particular area to help build a school culture that incorporates the IB attributes of being reflective, inquirers, communicators, caring, risk-takers, open-minded, knowledgeable, thinkers, principled and balanced. In accordance with our Original Charter Petition plans, starting in 2011-12, teachers began attending IBO approved IBPYP Level 1 training to understand the components of the PYP and explore the development of a Unit of Inquiry. In years 4 and 5 of our operation (2012-13 and 2013-14), key teachers will continue to be trained through IBO in Level 2 training as other teachers participate in Level 1 training. The Level 2 teachers will serve as teacher leaders to turnkey information until all staff are trained and all units are developed. As we originally projected in our Original Charter Petition, much more time is needed in years 4 and 5 to
develop and begin to implement IBPYP units than in the years prior; therefore, two Wednesdays staff
development days each month are allocated for this component.

**J. TIMELINE FOR INTERNATIONAL BACCALAUREATE WORLD SCHOOL**

Becoming authorized as an International Baccalaureate Primary Years Programme (IBPYP) school is an
extensive and rigorous process, taking several years of training to prepare teachers to organize and
implement their own thematic units based on the “backwards design” model. From its inception, GICS
has developed and implemented inquiry-based units in all grades, with the goal of becoming fully
authorized as an International Baccalaureate World School by year six of operations.

*International Baccalaureate is a world-renowned authorization process—an educational model rather
than a defined curriculum. The template provides the framework upon which the teachers can develop
standards-aligned units. The IB North American (IBNA) office is located in New York and has jurisdiction
over the authorization of all schools in the United States. During the candidate phase an experienced IB
educator is assigned to GICS to mentor and guide the school and every administrator and teacher will
have the opportunity to participate in at least one IBNA sanctioned IB workshop to master the
philosophies and framework of this IB model. GICS began the candidacy in 2010-2011, and completed
the initial review of our program with our assigned mentor. At the end of the candidacy phase (usually
two to three years, though in our case likely four years due to facilities, staffing and curriculum
development limitations) and after six units have been developed and implemented in every grade level,
GICS will make a comprehensive authorization application to the IBNA. Included in the application is a
detailed overview of the Plan of Inquiry and all 36 grade level unit plans, as well as the progress towards
the implementation of the Learner Profile. After IBNA reviews all written materials and deems them
adequate, they will grant an authorization visit to GICS. A team of three seasoned IB experts will then
spend two days at our school, carefully scrutinizing whether or not GICS has evidenced adherence to all
IB Standards and Practices. Only when GICS has met these rigorous requirements, will the school
become authorized by IBNA to become officially known as an International Baccalaureate World School.
Following authorization as an IB World School, GICS will participate in regular ongoing evaluations from
the IBO.*

The following details an updated timeline for IBO World School authorization, including
accomplishments to date and plans for the coming years:

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<thead>
<tr>
<th>Year One: 2009-10</th>
<th>50% German  Model in Place</th>
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<tbody>
<tr>
<td>Trained at least one Board Member (GICS’s Founder and Board Chair, Elke Miller, has participated in all Board-level IB training and Administrator on IBPYP Level 1)</td>
<td>January-June</td>
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<table>
<thead>
<tr>
<th>Year Two: 2010-2011</th>
<th>IB Consideration Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% English/50% German Model in Place</td>
<td></td>
</tr>
<tr>
<td>Hired and Trained Part-time IB Coordinator</td>
<td>August</td>
</tr>
<tr>
<td>Developed curriculum to address IBPYP Learner Profile attributes</td>
<td>September-June</td>
</tr>
<tr>
<td>Submitted Application A to International Baccalaureate Organization (IBO)</td>
<td>June</td>
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<table>
<thead>
<tr>
<th>Year Three: 2011-2012</th>
<th>IB Candidacy Phase</th>
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</thead>
<tbody>
<tr>
<td>Hired Part-time PE teacher</td>
<td>August</td>
</tr>
<tr>
<td>Trained all teachers on Level 1 IBPYP</td>
<td>August-January</td>
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K. ADDRESSING THE NEEDS OF ALL LEARNERS

GICS is an international school and open to all students, irrespective of race, sex, sexual orientation, religion, ethnicity, national origin, gender, disability, or any other protected classification, who seek an international education based on the International Baccalaureate Primary Years Programme, in a multi-lingual setting. As evidenced by the incredibly broad range of home languages spoken by our students, GICS welcomes students from all over the world and diverse cultures and backgrounds. The school is prepared to meet the needs of various special populations, including English and German language learners, gifted students, at-risk and/or below-grade level students, and those with special education needs. (The school intends to operate as a “school of the District” in regards to special education).

1. PLAN FOR STUDENTS WHO ARE LOW-ACHIEVING ACADEMICALLY

GICS will serve its remedial students by offering small class sizes and small teacher-to-student-ratios, individualized instructional plans, after school tutoring and skills instruction programs, extended-day, homework support/remedial tutorial services and after-school enrichment programs. Additionally, direct phonetic-based instruction is taught in both German and English and we have structured our instructional day to include a 90-minute time period of proven language arts teaching strategies including direct phonics instruction, whole group/shared reading, small group/guided reading, silent...
sustained/individual reading, and comparative literary analysis and comprehension strategies which support all of our students, especially those needing remediation. GICS will strive to be proactive in identifying and intervening early with struggling students to prevent the need for comprehensive remediation in later grades.

Additionally remediation to at-risk students are provided with extended-day language and math tutoring provided by an hourly paid tutor, homework club and leveled reading practice about 2 hour per day after school. Beyond that we expect to provide academic enrichment programs that include such things as chess club, children’s choir, karate, cultural cooking for kids, folk dancing and German theatre.

Students with academic challenges who are achieving below grade level are identified through teacher observation, their course performance (low C or F), and multiple measures tools such as; Developmental Reading Assessment, SDCOE Standardized Writing Assessment and standards-based mathematics textbooks assessments and CST/CAT 6 standardized testing (defined as Below Basic or Far Below Basic on STAR Testing).

2. STUDENT SUCCESS TEAM AND PROCESS

Students identified as remedial are referred to the Student Success Team (SST), which is comprised of parents, teachers, the principal, and other school professionals (such as resource teacher and/or school psychologist). The Student Success Team will develop a plan of action for individualized, targeted interventions that includes early, consistent and effective communication with parents concerning student’s academic challenges and may include state-adopted re-view and re-teach programs.

The Student Success Team (SST) process can be recommended by the teacher, a parent, or the principal. The SST will meet regularly to design and implement support strategies for students with academic or social needs. Students who continue to have ongoing academic challenges that are not resolved may be referred for special education evaluations.

The Student Success Team (SST) protocol will include but is not limited to the following steps.

- Early identification of at-risk students through academic assessments, multiple measures, and teacher judgment.
- Early, consistent and effective parent communication concerning student’s academic challenges.
- Grade level team meetings (SST I) to strategize individualized interventions.
- Consistent implementation of identified interventions.
- Invite parent to meet with teacher, principal and resource support staff (SST II) to review effectiveness of interventions, discuss academic achievement deficiencies and discuss further support strategies.
- Continue to monitor progress of interventions and monitor academic progress; if student continues to function substantially below grade level then...
- Refer student for formal testing (SST III) and with parent permission, develop an assessment plan.
- Meet with parent to review assessment results and develop an Individualized Education Plan (IEP) if needed according to District, State and Federal policies and guidelines. Additionally, clear lines of communication between GICS administration and staff and District special education staff as they implement the SST process is maintained to better meet the needs of student with disabilities.
- Consistently provide services identified in IEP.

3. PLAN FOR ENGLISH LANGUAGE LEARNERS
**English Learner Instruction (**)DISTRICT-REQUIRED LANGUAGE**(**)

GICS 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.

GICS has submitted a certification form to the District that certifies that the school has adopted and is implementing the Charter School’s own English Learner Instructional/Master Plan. The plan encompasses, but is not limited to, the following:

A. How ELs’ needs are identified;
B. What services are offered;
C. How, where and by whom the services are provided;
D. How the program for EL’s is evaluated each year and how the results of this assessment are used to improve those services (annual report of the assessments)

GICS has provided to LAUSD a copy of its entire, current plan.

GICS shall administer the CELDT annually. GICS 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.

The report of the American Institutes for Research and WestEd (Parrish et al, 2006) on the effects of implementation of Proposition 227 on English Language Learners (EL) K-12 defines the factors that are associated with high levels of academic achievement among this population of students. The researchers constructed a model for identifying high ELL performance schools regardless of schools’ model of EL instruction that pinpoints four key elements: “1) Staff capacity to address EL needs; 2) school-wide focus on English Language Development and standards-based instruction; 3) shared priorities and expectations in regard to educating ELL; and systematic, ongoing assessment and data-driven decision-making. (p. IV-1) Schools designated as high performing and contributors to excellence in EL education shares factors that specifically focused on addressing the needs of EL—ensuring the needed support and on-going professional development to put in place “…systematic, carefully designed plans for provision of ELD instructional services and deliberately fostering academic language and literacy development across the curriculum.” (p. IV-1)

As evidenced by the success of Albert Einstein Academies Charter School (AEACS) located in San Diego, the German language is the ideal intermediary language to support these students in becoming proficient in English language arts because of the commonality of the languages. AEACS has consistently scored above 800 on the State API index, most recently achieving 878. GICS intends to duplicate this model and use German as a transitional language to support Spanish-speaking student population in developing their English language proficiency. GICS anticipates that significant proportion of the student population is comprised of students who are classified as English Language Learners (EL) based on their levels of English proficiency. As outlined above in the description of the linguistic demographics of the students, EL may be from various home language backgrounds and have different levels of English proficiency as measured by the CELDT. In describing how GICS addresses the particular needs of these students through an enriched additive language and academic learning model, it is important to keep in mind that the baseline program state-mandated program for EL is Sheltered English Immersion, also
called Structured English Immersion (SEI). The GICS dual language approach approach provides all of the features and components of effective SEI programs and school-wide planning and implementation (Parrish et al, 2006), with additional features and benefits. Please refer to the characteristics of the GICS language education model above for further elaboration.

- All instruction is sheltered for all learners, not only EL. Professional development and a school-wide commitment to sheltered instruction is provided through SIOP training.

- Language instruction is differentiated for ELL according to their levels of language proficiency and the language arts skill that is the emphasis of development along the continuum of language learning.

- Metalinguistic knowledge and the transfer of skills across languages is emphasized, which enables EL to increase their knowledge of English as a linguistic system, including phonology, morphology, syntax and grammar. Recent research suggests that dual language may be an effective model for students who do not speak English or the second language because of a “leveling of the playing field” effect that may occur when all of the students in a class are functioning in a second language (de Courcy, Warren, and Burston, 2002; Swain & Lapkin, 1991; Bild & Swain, 1989).

- The implementation of thematically organized unit fosters a multi-sensory approach to learning. Each of the environmental concepts introduced is accompanied by images and sounds that are familiar (polluted beaches, forest fires, filling cars with gas, hearing loud noises) and therefore connect to their prior experience and knowledge.

- Grouping patterns give EL access to linguistic input from the teacher and from peers partner or group work is consistent with the principles of differentiated instruction in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) as in the SEI program model. Groupings are strategically based homogeneously within similar language abilities and during other times are heterogeneous in order to support and improve language development of high interest topics.

- The school fosters strong parent involvement and home language learning activities to support instruction. Concepts are also connected to home experiences, as students are asked as a frontloading activity to interview their parents about ways in which they help the environment or reduce their contribution to environmental pollution.

- Structured vocabulary learning, reading and writing are provided to scaffold learning. For example, assignments may begin with the collection of basic word lists (ex: write down factors of noise pollution) and then in small groups broaden these lists into sentences and finally paragraphs with introduction, body and conclusion.

- There is a variation of resources and appropriately leveled texts and materials are utilized for EL. For example, text levels in German and in English are diverse to meet needs of EL learners.

- The Instructional Media Center offers a large collection of Spanish materials to support concepts in primary language.

The Home Language Survey given to all students upon enrollment identifies English Learners (EL). Those students whose primary language at home is other than English, as indicated on the Home Language
Survey, and who have not been previously evaluated at another school location, are administered the California English Language Development Test (CELDT) test by the Language Coordinator within 30 days of enrollment. If they qualify as an English Learner as a result of the CELDT, they are tested annually; GICS’s Language Coordinator tracks their English proficiency progress until they are reclassified. Students previously identified as EL at another school location according cumulative records are provided the appropriate instructional services according to State and District mandates and are administered the annual CELDT. Students previously identified as IFEP are noted. Students identified as RFEP are monitored according to State and District guidelines to evaluate and maintain progress.

All classroom teachers that teach in English will hold CLAD certification, and all classroom teachers who teach in German will hold the BCLAD thus possessing both the skills and qualifications to strategically support the needs of second language learners. Learning language under the dual-language acquisition model, all students in GICS are considered to be second-language learners and the strategies the teachers learn through CLAD certification support the underlying premise of language instruction for all students.

The GICS instructional programs are designed to meet the needs of all students. English Language Learners will have full access to the content and curriculum. Comprehensive ELD professional development will be provided by the Language Coordinator for all teachers at monthly professional developments to support a collaborative approach for addressing the needs of English Language learners. One Wednesday is dedicated to the analysis of assessments and students data which includes monitoring the implementation of support strategies and their effect on the success of EL students’ progress. This forum will also support the identification of critical students who are facing challenges, while assuring the necessary intervention pieces are put in place to support and track the performance of individual students.

Primary language support is provided in the classroom by the English teachers during instructional time, and by the German teachers during “Language Exchange” (the 45 minutes per day when students switch back to their “other” teacher to “maintain” the “other language”) according to State and District specifications. The support is provided to all EL students.

a. Primary Language Support for Spanish-Speaking Students

GICS acknowledges that support may be needed for Spanish-speaking students in order for our educational model to be successful for all learners. The demographic analysis of the target population indicates that Goethe International must be prepared to support the learning of a significant percentage of Spanish-speaking students who are not proficient in either English or German.

How then would the Plan for English Language Learners, described above, translate in to meaningful, authentic practice for the Spanish-speaking child in an English/German dual language setting?

As noted above, the number one indicator of high academic achievement among ELL students is staff capacity. To assure the success of Spanish-speaking students that enroll in GICS, one of the most critical actions the administrator will take is to hire a highly qualified English Language Learner (Spanish) Support Coordinator/Teacher (see description of duties in Element 5) whose primary focus is addressing the special learning challenges of the Spanish-speaking students. Not only would he/she provide direct, small-group instruction to the students, but coordinate and implement trainings for classroom teachers, assess students’ English language development, manage assessment data, and direct curricular
modifications to meet diverse language proficiencies and learning modalities.

This ELL Coordinator/Teacher is responsible for converting the research-based theory sighted in the GICS Language Education Program Model (p.19) and the Plan for English Language Learners (p.66) into a succinct, coordinated and differentiated plan to support the Spanish-speaking student and his/her family. Let’s take a hypothetical example of a student whose parents have determined that GICS will meet the educational needs of their son, Pedro, and have just enrolled him in the first grade.

Pedro’s home language survey indicates that Spanish is spoken exclusively in the home. The first step for the ELL Coordinator/Teacher is to review the cumulative record of the student to know if Pedro has received the CELDT at another location and, if so, his classification (i.e. EL, IFEP). In our scenario, Pedro has never been evaluated and therefore the Coordinator/teacher evaluates him during his first month of school by administering the California English Language Development Test (CELDT) and it is determined that his English proficiency is at the beginner level. After evaluating the forty students in the first grade, the ELL Coordinator/Teacher determines the number of students who are considered to be English Language Learners and whose primary language is Spanish. The Coordinator then homogenously groups students according to their various CEDLT levels.

**Primary Language Preview/Review**
The ELL teacher, working with these homogenously grouped students will consistently use the Primary Language Preview/Review approach to enhance the Spanish speaking students’ understanding. Preview/Review is bilingual instructional approach in which content areas are previewed in one language, presented in the other, and reviewed in the first (Lessow-Hurley, 1990). “The conceptual load of new content is intensified for ESL students by their lack of familiarity with the language. It is exacerbated by the linguistic complexity of accompanying text, which is most often written for native English speakers. The immediate goal of the teacher is to make content comprehensible.” (Krashen & Terrell, 1983.)

The primary language “preview”, will consist of an introduction and explanation of the main input for the content focus given in Spanish. This is like an anticipatory set in the primary language which includes key vocabulary. The “review” component, conducted in Spanish, will consist of checking for understanding of the key vocabulary, reviewing the main concepts of the lesson, providing the opportunity for students to ask clarifying questions and share their discoveries. This approach is employed as a support strategy in both the English and German classroom.

**English Week EL Support**
The mechanism by which the Language Coordinator/Teacher differentiates classroom instruction is organized around target skill activities based upon thematic units. “The Four by Four Model defines how language, literacy, and content instruction are designed within a classroom to meet the learning needs and challenges of L2 learners at four different levels of CELDT language proficiency (beginner, early intermediate, intermediate, early advanced) in each of the four language arts skills (listening, speaking, reading and writing).” (Mora, 2006.)

The Language Coordinator/teacher will reference the following instructional planning matrix to provide appropriate support for Pedro and his EL peers. He/she will collaborate with the classroom teacher to create support activities based on the thematic units or content area focus to develop small-group activities that are specially targeted to content standards goals, as well as differentiated, developmental language goals as determined by ELD Standards.
**Example**

<table>
<thead>
<tr>
<th>Student(s)</th>
<th>CELDT Level</th>
<th>Grade</th>
<th>Schedule Day/Time</th>
<th>Language</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedro and homogeneous CELDT level group</td>
<td>Beginner</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Grade</td>
<td>Monday 30 minute pull-out Thursday 30 minute push-in</td>
<td>English</td>
<td>2.b. Both plants and animals need water, animals need food, and plants need light.</td>
</tr>
</tbody>
</table>

**Language Arts Skill:** Writing – Sentence Completion

Students are given an incomplete sentence strip such as;

“Plants need ___________ to live.”

A. On white board, teacher will complete sentence with a word, students must determine if word is correct or incorrect.

B. ELL teacher will assist students in creating a list of words that correctly completes the sentence.

C. Students will select from the list of words to write their sentences.

D. Students will draw a picture that correlates with the sentence they wrote.

E. Sentences are bound into a small book to be used for review and activities in future small group sessions.

**Learning Activities**

Beginner-Level 1: “...the pre-production stage of English in which speaking and understanding is limited to a few words and phrases. The emphasis at this stage is on developing listening skills.” (Mora, 2006)

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextual Clues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Listening Vocabulary</td>
<td>Simple Requests or Commands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following Simple Directions</td>
<td>Commonly Used Vocabulary</td>
<td>Sight Words</td>
<td></td>
</tr>
<tr>
<td>Anticipating Information</td>
<td>Simple Recounting</td>
<td>High Frequency Words</td>
<td>Modified Cloze Passage</td>
</tr>
<tr>
<td>Discriminating Sounds and Words</td>
<td>Patterned Responses</td>
<td>Language Experience Stories</td>
<td>Sentence Completion</td>
</tr>
</tbody>
</table>

**Learning Activities:**

Early Intermediate-Level 2: “...students speak and understand some English. They can construct sentences, but must be conscious of process to do so. Their control of structure is limited and their vocabulary is restricted to the concrete, context-related and practical”. (Mora, 2006)

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextual Clues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the Main Ideas</td>
<td>Retelling Short Stories</td>
<td>Paraphrasing</td>
<td></td>
</tr>
<tr>
<td>Contextual Vocabulary Building</td>
<td>Defining Vocabulary through Synonyms and Antonyms, etc.</td>
<td>Decoding (Sight Words and Phonics)</td>
<td>Sight Word Spelling</td>
</tr>
<tr>
<td>Following a Series of</td>
<td>Using Idiomatic</td>
<td>Reading Simplified Text</td>
<td>Sentence</td>
</tr>
</tbody>
</table>
### Learning Activities

**Intermediate-Level 3:** “...students speak and/or understand enough English for communication but have difficulty performing ordinary class work in English. They can construct sentences to express their own ideas but cannot understand more abstract or academic language.” (Mora, 2006)

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for Meaning and Detail</td>
<td>Discussing and Explaining</td>
<td>Reading for Content</td>
<td>Encoding using Phonics and Structural Analysis</td>
</tr>
<tr>
<td>Content Vocabulary Expansion</td>
<td>Creative Expression</td>
<td>Independent Reading</td>
<td>Basic Composition</td>
</tr>
<tr>
<td>Discriminating and Phonemes for Spelling</td>
<td>Correcting Speech Patterns and Pronunciation</td>
<td>Building Study Skills</td>
<td>Utilitarian Writing, (Letters, Forms, Messages)</td>
</tr>
</tbody>
</table>

**Learning Activities**

**Beginning Advanced-Level 4:** “...students have a high intermediate fluency in English that allows them to develop academic concepts and vocabulary in the content areas of social studies, science, mathematics and literacy studies, but require specialized teaching strategies (SDAIE). (Mora, 2006)

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentations and Reports</td>
<td>Contributing Ideas to Groups and Tasks</td>
<td>Organizing and Outlining from Reading Assignments</td>
<td>News Stories</td>
</tr>
<tr>
<td>Note-taking and Outlining form Mini-lectures</td>
<td>Defining Technical Vocabulary</td>
<td>Defining and Explaining Concepts</td>
<td>Formatted Essays and Reports</td>
</tr>
<tr>
<td>Defining and Organizing Important Information</td>
<td>Asking Questions to Gather Information</td>
<td>Applying and Expanding on Background Experiences</td>
<td>Basic Research and Library Projects</td>
</tr>
</tbody>
</table>

### b. Schedule of Support

**Grades TK-5**

As previously stated, during the 45 minute Language Exchange, EL students from the German class receive ELD instruction from the classroom teacher. In the English classes, 45 minutes of ELD instruction is provided for EL students by the classroom teacher daily. The progress toward ELD standards of students that are classified as EL is monitored by classroom teachers and the Language Coordinator and documented in English Language Development folders on a regular basis. The ELD folders are formally
reviewed by the Language Coordinator at the end of the grading periods. Students at Levels 4 and 5 are closely observed by the teacher and Language Coordinator so that they may be transitioned to an RFEP classification as soon as they meet reclassification criteria. Students not achieving adequate progress (an increase in one level per year) are targeted in order to determine how best to increase the rate of progress.

Sample Schedule
B = Beginning Level
EI = Early Intermediate
I = Intermediate
EA = Early Advanced

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>B Pull out 30 minutes</td>
<td>I Pull out 30 minutes</td>
<td>Non-teaching duties</td>
<td>I Pull out 30 minutes</td>
<td>EA Pull out 30 minutes</td>
</tr>
<tr>
<td></td>
<td>I Push-in 30 minutes</td>
<td>EA Push-in 30 minutes</td>
<td></td>
<td>B Push-in 30 minutes</td>
<td>El Push-in 30 minutes</td>
</tr>
<tr>
<td>1</td>
<td>B Pull-out 30 minutes</td>
<td>EI Pull-out 30 minutes</td>
<td></td>
<td>I Pull-out 30 minutes</td>
<td>EA Pull-out 30 minutes</td>
</tr>
<tr>
<td></td>
<td>I Push-in 30 minutes</td>
<td>EA Push-in 30 minutes</td>
<td></td>
<td>B Push-in 30 minutes</td>
<td>El Push-in 30 minutes</td>
</tr>
<tr>
<td>2</td>
<td>B Pull-out 30 minutes</td>
<td>EI Pull-out 30 minutes</td>
<td></td>
<td>I Pull-out 30 minutes</td>
<td>EA Pull-out 30 minutes</td>
</tr>
<tr>
<td></td>
<td>I Push-in 30 minutes</td>
<td>EA Push-in 30 minutes</td>
<td></td>
<td>B Push-in 30 minutes</td>
<td>El Push-in 30 minutes</td>
</tr>
<tr>
<td>3</td>
<td>B Pull-out or Pull out 30 minutes</td>
<td>EI Pull-out or Pull out 30 minutes</td>
<td></td>
<td>I Pull-out or Pull out 30 minutes</td>
<td>EA Pull-out or Pull out 30 minutes</td>
</tr>
<tr>
<td></td>
<td>I Push-in or Pull out 30 minutes</td>
<td>EA Pull-in or Pull out 30 minutes</td>
<td></td>
<td>B Push-in or Pull out 30 minutes</td>
<td>El Push-in or Pull out 30 minutes</td>
</tr>
<tr>
<td>4</td>
<td>B Pull-out or Pull out 30 minutes</td>
<td>EI Pull-out or Pull out 30 minutes</td>
<td></td>
<td>I Pull-out or Pull out 30 minutes</td>
<td>EA Pull-out or Pull out 30 minutes</td>
</tr>
<tr>
<td></td>
<td>I Push-in or Pull out 30 minutes</td>
<td>EA Pull-in or Pull out 30 minutes</td>
<td></td>
<td>B Push-in or Pull out 30 minutes</td>
<td>El Push-in or Pull out 30 minutes</td>
</tr>
<tr>
<td>5</td>
<td>B Pull-out or Pull out 30 minutes</td>
<td>EI Pull-out or Pull out 30 minutes</td>
<td></td>
<td>I Pull-out or Pull out 30 minutes</td>
<td>EA Pull-out or Pull out 30 minutes</td>
</tr>
<tr>
<td></td>
<td>I Push-in or Pull out 30 minutes</td>
<td>EA Pull-in or Pull out 30 minutes</td>
<td></td>
<td>B Push-in or Pull out 30 minutes</td>
<td>El Push-in or Pull out 30 minutes</td>
</tr>
</tbody>
</table>
German Week EL Support

As Pedro and his EL peers enter their German week, it is equally as important that support be provided by the Language Coordinator/Teacher. This support will tie together linguistic commonalities among the three languages in order to create confidence and self-efficacy while honoring Spanish as the linguistic linchpin that connects the multilingual environment.

During the German Week, the Language Coordinator/Teacher will continue to support small group, push-in and/or pull out instruction of Spanish-speaking students based upon English language proficiency levels and according to the sample schedule above. The skill focus; however, shifts dynamically to explicit and systematic instruction in “metacognitive” linguistic awareness as defined above in features; 4) Language learning strategies (LLS) are taught explicitly and systematically to support and enhance rapid and efficient language acquisition and content learning and 5) Metalinguistic knowledge is taught explicitly and systematically to enhance contrastive and analytical abilities across student’s L1, L2 and L3. Beyond a succinct continuance of vocabulary development and the support of other literacy skills focused on in English week, the German week will provide the opportunity for ELL students to think about their own thought processes and the ways in which they retain and make meaningful connections with the language learning strategies, embedded in the SIOP model such as building background knowledge, scaffolding, providing opportunity for interaction, and incorporating hands-on experiences and appropriate pacing.

Furthermore, EL students are made aware of the commonalities between their primary language of Spanish (L1) and the target languages of instruction (German and English, L2 and L3) as an abstract symbolic system. Students are guided explicitly to compare and contrast the common elements of Spanish and the other languages. For example, students may be asked to create a chart of all the graphemes and phonemes of each language to discover how many of the alphabetic symbols and phonemic sounds are shared commonly between Spanish, German and English. Additionally, as the students develop their metacognitive skills they are guided to identify common patterns in grammar, syntax, and pragmatics between German and English as compared to their linguistic understanding of Spanish. These inquiries into the structural commonalities of the languages will accelerate and enhance English and German language development.

c. Parent Engagement

GICS will actively work to engage Spanish-speaking families into the school culture. In addition to Spanish translation of all parent letters and communications, upon enrollment, an explanation of the home language survey is given to families in their native tongue. The Language Coordinator will also provide a workshop for parents on the purpose and procedure of CELDT administration, as well as provide parent conferences to discuss the results and collaboratively create student achievement goals. Classroom teachers will provide parents with translated content specific information at the beginning of a new unit in order to give parents an opportunity to communicate on the topics at home in their native tongue.

In an effort to encourage further parent involvement, the school will provide meaningful volunteer opportunities. At the beginning of each school year, a parent survey is administered inquiring in what capacities families would be willing and comfortable to serve within the school community. These activities may include, but are not exclusive to, classroom support, office support, fundraising, school beautification, or committee participation. Finally, opportunities for both student homework support as well as parent volunteering are provided during the after school Homework Club.
4. PLAN FOR SPECIAL EDUCATION STUDENTS

Special Education Program (**DISTRICT-REQUIRED LANGUAGE**)  
All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school are 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, GICS will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and GICS 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 (**DISTRICT-REQUIRED LANGUAGE**)  
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”), are 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 are responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.-

Modified Consent Decree Requirements (**DISTRICT-REQUIRED LANGUAGE**)  
All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from
charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.

# Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

# CBEDS, which is due at the end of October of Each School Year.

# All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
# Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

5. PLAN FOR SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

Students who come from economically disadvantaged environments may need additional support and scaffolding to become successful learners. One of the crucial components of academically successful children is the broad, enriching exposure to the world. We expect to provide such enrichment activities once per quarter at each grade level.

Even the very young child has some awareness of where he or she fits within the socio-economic strata. One of the ways GICS will mitigate the sense of isolation that often results from poverty is our uniform policy, which neutralizes the effect of the “have” and the “have not” social status. It is our belief that uniforms help to even the playing field. All students enter the doors of GICS in an emotionally equal atmosphere that promotes confidence and parity. Assistance for the purchase of uniforms will confidentially provided to families either through purchase of new uniforms or our annual “uniform swap” event.

The International Baccalaureate Primary Years Programme provides rich exposure to all children through “front-loading”, field trip experiences (at no cost to the students/families) in the community which help to compensate for limited opportunities.

IBPYP sparks interest and connection in all students that encourages academic engagement no matter what their previous life experiences may have been. The structure of interdisciplinary units promotes the student’s natural curiosity and addresses the needs of the underprivileged child equal to their more affluent peer. Learning takes place through a variety of avenues beyond the prescribed sequence of the textbook and is driven by the questions that are framed by the students themselves. This very sense of ownership and control over their learning empowers children in GICS with confidence and engagement that transcends their economic status.

GICS will offer after school enrichment programs. These programs may include arts enrichment, sports,
after-school help, and German, English or Spanish tutorials. Although many of these programs will require payment, scholarships are available for families in need. In addition, parents are asked to donate classroom supplies at the beginning of the year to their children’s teachers to help her/him ensure all students have the materials they need. Such family donations can be counted toward the “volunteer hours” suggested by the school.

6. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

In general, GICS will provide a rigorous academic program that challenges all students including students who are achieving substantially above grade level. The very nature of our educational model, with content being taught in two languages, provides a continual academic challenge. Once implemented, the International Baccalaureate (IB) model is designed around inquiry-based learning experiences that are self-leveling permitting a student to develop deeper and more extensive projects according to their individual capacity.

High Achieving students are initially identified using multiple sources of assessment data within the first 30 days of the school year, although on-going assessments are reviewed monthly in team meetings. These include; standards-based testing scores, classroom performance, teacher recommendation, parent referrals, a psychologist administered “Raven Progressive Matrix” Special care is made to ensure the make up of identified high achieving students reflect the overall diversity of the school population. Once identified, students are provided with opportunities that allow for rigorous instructional programs that are planned to provide differentiated learning experiences throughout the regular school day as suggested by the California State Board of Education Standards for Programs for the Gifted and Talented. It is the goal of Goethe to have at least one GATE trained teacher to serve as teacher leader in this area to facilitate implementation of modification strategies.

These modifications may include the following:

- acceleration across grades in all or specific content areas
- flexible classroom groupings to allow for like-peer interaction
- independent study
- adjustments to curriculum pacing
- augmented or supplemented materials
- depth and complexity of content adjustment to exceed state core standards
- development of skills in the areas of research, critical thinking, creativity and problem solving
- placement of written materials of varying levels in the classrooms in order to meet varied capacities and interests
- focus on the development of ethics, self-concept, cultural sensitivity and societal responsibility.
- access to the school library and extended opportunities to do computer research

Should students identified as high achieving perform “at-risk” or below their capabilities, available school services, such as counseling, may be made recommended.

GICS’ educational model was designed for students working at multiple ability levels, to encourage them to collaborate and to enhance one another’s work. Collaborative learning, therefore, becomes a tool for specialization on some projects, so a student who is gifted in one area can contribute a particular expertise to the project, acknowledging that students can be gifted in a multiplicity of modalities.
Once IB is implemented, the open-ended inquiry based projects provide opportunity for high-achieving students to extend their research and understanding beyond the minimum required. Though minimum standards are established through a defined rubric, maximum standards are not define and students are given or may identify their own inquiry challenges that will increase the capacity and depth of the project to meet the needs of the high achieving student.

If you were to take for example, the third grade IB unit of inquiry on Sharing our Planet: *Human choices and actions affect our environment*, and view the summative assessment “Pollution Project” (see pages 44 and 45) considering how an academically high-achieving student may engage in that project. These students might be encouraged to contact the *Bay Watchers*, an environmental group that monitors the quality of the coastal waters along the California coast and volunteer to take water samples for one month. They would participate in analyzing the samples, identifying the pollutants, tracking run off patterns and proposing solutions to the problems. The scope of this project is not limiting, but rather self-leveling with high-achieving students given the opportunity to extend the project into an authentic scientific exploration and a meaningful contribution to the community.
ELEMENT 2: MEASURABLE PUPIL OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes, ‘for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.’ CA Education Code 47605 (b) (5) (B)

Students are measured by the progress towards the established California State Content Standards (and new Common Core). Through careful analysis of students’ language proficiency, prior knowledge and level of vocabulary development, the teachers will identify the language through which each content standard is taught and therefore measured. Not all content standards can be measured in both German and English; however GICS assures that all are measured.

AS GICS fully implements the International Baccalaureate Primary Years Programme phase of implementation process during the fourth and fifth years, the complexity of the program deepens and moves the students beyond skills to guide a student to an enduring, “big-picture” understanding through the inquiry exploration and sophisticated questioning within the IB units of inquiry. A student’s evolving standards mastery is monitored and measured by teachers through students’ daily participation in thematic units. Furthermore, less quantitative, more subjective components such as attitudes, cultural acceptance, self-motivation and social responsibility become elements of student outcomes.

A. MEASURABLE STUDENT ACHIEVEMENT TARGETS

A detailed chart is included in Element 3 that aligns specific student achievement goals, by grade level and subject, with specific assessment tools and the frequency of assessments. Overall, however, our goals are as follows.

1. SCHOOL WIDE GOALS

- Maintain an API score of 800 or higher (though we expect it to be significantly higher and strive to achieve a 900). All statistically significant subgroups will achieve at least 80% of the schoolwide score.
- The CST participation rate will be at least 95%
- By the end of the charter term, at least 80% of the students will score proficient or advanced on the CST in English Language Arts, Mathematics, and science.
- Meet AYP growth targets (if the school scores less than 800 any year during the term of the charter renewal) and AYP goals for our school, including all AYP subgroup goals, as required by NCLB.
- Meet AMAO I, AMAO 2 and AMAO 3 Goals for English Learners.
- Students will progress by one level of German Language proficiency as measured by a standardized oral language acquisition assessment such as SOPA., i.e., Jr. Intermediate High to Jr. Advanced Low; students in grades 3-5 will demonstrate Spanish language development that meets course outlines and objectives for their appropriate grade level in pace with assessments from curriculum publishers and faculty-designed rubrics.
- All GICS English Learners will progress at least one level overall on the CELDT per year as required for all schools; students who are enrolled at GICS beginning in kindergarten will be re-designated as fluent-English proficient (RFEP) prior to middle school and GICS expects that its reclassification rate will be similar to the District’s.
- GICS special education-designated students will make progress toward the learning goals as outlined in their IEP and as measured trimesterally with the school-wide multiple measures.
outlined below.

- Maintain a student attendance rate of at least 95% for the duration of the charter.
- Adhere to a 95% student promotion rate, allowing students to matriculate with their class except in the cases where supplemental interventions have occurred and students have not met grade level academic expectations for promotion.
- Parent participation in events and celebrations will be maintained at a high level with approximately:
  - 95% of parents/guardians attending ongoing parent teacher conferences;
  - 75% will attend parent education events held throughout the year;
  - Over 95% will continue to participate in the academic program by volunteering in or out of the classroom;

Above and beyond these school wide goals, GICS has established the following student outcome goals. The goals outlined below denote a comprehensive view of the development of a child in GICS representing its foundational philosophy that the whole child must be nurtured. GICS will meet or exceed the state standards where they have been established in the following areas:

1. **STUDENT GOALS**
### TK/KINDERGARTEN & 1\textsuperscript{st} GRADE

<table>
<thead>
<tr>
<th>Kindergarten Skills, Knowledge, Attitudes\textsuperscript{19}</th>
<th>1\textsuperscript{st} Grade Skills, Knowledge, Attitudes</th>
<th>In House Assessment Tools &amp; Frequency</th>
<th>Benchmarks</th>
</tr>
</thead>
</table>
| **Reading:**
1. Uses appropriate reading behaviors when looking at books. Recognizes that print and/or pictures convey messages by retelling or rereading. Demonstrates one-to-one correspondence when working with text.
2. Self-motivated: Views self as a reader and chooses to read independently.
3. Develops phonemic awareness (sound structure) as demonstrated by stating sounds heard at beginning or end of limited number of words.
4. Recognizes and identifies letters of the alphabet.
5. Applies concepts of story to his or her own experiences. Demonstrates understanding of story elements **Writing:**
1. Recognizes that writing is used for various purposes and audiences.
2. Recognizes that text contains a message and distinguish it as separate from the illustration. Will be aware of the connection between picture and print in his/her own writing.
3. Writes (squiggles, letters and/or words) to represent meaning.
4. Approximates appropriate letter | **Reading:**
1. Uses a variety of reading strategies to make meaning of what they encounter in print: cueing systems, semantic, syntactic, graphophonic.
3. Increases phonemic awareness by identifying sounds heard in beginning, middle and end of short words.
4. Identifies logos and signs from print environment. Recognizes and identify a minimum of 50 high frequency words (sight words, anchor words).
5. Recognizes vocabulary words in context.
6. Recognizes the basic elements of a story. **Writing:**
1. Writes for a variety of purposes, audiences and formats. Selects pieces for portfolio.
2. Forms upper and lower case letters.
3. Writes first and last name and a few other names or words either accurately or with approximate invented spelling.
4. Writes to express an idea using close approximations to conventions of language (spelling, usage, mechanics).
5. Experiences different stages of the | - Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation)
- Book choices at school recorded in student’s portfolio on a daily basis; daily homework reading log recorded and signed by parents
- Reading Assessment given formally at the beginning and ending of each year
- Performance on monthly teacher-generated quizzes/tests that prompts students to write specified words and/or ideas
- Portfolios of student work including a variety of samples are analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state standards and additional learning goals to determine student mastery of learning objectives
- Quarterly report cards including standards-based learning objectives and other school goals | Prior to their participation in standardized testing, student progress will be monitored to ensure that by the end of 1\textsuperscript{st} grade, at least 75% of students are proficient or advanced in achievement of state ELA standards; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time. |

\textsuperscript{19} In accordance with LAUSD policy, specific, developmentally appropriate goals for students in Transitional Kindergarten - if any - will be delineated for those students.
5. Writes name with appropriate upper and lower case letter formation.
6. Moving toward 1st grade standards by asking questions to facilitate learning.
7. Experiences different stages of the writing process throughout the year to create original stories or reports either in whole or small group activities, as collaborator AND as leader.
8. Writes/illustrates a timed first draft connected to a piece of literature and/or a prior experience in response to a prompt.

Speaking & Listening:
1. Asks questions to facilitate learning, asking both faculty and classmates.
2. Expresses ideas with supporting reasons regularly in small group, partner and classroom discussions.
3. Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends.
4. Demonstrate polite and respectful quiet while classmates ask questions and share thoughts.
5. Demonstrate consistently honest and respectful communication among peers in all settings during the school day.
6. Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise.
7. Demonstrates changes in opinion or ideas when faced with reasonable alternative opinions and ideas.
8. When working in a group or during a group lesson, students attempt to help other students learn by answering questions and sharing their own understanding of concepts.

writing process to create original stories or reports either in whole or small group activities, as collaborator AND as leader.
6. Writes a timed first draft in response to a prompt.
7. Analyzes writing samples with the teacher and re-writes in response to constructive criticism.

(character education, attitudes) with detailed teacher comments are provided to parents
• As needed (e.g., as part of SST process), students are observed by additional faculty, Principal, outside consultants to determine need for specialized interventions and provide coaching to teacher in instructional methodologies for specific students.

• Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation)
• Classroom observations applied to teacher-generated checklists and rubrics to document student behavior and interactions (quantitative documentation)
• Quarterly report cards including standards-based learning objectives and other school goals (character education, attitudes) with detailed teacher comments are provided to parents
• As needed (e.g., as part of SST process), students are observed by additional faculty, Principal, outside consultants

75% of students will demonstrate achievement of stated objectives in teacher-designed rubrics.
<table>
<thead>
<tr>
<th>Mathematics:</th>
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<tbody>
<tr>
<td>1. Counts with understanding (up to 30), recognizes &quot;how many&quot; in sets of</td>
<td>1. Counts with understanding (up to 100), uses multiple models to demonstrate</td>
<td>1. Monthly standards-based Quizzes/Tests (formative and summative) derived from</td>
<td>Prior to their participation in standardized testing, student progress will be</td>
</tr>
<tr>
<td>objects and whether sets are equal, greater, less than other sets.</td>
<td>understandings of place value and the base-ten number system, represents numbers by</td>
<td>curriculum</td>
<td>monitored to ensure that by the end of 1&quot; grade, at least 50% of students</td>
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<tr>
<td>2. Emerging understanding of U.S. money values</td>
<td>composing/decomposing</td>
<td>• Classroom observations applied to teacher-generated checklists and rubrics (quantitative documentation)</td>
<td></td>
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<tr>
<td>3. Manipulates concrete objects (plastic pie chart pieces, different length</td>
<td>2. Understanding of U.S. coin values as added up to a dollar.</td>
<td>• Portfolios of student work including a variety of samples of math communication analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state standards and additional learning goals to determine student mastery of learning objectives</td>
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<tr>
<td>blocks, etc.) to represent different fractions.</td>
<td>3. Recognizes, compares and shows flexibility of applications for common fractions</td>
<td>• Quarterly report cards including standards-based learning objectives with detailed teacher comments</td>
<td></td>
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<tr>
<td>4. Uses concrete objects and estimate to solve basic addition and subtraction.</td>
<td>4. Uses a variety of methods to add and subtract one and two-digit numbers</td>
<td>• As needed (e.g., as part of SST process), students are observed by additional faculty, Principal, outside consultants</td>
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<tr>
<td>5. Sorts, classifies, and orders objects by size, number, and other properties.</td>
<td>5. Identifies, describes, compares, and classifies geometric shapes, plane and solid objects. Recognize, describe, extend, and utilize patterns such as sequences of sounds, shapes and numeric patterns</td>
<td>• Monthly standards-based Quizzes/Tests (formative and summative) derived from curriculum</td>
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<tr>
<td>6. Understand concepts of time.</td>
<td>6. Tells time to nearest half an hour. Describes location and directions.</td>
<td>• Classroom observations applied to teacher-generated checklists and rubrics (quantitative documentation)</td>
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<tr>
<td>7. Understands relative distance.</td>
<td></td>
<td>• Portfolios of student work including a variety of samples of math communication analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state standards and additional learning goals to determine student mastery of learning objectives</td>
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<td>• Quarterly report cards including standards-based learning objectives with detailed teacher comments</td>
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<td>• As needed (e.g., as part of SST process), students are observed by additional faculty, Principal, outside consultants</td>
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<tr>
<td><strong>Science:</strong></td>
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<td><strong>Science:</strong></td>
<td><strong>History/Social Science:</strong></td>
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<tr>
<td>1. Explores basic concepts of physical, life and earth sciences.</td>
<td>1. Explores basic concepts of physical, life and earth sciences.</td>
<td>1. Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation)</td>
<td>1. Understands that being a good citizen involves acting in certain ways.</td>
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<tr>
<td>2. In physical science, learns about change and properties of solids, liquids and gases.</td>
<td>2. In physical science, learns about change and properties of solids, liquids and gases.</td>
<td>2. Classroom observations applied to teacher-generated checklists and rubrics on a semi-monthly basis to document student understanding of science and history/social science content and concepts (quantitative documentation)</td>
<td>2. Recognizes national and state symbols and icons.</td>
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<tr>
<td>3. In life science, focuses on plant and animal behaviors and structures.</td>
<td>3. In life science, learns concepts such as habitat, life cycles, adaptation, classification and change.</td>
<td>Completed projects every 5-8 weeks communicate understanding of science and history/social science content and concepts measured against teacher-generated rubrics and checklists; communication may take the form of written, oral, artistic, physical or technological expressions</td>
<td>3. Matches simple descriptions of work that people do and the names of related jobs at the school and in the community.</td>
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<tr>
<td>4. In earth science, identifies characteristics of landforms and identifies resources from Earth that are used in everyday life.</td>
<td>4. In earth science, focuses on weather, including the water cycle, temperature change, and seasons.</td>
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<td>4. Compares and contrasts the locations of people, places and environments.</td>
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<tr>
<td>5. In earth science, understands that many of the Earth’s resources can be conserved.</td>
<td>5. In environmental science, learns about conservation, responsible trail use, and environmental ethics.</td>
<td></td>
<td>5. Puts events in order using a calendar placing days, weeks and months in proper order.</td>
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<tr>
<td>6. Performs investigations and experiments.</td>
<td>6. Performs investigations and experiments.</td>
<td></td>
<td>6. Understands that history relates to events, people and places of other times.</td>
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<tr>
<td>7. Develops science skills such as predicting, observing, recording observations and synthesizing data.</td>
<td>7. Develops science skills such as predicting, observing, recording observations and synthesizing data.</td>
<td></td>
<td>7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</td>
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<tr>
<td>8. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</td>
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<td></td>
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</tr>
</tbody>
</table>

**History/Social Science:**

1. Understands that being a good citizen involves acting in certain ways.
2. Recognizes national and state symbols and icons.
3. Matches simple descriptions of work that people do and the names of related jobs at the school and in the community.
4. Compares and contrasts the locations of people, places and environments.
5. Puts events in order using a calendar placing days, weeks and months in proper order.
6. Understands that history relates to events, people and places of other times.
7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.

**History/ Social Science:**

1. Begins to understand the concepts of rights and responsibilities in the contemporary world.
2. Uses the classroom as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others.
3. Explores the varied backgrounds of citizens in America and other places in the world.
4. Learns about the significant traditions, historical figures, and icons of different cultures.
5. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.

**Science:**

1. Explores basic concepts of physical, life and earth sciences.
2. In physical science, learns about change and properties of solids, liquids and gases.
3. In life science, learns concepts such as habitat, life cycles, adaptation, classification and change.
4. In earth science, focuses on weather, including the water cycle, temperature change, and seasons.
5. In environmental science, learns about conservation, responsible trail use, and environmental ethics.
6. Performs investigations and experiments.
7. Develops science skills such as predicting, observing, recording observations and synthesizing data.
8. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.

By the end of 1st grade, at least 50% of students are proficient or advanced in achievement of state science and history/social science standards; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time.

Quarterly report cards including standards-based learning objectives and goals with detailed teacher comments are provided to parents.
### 2nd and 3rd Grade

<table>
<thead>
<tr>
<th>2nd Skills, Knowledge, Attitudes</th>
<th>3rd Grade Skills, Knowledge, Attitudes</th>
<th>In House Assessment Tools &amp; Frequency</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Uses appropriate reading behaviors when looking at books. Recognizes that print and/or pictures convey messages by retelling or rereading. Demonstrates one-to-one correspondence when working with text.</td>
<td>1. Uses a variety of reading strategies to make meaning of what they encounter in print: cueing systems, semantic, syntactic, graphophonemic.</td>
<td>• Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation)</td>
<td>For students who have completed at least 3 years at GICS, we expect 75% proficient or advanced in achievement of state ELA standards; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time.</td>
</tr>
<tr>
<td>2. Self-motivated: Views self as a reader and chooses to read independently.</td>
<td>2. Makes personal connections to literature. Self-motivated: Views self as a reader and choose many types of books.</td>
<td>• Book choices at school recorded in student’s portfolio on a daily basis; daily homework reading log recorded and signed by parents</td>
<td></td>
</tr>
<tr>
<td>3. Develops phonemic awareness (sound structure) as demonstrated by stating sounds heard at beginning or end of limited number of words.</td>
<td>3. Increases phonemic awareness by identifying sounds heard in beginning, middle and end of short words.</td>
<td>• Abecedarian (Balanced Literacy) Reading Assessment given formally at the beginning and ending of each year</td>
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<tr>
<td>4. Recognizes and identifies letters of the alphabet.</td>
<td>4. Identifies logos and signs from print environment. Recognizes and identify a minimum of 50 high frequency words (sight words, anchor words).</td>
<td>• Performance on monthly teacher-generated quizzes/tests that prompts students to write specified words and/or ideas</td>
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<tr>
<td>5. Applies concepts of story to his or her own experiences. Demonstrates understanding of story elements.</td>
<td>5. Recognizes vocabulary words in context.</td>
<td>• Portfolios of student work including a variety of samples are analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state standards and additional learning goals to determine student mastery of learning objectives</td>
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<tr>
<td><strong>Writing:</strong></td>
<td>6. Recognizes the basic elements of a story.</td>
<td>• Quarterly report cards including standards-based learning objectives and other school goals (character education, attitudes) with detailed teacher comments</td>
<td></td>
</tr>
<tr>
<td>1. Recognizes that writing is used for various purposes and audiences.</td>
<td><strong>Writing:</strong></td>
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<td></td>
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<tr>
<td>2. Recognizes that text contains a message and distinguish it as separate from the illustration. Will be aware of the connection between picture and print in his/her own writing.</td>
<td>1. Writes for a variety of purposes, audiences and formats. Selects pieces for portfolio.</td>
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<tr>
<td>3. Writes (squiggles, letters and/or words) to represent meaning.</td>
<td>2. Forms upper and lower case letters.</td>
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<td>4. Approximates appropriate letter formation of upper and lower case letters.</td>
<td>3. Writes first and last name and a few other names or words either accurately or with approximate invented spelling.</td>
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<td>5. Writes name with appropriate upper and</td>
<td>4. Writes to express an idea using close approximations to conventions of language (spelling, usage, mechanics).</td>
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<td></td>
<td>5. Experiences different stages of the writing process to create original stories or reports either in whole or small group.</td>
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<tr>
<td>2ND SKILLS, KNOWLEDGE, ATTITUDES</td>
<td>3RD GRADE SKILLS, KNOWLEDGE, ATTITUDES</td>
<td>IN HOUSE ASSESSMENT TOOLS &amp; FREQUENCY</td>
<td>BENCHMARKS</td>
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<tr>
<td>lower case letter formation.</td>
<td>activities, as collaborator AND as leader.</td>
<td>are provided to parents</td>
<td></td>
</tr>
<tr>
<td>6. Moving toward 1st grade standards by asking questions to facilitate learning.</td>
<td>6. Writes a timed first draft in response to a prompt.</td>
<td>• As needed (e.g., as part of SST process), students are observed by additional faculty, Principal, outside consultants to determine need for specialized interventions and provide coaching to teacher in instructional methodologies for specific students.</td>
<td></td>
</tr>
</tbody>
</table>
| 7. Experiences different stages of the writing process throughout the year to create original stories or reports either in whole or small group activities, as collaborator AND as leader. | 7. Analyzes writing samples with the teacher and re-writes in response to constructive criticism. | • Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation)  
• Classroom observations applied to teacher-generated checklists and rubrics to document student behavior and interactions (quantitative documentation)  
• Quarterly report cards including standards-based learning objectives and other school goals (character education, attitudes) with detailed teacher comments are provided to parents  
• As needed (e.g., as part of SST process), students are observed by additional faculty, Principal, outside consultants | 75% of students will demonstrate achievement of stated objectives in teacher-designed rubrics. |
| 8. Writes/illustrates a timed first draft connected to a piece of literature and/or a prior experience in response to a prompt. | | | |

**Speaking & Listening:**
1. Asks questions to facilitate learning, asking both faculty and classmates.
2. Expresses ideas with supporting reasons regularly in small group, partner and classroom discussions.
3. Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends.
4. Demonstrate polite and respectful quiet while classmates ask questions and share thoughts.
5. Demonstrate consistently honest and respectful communication among peers in all settings during the school day.
6. Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise.
7. Demonstrates changes in opinion or ideas when faced with reasonable alternative opinions and ideas.
8. When working in a group or during a group lesson, students attempt to help other students learn by answering questions and sharing their own understanding of concepts
<table>
<thead>
<tr>
<th>2nd Skills, Knowledge, Attitudes</th>
<th>3rd Grade Skills, Knowledge, Attitudes</th>
<th>In House Assessment Tools &amp; Frequency</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics:</strong> 1. Understands the relationship between numbers, quantities, and place value in whole numbers up to 1,000. 2. Estimates, calculates, and solves problems involving addition and subtraction of two- and three-digit numbers and solves simple problems involving multiplication and division. 3. Solves problems involving operations with money. 4. Tells time to the nearest quarter hour and knows relationships of time. 5. Identifies and describes the attributes of common figures in the plane and of common objects in space. 6. Formulates questions that can be addressed with data, and collects, organizes, and displays relevant data to answer them. 7. Understands measurable attributes of objects and the units, systems, and processes of measurement. 8. Understand how patterns grow and describes them in general ways. 9. Communicates mathematical thinking coherently and clearly.</td>
<td><strong>Mathematics:</strong> 1. Understands the relationship between numbers, quantities, and place value in whole numbers up to 10,000. 2. Understands the relationship between whole numbers, simple fractions, and decimals. 3. Calculates and solves problems involving addition, subtraction, multiplication, and division. 4. Represents and analyzes mathematical situations and structures using algebraic symbols. 5. Understands measurable attributes of objects and the units, systems, and processes of measurement. 6. Describes and compares the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems. 7. Understands and applies basic concepts of probability. 8. Applies and adapts a variety of appropriate strategies to solve problems.</td>
<td>• Monthly standards-based Quizzes/Tests (formative and summative) derived from curriculum  • Classroom observations applied to teacher-generated checklists and rubrics (quantitative documentation)  • Portfolios of student work including a variety of samples of math communication analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state standards and additional learning goals to determine student mastery of learning objectives  • Quarterly report cards including standards-based learning objectives with detailed teacher comments  • As needed (e.g., as part of SST process), students are observed by additional faculty, Principal, outside consultants</td>
<td>For students who have completed at least 3 years at Goethe International Charter School, we expect 75% proficient or advanced in achievement of state math standards; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time.</td>
</tr>
<tr>
<td><strong>Science:</strong> 1. Explores basic concepts of physical, life and earth sciences.</td>
<td><strong>Science:</strong> 1. Explores basic concepts of physical, life and earth sciences.</td>
<td>• Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative)</td>
<td>For students who have completed at least 3 years at Goethe International Charter School</td>
</tr>
</tbody>
</table>
### 2nd and 3rd GRADE

<table>
<thead>
<tr>
<th>2ND SKILLS, KNOWLEDGE, ATTITUDES</th>
<th>3RD grade SKILLS, KNOWLEDGE, ATTITUDES</th>
<th>IN HOUSE ASSESSMENT TOOLS &amp; FREQUENCY</th>
<th>BENCHMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. In physical science, learns about change and properties of solids, liquids and gases.</td>
<td>2. In physical science, learns about change and properties of solids, liquids and gases.</td>
<td>• Classroom observations applied to teacher-generated checklists and rubrics on a semi-monthly basis to document student understanding of science and history/social science content and concepts (quantitative documentation)</td>
<td>International Charter School, we expect 75% proficient or advanced in achievement of state science and history/social science standards based on internal standards-based measures; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time.</td>
</tr>
<tr>
<td>3. In life science, focuses on plant and animal behaviors and structures.</td>
<td>3. In life science, learns concepts such as habitat, life cycles, adaptation, classification and change.</td>
<td>• Completed projects every 5-8 weeks communicate understanding of science and history/social science content and concepts measured against teacher-generated rubrics and checklists; communication may take the form of written, oral, artistic, physical or technological expressions</td>
<td></td>
</tr>
<tr>
<td>4. In earth science, identifies characteristics of landforms and identifies resources from Earth that are used in everyday life.</td>
<td>4. In earth science, focuses on weather, including the water cycle, temperature change, and seasons.</td>
<td>• Quarterly report cards including standards-based learning objectives and goals with detailed teacher comments are provided to parents</td>
<td></td>
</tr>
<tr>
<td>5. In earth science, understands that many of the Earth’s resources can be conserved.</td>
<td>5. In environmental science, learns about conservation, responsible trail use, and environmental ethics.</td>
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<tr>
<td>6. Performs investigations and experiments.</td>
<td>6. Performs investigations and experiments.</td>
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<tr>
<td>7. Develops science skills such as predicting, observing, recording observations and synthesizing data.</td>
<td>7. Develops science skills such as predicting, observing, recording observations and synthesizing data.</td>
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</tr>
<tr>
<td>8. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</td>
<td>8. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</td>
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</tbody>
</table>

**History/Social Science:**

1. Understands that being a good citizen involves acting in certain ways.
2. Recognizes national and state symbols and icons.
3. Matches simple descriptions of work that people do and the names of related jobs at the school and in the community.
4. Compares and contrasts the locations of animal behaviors and structures.

**History/ Social Science:**

1. Begins to understand the concepts of rights and responsibilities in the contemporary world.
2. Uses the classroom as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good
<table>
<thead>
<tr>
<th>2nd Skills, Knowledge, Attitudes</th>
<th>3rd Grade Skills, Knowledge, Attitudes</th>
<th>In House Assessment Tools &amp; Frequency</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>people, places and environments. 5. Puts events in order using a calendar placing days, weeks and months in proper order. 6. Understands that history relates to events, people and places of other times. 7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</td>
<td>sportsmanship, and respect for the rights and opinions of others. 3. Explores the varied backgrounds of citizens in America and other places in the world. 4. Learns about the significant traditions, historical figures, and icons of different cultures. 5. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.</td>
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</table>
### 4th and 5th GRADE

<table>
<thead>
<tr>
<th>4TH GRADE SKILLS, KNOWLEDGE, ATTITUDES</th>
<th>5TH GRADE SKILLS, KNOWLEDGE, ATTITUDES</th>
<th>IN HOUSE ASSESSMENT TOOLS &amp; FREQUENCY</th>
<th>BENCHMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts:</strong></td>
<td><strong>Language Arts:</strong></td>
<td>• Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation)</td>
<td>For students who have completed at least 3 years at Goethe International Charter School, we expect 75% proficient or advanced in achievement of state ELA standards; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time with at least 2% overall annual growth in proficiency levels annually.</td>
</tr>
<tr>
<td>1. Will make personal connections to literature.</td>
<td>1. Makes personal connections to literature. Thinks critically about the story when reading core literature and other selections.</td>
<td>• Book choices at school recorded in student’s portfolio on a daily basis; daily homework reading log recorded and signed by parents</td>
<td></td>
</tr>
<tr>
<td>2. Will read often and from a variety of genre.</td>
<td>2. Reads often from a variety of materials and genres.</td>
<td>• Performance on monthly teacher-generated quizzes/tests that prompts students to write specified words and/or ideas</td>
<td></td>
</tr>
<tr>
<td>3. Recognizes literary elements that support the meaning of selections.</td>
<td>3. Recognizes the literary elements used by an author and understands how they contribute to the development of the literature.</td>
<td>• Portfolios of student work including a variety of samples are analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state standards and additional learning goals to determine student mastery of learning objectives</td>
<td></td>
</tr>
<tr>
<td>4. Monitors and adjusts reading in content areas.</td>
<td>4. Adjusts reading rates to meet specific purposes.</td>
<td>• Quarterly report cards including standards-based learning objectives and other school goals (character education, attitudes) with detailed teacher comments are provided to parents</td>
<td></td>
</tr>
<tr>
<td>5. Uses a variety of reading strategies to demonstrate comprehension.</td>
<td>5. Demonstrates comprehension and make meaning from core literature and grade level content materials.</td>
<td>• As needed (e.g., as part of SST process), students are observed by additional faculty, Principal,</td>
<td></td>
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<tr>
<td>6. Learns and applies study skills when reading grade level texts.</td>
<td>6. Produces a final draft addressing audience, purpose and task as given in a prompt.</td>
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<tr>
<td>7. Utilizes all stages of the writing process.</td>
<td>7. Reflects on his/her writing by recognizing strengths and weaknesses.</td>
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<tr>
<td>8. Writes a research report that demonstrates good organization and supporting details.</td>
<td>8. Begins to develop voice and style.</td>
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<td></td>
<td>9. Organizes information and ideas in a formal presentation.</td>
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</tbody>
</table>
### Speaking & Listening:
1. Seeks answers to questions in order to facilitate learning, utilizing faculty, classmates, written resources, a variety of media.
2. Regularly expresses ideas with supporting reasons and welcomes conflicting information which requires an adjustment to one’s ideas.
3. Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends.
4. Demonstrates polite and respectful quiet while classmates ask questions and share thoughts.
5. Demonstrates consistently honest and respectful communication among peers in all settings during the school day.
6. Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise.
7. Demonstrates different forms of communication depending on the reason for the communication. Clearly differentiates expressing ideas as intellectual discourse from expressing ideas in order to help others learn. Adjusts communication depending on one’s role as a leader or a collaborator.
8. When working in a group, self-selects the role of leader and collaborator, depending on one’s own strengths and the strengths of others in the group.

| Mathematics: |
|---|---|---|
| 1. Understand the place value of whole numbers to the millions and decimals to two |
| Mathematics: |
| 1. Compute with very large and very small numbers, positive integers, decimals, and | 3. Monthly standards-based Quizzes/Tests (formative and summative) derived from |

### BENCHMARKS
- 75% of students will demonstrate achievement of stated objectives in teacher-designed rubrics.
- Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation)
- Classroom observations applied to teacher-generated checklists and rubrics to document student behavior and interactions (quantitative documentation)
- Quarterly report cards including standards-based learning objectives and other school goals (character education, attitudes) with detailed teacher comments are provided to parents
- As needed (e.g., as part of SST process), students are observed by additional faculty, Principal, outside consultants
- Monthly standards-based Quizzes/Tests (formative and summative) derived from
- For students who have completed at
<table>
<thead>
<tr>
<th>4TH GRADE SKILLS, KNOWLEDGE, ATTITUDES</th>
<th>5TH GRADE SKILLS, KNOWLEDGE, ATTITUDES</th>
<th>IN HOUSE ASSESSMENT TOOLS &amp; FREQUENCY</th>
<th>BENCHMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>decimal places and how whole numbers and decimals relate to simple fractions; use the concepts of negative numbers 2. Estimate and compute the sum or difference of whole numbers and positive decimals to two places. Solve problems involving addition, subtraction, multiplication, and division of whole numbers 3. Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences 4. Understand perimeter and area 5. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships 6. Organize, represent, and interpret numerical and categorical data and clearly communicate their findings 7. Monitor and reflect on the process of mathematical problem solving</td>
<td>fractions and understand the relationship between decimals, fractions, and percents; understand the relative magnitudes of numbers 2. Calculate and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals 3. Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results 4. Understand and compute the volumes and areas of simple objects 5. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships 6. Display, analyze, compare, and interpret different data sets, including data sets of different sizes 7. Monitor and reflect on the process of mathematical problem solving</td>
<td>curriculum  • Classroom observations applied to teacher-generated checklists and rubrics (quantitative documentation)  • Portfolios of student work including a variety of samples of math communication analyzed formally on a quarterly basis using teacher-created rubrics that incorporate state standards and additional learning goals to determine student mastery of learning objectives  • Quarterly report cards including standards-based learning objectives with detailed teacher comments  • As needed (e.g., as part of SST process), students are observed by additional faculty, Principal, outside consultants</td>
<td>least 3 years at Goethe International Charter School, we expect 75% proficient or advanced in achievement of state math standards; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time with at least 2% overall growth in proficiency levels annually.</td>
</tr>
<tr>
<td><strong>Science:</strong> 1. In Physical Science, understands electricity and magnetism and their many useful applications in everyday life. 2. In Life Science, knows all organisms need energy and matter to live and grow. 3. For Earth Science, knows the ecology of the regions of California is made up of its</td>
<td><strong>Science:</strong> 1. In Physical Science, explores the basics of chemistry. Recognizing atoms, molecules. Through the study of Astronomy, Hydrology and Botany, understands nature of atomic structure, chemical reactions, states of matter, elements common to our Earth and properties of some common compounds.</td>
<td>• Classroom observations, interviews and anecdotal notes recorded by teacher monthly (qualitative documentation)  • Classroom observations applied to teacher-generated checklists and rubrics on a semi-monthly basis to</td>
<td>For students who have completed at least 3 years at Goethe International Charter School, we expect 75% proficient or advanced for 5th</td>
</tr>
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</table>
### 4th and 5th GRADE

<table>
<thead>
<tr>
<th>4th Grade Skills, Knowledge, Attitudes</th>
<th>5th Grade Skills, Knowledge, Attitudes</th>
<th>In House Assessment Tools &amp; Frequency</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>habitats, life cycles and ecosystems.</td>
<td>2. In Earth Science, identifies features of the celestial sphere, properties of the bodies of the solar system, and composition of the universe. Recognizes that water circulates through the Earth. Discovers the basic properties of water and relate this to the water cycle and water conservation. 3. In Life Science, identifies structures of plants, and relates these to parallel structures in birds. Classifies native species of wildflowers, shrubs and trees. 4. In Environmental Science, understands components of ecosystems and how species are able to find new niches with changing conditions or go extinct. Discusses issues of conservation and use relating to native flora and forests.</td>
<td>document student understanding of science and history/social science content and concepts (quantitative documentation)  • Completed projects every 5-8 weeks communicate understanding of science and history/social science content and concepts measured against teacher-generated rubrics and checklists; communication may take the form of written, oral, artistic, physical or technological expressions  • Quarterly report cards including standards-based learning objectives and goals with detailed teacher comments are provided to parents</td>
<td>graders participating in the science CST and 75% overall achievement of state science and history/social science standards via internal standards-based measures; internal growth measures will be used to ensure that all students continue to grow in standards mastery over time.</td>
</tr>
<tr>
<td>4. Understands the scientific process asking meaningful questions and conducting careful investigations.</td>
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</tr>
<tr>
<td><strong>History/Social Science:</strong> 1. Demonstrates an understanding of physical and human geographic features that define places and regions in California. 2. Describes the social, political, cultural and economic life among people of California from the pre-Columbian societies to the Spanish mission and Mexico rancho periods. 3. Explains economic, social, and political life of California throughout its history. 4. Explains how California became an agricultural and industrial power.</td>
<td><strong>History/ Social Science:</strong> 1. American and North American geography. Recognizes the major cultural regions of Native North America and Pre-Columbian backgrounds. Becomes aware of cultural backgrounds of Europeans who came to colonize America. Identifies motives and impacts of European and American West exploration. Explains the causes of the American Revolution and outcome. 2. In Ancient Studies, understands the literal and mythical geography of Classical Greece. Understands the Prehistoric and Heroic background of Greek Culture.</td>
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</table>

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## 4th and 5th GRADE

<table>
<thead>
<tr>
<th>4TH GRADE SKILLS, KNOWLEDGE, ATTITUDES</th>
<th>5TH GRADE SKILLS, KNOWLEDGE, ATTITUDES</th>
<th>IN HOUSE ASSESSMENT TOOLS &amp; FREQUENCY</th>
<th>BENCHMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examines all aspects of Classical Greece. 3. In Ancient Studies, understands the literal and mythical geography of Classical India. Recognizes the pre-classical background of Indian History. Explains all aspects of Classical India.</td>
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</tbody>
</table>

## K-5TH GRADES

<table>
<thead>
<tr>
<th>Physical/Health Education</th>
<th>Students understand the importance of maintaining healthy lifestyles and how decisions can impact the future</th>
<th>Teacher assessments -Skills inventory -Performance tasks -CA State 5th Grade Physical Fitness Exam</th>
<th>75% of students will be at proficient or above after 3 years of continuous enrollment at the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Acquisition</td>
<td>Students demonstrate understanding and appropriate use of the English language using grade-level appropriate reading, writing, speaking and listening skills in academic and social settings</td>
<td>Teacher observation -Oral reading record -Checklists (repetitions, expansions) -CELDT</td>
<td>CELDT scores of 75% of ELs will increase by 1 ELD level per academic year. Among the EL students attending GOETHE INTERNATIONAL from kindergarten through fifth grade, 75% will be re-designated by the end of fifth grade.</td>
</tr>
</tbody>
</table>
**ELEMENT 3: METHODS OF ASSESSING STUDENT OUTCOMES**

“The measurable student outcomes identified for use by the charter school. ‘Student outcomes’ means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” CA education code section 47605(b)(5)(c)

TK outcomes are aligned with the California Pre-School Learning Foundation in the areas of Social-Emotional Development, Language and Literacy, English-Language Development, and Mathematics. Progress is monitored by teacher observation and documentation, checklists, student work, portfolios, projects, and performance-based assessment.

GICS will comply with all state (API) and federal (AYP) assessment and accountability requirements applicable to charter schools, including new assessments being developed under the Common Core.

GICS will use both formal and informal entry-level evaluations along with continual monitoring of student progress through formative and summative assessments. These may at times include performance-based assessments, portfolio reviews, authentic project-based assessments (within each unit of inquiry, and developed using the preferred IBPYP backward design model), and standardized assessment tools. These assessments will influence curricular choices and drive instruction providing a basis for scaffolding and differentiated instruction. Pre-assessments will assist the teachers in capitalizing on each child’s cultural capital, activating prior knowledge, and identifying any significant gaps in student understanding. All formal performance-based assessments are accompanied by a rubric that clearly outlined for the student the objectives of their assessment.

These authentic, multiple measured, ongoing assessments will serve as a lens to view the “whole-child” to whom GICS is dedicated to educating.

*Testing (**DISTRICT-REQUIRED LANGUAGE***)

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

**A. STUDENT GOALS IN CORE ACADEMICS**

The goals outlined above denote a comprehensive view of the development of a child in GICS representing its foundational philosophy that the “whole” child must be nurtured. GICS commits to a rigorous focus on achievement standards in the key academic areas. GICS will meet or exceed the state standards where they have been established in the following areas:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MEASURABLE OUTCOMES</th>
<th>ASSESSMENT TOOLS/FREQUENCY</th>
</tr>
</thead>
</table>

Goethe International Charter School
<table>
<thead>
<tr>
<th>Reading &amp; Language Arts</th>
<th>Standards or Norm Referenced Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read grade level material and expository text</td>
<td><strong>Annually: May</strong></td>
</tr>
<tr>
<td>• Enjoy and appreciate a variety of literary genres</td>
<td>• California Standards Test (CST)</td>
</tr>
<tr>
<td>• Develop grade level vocabulary with associated meaning and transfer into written text</td>
<td><strong>Trimesterally: Nov/March/June</strong></td>
</tr>
<tr>
<td>• Ability to sequence a story, recall details and summarize main ideas.</td>
<td>• Diagnostic Reading Assessment (DRA) or similarly nationally-normed reading assessment tool</td>
</tr>
<tr>
<td>• Write compositions with appropriate grade level conventions of writing</td>
<td>• CA Writing Standards Assessment (SDCOE)</td>
</tr>
<tr>
<td>• Competence in oral presentations</td>
<td>• State-approved Textbook Summative Assessments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Development</th>
<th>Standards-aligned Rubric Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read literary text types including stories (e.g., fantasy, legends, fables), drama, poetry, retelling, and other types of narratives.</td>
<td>(Teacher/Grade-level Developed)</td>
</tr>
<tr>
<td>• Read informational text types including description (e.g., science log entry), procedure (e.g., how to solve a math problem, to write a hypothesis), recount (e.g., biography, science experiment results), information report, explanation (e.g., causal, factorial), exposition (e.g., opinion, argument, debate), response (e.g., literary analysis), and other types.</td>
<td><strong>Monthly or IB Unit Cycle</strong></td>
</tr>
<tr>
<td>• Develop types of vocabulary: conversational, general academic, domain-specific</td>
<td>• Student portfolios</td>
</tr>
<tr>
<td>• Analyze meanings of words and phrases: figurative language, connotative meanings, denotations, technical meanings, idioms and proverbs, figures of speech, multiple-meaning words &amp; phrases, synonyms &amp; antonyms, shades of meaning, fixed phrases, etc.</td>
<td>• Student journals</td>
</tr>
<tr>
<td>• Understand purposes for using language: describing, entertaining, informing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</td>
<td>• Oral Presentation</td>
</tr>
<tr>
<td>• Speak with audience in mind: peers (one-to-one), small group (one-to-group), whole group (one-to-many)</td>
<td>• Published Writing</td>
</tr>
<tr>
<td>• Master visual representations such as graphs, models, signs and symbols association with</td>
<td>• IB Units Project-based Assessments</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Summative Content-Specific Assessments</td>
</tr>
</tbody>
</table>

Standards or Norm Referenced Assessments:

**Annually: May**
- California Standards Test (CST)

**Trimesterally: Nov/March/June**
- State-adopted textbook computation and application assessments
- *Mathematics (Assessing the Standards the Performance Way) K-7 (SDCOE)*
- State-approved Textbook Summative Assessments

Standards-aligned Rubric Assessment

Attainment of ELD Standards is assessed through teacher observation of oral competency and writing samples. Weekly documentation and work samples are recorded and maintained in ELD folders.
<table>
<thead>
<tr>
<th>Mathematical Understanding</th>
<th>Monthly or IB Unit Cycle</th>
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</thead>
<tbody>
<tr>
<td>Evidence understanding of all standard and non-standard measurement concepts, including foundational geometry functions</td>
<td>(Teacher/Grade-level Developed)</td>
</tr>
<tr>
<td>Monthly or IB Unit Cycle</td>
<td>-Student portfolios</td>
</tr>
<tr>
<td></td>
<td>-Student Math journals</td>
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<tr>
<td></td>
<td>-IB Units Project-based Assessments</td>
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<td></td>
<td>-Summative Content-Specific Assessments</td>
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<thead>
<tr>
<th>Social Studies</th>
<th>Standards or Norm Referenced Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop grade level chronological and spatial skill in relationship to historical knowledge</td>
<td>Trimesterally: Nov/March/Jun</td>
</tr>
<tr>
<td>Exhibit an understanding of research based evidence, points of view &amp; their impact on forming personal opinion</td>
<td>-State-approved Textbook Summative Assessments</td>
</tr>
<tr>
<td>Identify key historical events and their relationship to current cultural and social norms</td>
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<tr>
<td>Synthesize information from a variety of cultural and historical sources</td>
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<tr>
<td>Understand the democratic process and their responsibility to civic values</td>
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</tr>
<tr>
<td>Obtain a factual and conceptual understanding of history, humanities, geography and other social sciences.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Standards or Norm Referenced Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in hands-on, grade level investigative experiences</td>
<td>Annually: May</td>
</tr>
<tr>
<td>Learn to hypothesize and evaluate data throughout the scientific process</td>
<td>-California Standards Test (CST) 5th grade only</td>
</tr>
<tr>
<td>Learn to use technology in support of scientific research</td>
<td>Trimesterally: Nov/March/June</td>
</tr>
<tr>
<td>Master foundational scientific facts appropriate to grade level understanding</td>
<td>-State-approved Textbook Summative Assessments</td>
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<tr>
<td>Develop ability to ask higher order questions motivating students to investigate further</td>
<td></td>
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<tr>
<td>Receive focused instructions in:</td>
<td>Standards-aligned Rubric Assessment</td>
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<td></td>
<td>(Teacher/Grade-level Developed)</td>
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<tr>
<td></td>
<td>Monthly or IB Unit Cycle</td>
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<td></td>
<td>-Student portfolios</td>
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<td>-Student journals</td>
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<td>-Published Writing</td>
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<td></td>
<td>-IB Units Project-based Assessments</td>
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<td></td>
<td>-Summative Content-Specific Assessments</td>
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<tr>
<td>Life Sciences</td>
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<tr>
<td>Physical Sciences</td>
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<td>Earth Sciences</td>
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<td>Scientific Process</td>
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<tr>
<th>Foreign Language</th>
<th>Standards or Norm Referenced Assessments:</th>
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<tbody>
<tr>
<td>Develop grade level appropriate vocabulary in the target language of German</td>
<td>Annually: May</td>
</tr>
<tr>
<td>Master the ability to understand content through the second language in all key areas through the following modalities</td>
<td>-Student Oral Proficiency Assessment (SOPA)</td>
</tr>
<tr>
<td></td>
<td>Trimesterally: Nov/March/June</td>
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<td></td>
<td>-School-wide (K-5) Standardized German Language Development Assessment Test</td>
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<td></td>
<td>(developed by AEACS)</td>
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<tr>
<td></td>
<td>-State-approved Spanish Textbook Summative Assessments</td>
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<tr>
<td>Auditory Comprehension</td>
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<tr>
<td>Oral and Physical Response</td>
<td></td>
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<tr>
<td>Reading</td>
<td></td>
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<tr>
<td>Writing/Spelling</td>
<td>Standards-aligned Rubric Assessment</td>
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<tr>
<td>(Teacher/Grade-level Developed)</td>
<td>(Teacher/Grade-level Developed)</td>
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<tr>
<td>Monthly or IB Unit Cycle</td>
<td>-Student Portfolios</td>
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<tr>
<td></td>
<td>-Student Performances</td>
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<td>-Oral Presentations</td>
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</table>
### Visual Performing Arts
- Process, analyze, and respond to sensory information through the literature and skills unique to the visual arts
- Create, perform, and participate in the visual arts
- Understand the historical contributions and cultural dimensions of the visual arts
- Respond, analyze, and make judgments about works in the visual arts
- Make connections between visual arts and other subject areas
- Process, analyze, and respond to sensory information through the language and skills unique to music
- Create, perform, and participate in music
- Understand the historical contributions and cultural dimensions of music
- Respond, analyze, and make judgments about music
- Make connections between music and other subjects

### Standards-aligned Rubric Assessment
- Monthly or IB Unit Cycle
- Oral/theatrical/musical Performances
- IB Units Project-based Assessments
- Summative Content-Specific Assessments
- Student art portfolios
- Art Show
- Student participation/performance in choral or instrumental music, dance or rhythms

### Physical Education
- Demonstrate the motor skills and movement patterns
- Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Maintain a level of physical fitness to improve health and performance.
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to appropriate social behaviors while participating in sports

### Standards or Norm Referenced Assessments:
- Annually: May
  - California Standards Fitness Gram Test

### Standards-aligned Rubric Assessment
- Monthly or Unit Cycle
  - Student skill tests
  - Student fitness/capacity tests
  - Summative Content-Specific Assessments

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### B. ADDITIONAL STUDENT GOALS

*Students can communicate in MORE THAN ONE language*

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
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Mastery of second language acquisition; age appropriate ability to understand, speak, read and write in both English and German.

- CELDT Tests
- Teacher Observation
- Oral Assessments
- GICS Standardized Written/Reading Assessment
- Student Projects

ELD Folders

Establish annual baseline language proficiency level by Oct. 30

School-wide (K-5) Standardized German Language Development Assessment Test (developed by AEACS): Nov/Mar/Jun

Progress for EL’s one ELD Level per year

Language Coordinator and classroom teachers

Mastery of foreign language learning; age appropriate development of foreign language skills in Spanish (beginning in 3rd grade)

- Teacher Observations
- Oral Participation
- Written Exams
- Projects
- Assessments from Risas y Sonrisas

Establish annual baseline language proficiency level by Oct. 30

- State-approved Spanish Textbook Summative Assessments: Nov/Mar/Jun

Parents/Guardians Teaching Teams Students

Demonstrate the ability to function in multilingual communities

Participation in Multilingual and Extracurricular Activities (Plays, Sports, Art, etc.)
- Programs

Ongoing

Parents/Guardians Teaching Teams Students

Students embrace a spirit of discovery and possess critical thinking skills

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<th>OUTCOMES</th>
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</table>
| Students will set personal learning goals and monitor progress towards those goals | - IB portfolios
- Self-Assessments
- Student-led conferences | Ongoing through 6 units of inquiry Each Trimester | Students, parents/guardians, teaching teams |
| Students demonstrate the ability to ask probing and thoughtful questions | - Teacher Observation
- IB Portfolio
- Report Card | Ongoing through 6 units of inquiry Each Trimester | Students, parents/guardians |
| Students will identify, access, integrate and use available informational resources, including technological sources | - IB project-based assessments
- Report card | Each Trimester | Students, parents/guardians |
| Students are enthusiastic and engaged in the learning process | - Self-Assessments
- Teacher Observations
- Peer Assessments
- Student-led conferences | Ongoing through 6 units of inquiry Each Trimester | Students, parents/guardians, teaching teams |
| Students demonstrate the ability to plan, initiate and complete a project including self-reflection and evaluation | - IB project-based assessments
- Rubrics
- IB Portfolio
- Self Assessment
- IB Exhibition | Ongoing through 6 units of inquiry Spring of Grade 5 | Students, parents/guardians, teaching teams School-wide viewing |

Students demonstrate character development based on a platform of values that evidence global perspective, cultural acceptance, and personal responsibility
## OUTCOMES

Students can articulate and demonstrate what it means to be: a Thinker, an Inquirer, Knowledgeable, a Communicator, Principled, Open-minded, Caring, a Risk-taker, Balanced and Reflective (International Baccalaureate Learner Profile)

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<tr>
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<td>- Teacher Observations</td>
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<td>- IB Portfolios</td>
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<td>- Student Self-Assessment</td>
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<td>- Report Card</td>
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<td>- Student-led conferences</td>
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<td>Ongoing through 6 units of inquiry</td>
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<td>Each Trimester</td>
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<tr>
<td>Students, Parents/Guardians</td>
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<td>Students, Parents/Guardians</td>
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Students will understand that these values are the basis for productive and peaceful interactions in all social contexts from local to global levels (i.e. family, school, neighborhood and with people from all nationalities and cultures.)

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<td>- Report Card</td>
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Students will collaborate and work effectively with others in a cooperative group

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<tbody>
<tr>
<td>- Self-Assessments</td>
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<tr>
<td>- Peer Assessments</td>
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<td>Ongoing through 6 units of inquiry</td>
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<td>Students, Parents/Guardians</td>
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Students understand the common needs of human beings within their communities and around the world

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<tr>
<td>- IB project-based assessments</td>
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<tr>
<td>- Self assessments</td>
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<tr>
<td>- IB Portfolios</td>
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<tr>
<td>Ongoing through 6 units of inquiry</td>
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<tr>
<td>Students, Parents/Guardians, Teaching Teams</td>
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Students will demonstrate knowledge of cultures throughout the world through a multiplicity of disciplines including visual and performing arts

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<tr>
<td>- IB project-based assessments</td>
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<tr>
<td>- IB Portfolios</td>
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<td>- Presentations</td>
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<tr>
<td>Ongoing through 6 units of inquiry</td>
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<tr>
<td>Students, Parents/Guardians, Teaching Teams</td>
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GICS has created this assessment matrix with the belief that in order to accurately assess student achievement, and effectively plan for further instruction, assessments must meet the following criteria:

1. **Authentic**: Student assessments must be authentic. GICS will use the Backward Design planning model to ensure assessments measure the actual learning that has taken place in the classroom. Within this model, pretests are given, learning outcomes established, and assessments are designed before any learning activities are introduced. Teachers need to specifically know what skills and information they want their students to attain before they can design the learning steps necessary for achievement. Because of this, there are less “textbook developed” tests and more project-based assessments.

2. **Multiple Measures**: Just as students have many different learning styles, they also respond differently to different forms of assessments. GICS will, therefore, ensure a variety of assessments (i.e. content-specific tests, observations, projects, standardized tests, classroom discussions, presentations) be used to determine student achievement. This multiple measures approach will improve the reliability of assessment data.

3. **On-going**: Students need on-going assessments in order to ascertain whether skills and knowledge have been truly internalized. Teachers will use formative (specific skills), summative (overall concepts), and portfolio assessments as evidence of student achievement. This compilation of student data is used to drive instruction, confer with parents, and set learning goals within and across grade levels.

### C. ASSESSMENT TOOLS DESCRIPTIONS

Goethe International Charter School/Page 124
Goethe currently uses textbook publisher published benchmarks for Reading and Mathematics as well as the DRA, but we are in the process of finalizing a contract with Assessment Technology, Incorporated (ATI) to provide Galileo K-12 Online benchmark assessments aligned to the Common Core standards. Galileo provides immediate feedback, the ability to forecast and track student progress towards standards mastery and the ability to inform instructional decisions.

**Diagnostic Reading Assessment:** The Developmental Reading Assessment (DRA) is a quick, accurate, research-based assessment that helps you target instruction for student success. Standardized, leveled reading passages make it easy for teachers to use and score assessments, identifying specific reading deficiencies, assessing decoding skills, fluency and comprehension. It additional training and support in the form of a Teacher’s Guide to develop skills in running records, testing protocols and for placing students in the correct instructional level.

**Writing Standards Assessment:** The assessment of writing is an ongoing enndeavor. Teachers meet regularly by grade level to create anchor papers and rubrics that are reflect not only the Writing Standards for their grade level, but to incorporate PYP Standards as well. Student work is reviewed regularly by the group so that there is a shared evaluation of each student’s progress.

**Standardized German Language Development Assessment:** GICS has purchased the a school-wide language assessment tool from Albert Einstein Academies in San Diego, CA which they painstakingly developed over a five-year period to track growth in German-language development in the students. Finding no available resource to assess and monitor their students, AEA developed a school-wide standardized assessment sequence based reading fluency and comprehension, vocabulary development, oral expression and grammatical configuration aligned with the content standards taught at that grade level. GICS will administer the assessment trimesterally to advice instruction and monitor progress.

Goethe also uses the criteria and standards for the international diploma program, Sprachdiplum, to guide and monitor progress in German. Sprachdiplum curriculum and assessment prepares students for the test of competency that evaluates reading, writing, and speaking in German and assigns levels of achievement based upon the results.

**Spanish Language Assessment:** Students are assessed for standards attainment of the California World Language Content Standards for Public Schools. Informal and formative assessment are provided through teacher observation and writing samples. Multiple coice/free response cumulative assessments from the Spanish Language curriculum, Risas y Sonrisas, are administered monthly.

**D. USE AND REPORTING OF DATA**

GICS is convinced that data collection and analysis play a key role in the quality and efficiency of the school. The school has selected the web-based Power School Information program as the core of the school’s student data management program. This system:

- Allows comprehensive tracking of student information, including student attendance, demographic data, free and reduced lunch eligibility and emergency information.
- Enables GICS to collect, analyze and review data on student achievement in their academic skills by school-wide standardized multiple measures
- Provides a platform from which to measure growth in affirmative attitudes, cultural tolerance, self-motivation and social responsibility

Demographic data, free and reduced lunch eligibility and emergency information is entered at the beginning of the school year by the office staff and updated by the office staff when necessary;
confidentiality is ensured with restricted access to confidential student (and personnel) files and databases. Student attendance data is collected daily by the teacher and entered directly into Power School by each teacher. The Executive Director is responsible for monitoring all attendance data and ensuring that all staff are properly trained and comply with the school’s policies and procedures regarding the timely and accurate entry and submission of attendance data.

Following each testing cycle, each teacher collects and enters assessment data into Power School. The data will then be analyzed and reviewed by the teachers and the principal as a formative tool to drive curriculum development and inform instruction, as well as, a summative measure of student progress.

**Annual California Standards Test (CST) Data**
California Standards Test is administered annually (in April or May) to determine the level of proficiency of GICS students in grades 2nd through 5th when compared to the established content standards. Though the data is somewhat delayed (student data for previous students is published in August) administrators and teachers complete a broad analysis of data to determine areas of strength and weakness in their instructional methods and academic programs.

**Trimesteral School-wide Standardized Skills Test Data**
Following are the multiple measures assessments administered trimesterally in November, March and June of each for every student in every grade level to constantly monitor their growth toward the academic content skills. These measures provided timely data to analyze effectiveness of teaching strategies, as well as evidence a student’s longitudinal growth over time.

- Diagnostic Reading Assessment (DRA) or (similar nationally-normed reading assessment tool)
- CA Writing Standards Assessment (SDCOE)
- State-adopted Mathematics Textbook Summative Computation & Application Test
- *Mathematics (Assessing the Standards the Performance Way) K-7 (SDCOE)*
- State-approved Social Studies Textbook Summative Test
- State-approved Science Textbook Summative Test
- School-wide (K-5) Standardized German Language Development Assessment Test
- (developed by AEACS)
- State-approved Spanish Textbook Summative Assessments (3rd grade and above)

**Monthly (or End of Unit) Standards-aligned Rubric Assessments**
Beyond academic skills assessment, GICS will employ many other authentic assessments that are measured by rubrics developed by teachers and students within their focused unit of study. Though these assessments do not measure a student against a standard or a norm, they serve to inform students, teachers and administrators of progress towards conceptual understanding and academic progress.

- Student portfolios
- Student writing, math and science journals
- Oral presentation
- Published writing
- IB Units Project-based assessments
- Summative Content-Specific assessments
- Oral/theatrical/musical performances
- Student art portfolios
Clear indication of a student’s academic success is evidence through the accumulative data of these many layers of ongoing measurement of growth.

Student Assessment Data is:
- Processed and provided to staff in a graphic or tabular format that is easily understood.
- Provided to staff during staff meetings and as guided by the Principal, used to help monitor and improve individualized student achievement.
- Provided to parents and guardians when they meet with their child’s teacher at a bi-annual parent conference.
- Analyzed and discussed during grade level meetings and across grade levels to target specific areas of strength and weakness in overall student achievement.
- Evaluated to create a school-wide strategic plan to address any areas in need of improvement within the school’s overall educational program.

The School will issue comprehensive, standards-based report cards. In addition, Interim Progress Reports are distributed as needed, but the school retains the ability to adapt the frequency of such reports in order to provide more effective and meaningful feedback to students and parents. Formal parent/teacher conferences are organized twice annually to encourage open communication and detailed dialogue concerning individual student’s academic progress.

Annual parent surveys are conducted to measure the levels of parent participation and satisfaction with all aspects of the school’s educational program. The School Accountability Report Card (SARC) is developed and published annually before April deadline.

GICS asserts that assessment data must drive instructional practice, not the reverse. As teachers analyze the student data within their weekly team meetings, they strategically plan for the “safety nets” and scaffolding necessary to support underperforming students. Beyond that however, they measure the effectiveness of their own instructional practices as valued by their students’ ability to comprehend and to quantify their understanding of conceptual ideas. A continuous process of self-reflection and data analysis will identify any needed adjustment in methodologies and delivery of curriculum.

In addition to this process of self-evaluation by the teachers, the Principal will evaluate the effectiveness of the teachers' instructional practices by reviewing the progress of students towards established standards, their instructional techniques and strategies and their adherence to curricular objectives. These performance evaluations are designed to identify the developmental needs and goals of teachers and provide targeted, appropriate support and to develop a shared vision of teaching and improve teaching practices school wide in order to increase student learning.

The principal will provide desegregated data with comprehensive analysis of student achievement to the Board of Trustees at least quarterly highlighting information that will assist the Board in developing policy, identifying budgetary needs and recommending curricular adjustments.
ELEMENT 4: GOVERNANCE STRUCTURE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement in supporting the school’s effort on behalf of the school’s pupils.” (source: California education code § 47605(b)(5)(d))

A. LEGAL STATUS

GICS (GICS) is a directly funded independent charter school and is constituted as a California Nonprofit Public Benefit Corporation pursuant to California law and recognized as a 501(c)(3) by the IRS. (See Appendix G.)

**DISTRICT-REQUIRED LANGUAGE**

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

Goethe International Charter School will comply with the Brown Act.

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

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

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

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

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

LAUSD Charter Policy (**DISTRICT-REQUIRED LANGUAGE**)  
GICS 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 (**DISTRICT-REQUIRED LANGUAGE**)  
GICS 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. GICS 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 (**DISTRICT-REQUIRED LANGUAGE**)  
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 GICS.

B.  GOVERNANCE STRUCTURE

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

The Board shall have a minimum of five (5) and no more than nine (9) directors, including two elected parent representatives. The existing Board of Trustees shall designate all directors. Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether or not they fit the stated needs of the Board recruitment strategy. Although the Board strives for unanimous support for new Board Members, per the by-laws a simple majority is all that is needed.

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

Except for the initial Board of Trustees, each Trustee shall hold office unless otherwise removed from office for one (1) year and until a successor director has been appointed or elected as required by the position as described below. Board terms are renewable upon mutual consent between the Board and the Trustee. Each member of the Board is carefully chosen for his or her passion and commitment to our mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of Goethe International Charter School. Although not required, the Board will strive to create an odd number of Trustees for voting purposes.

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

At all times, the Board will strive to seat members that have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, or public relations. Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. In accordance with LAUSD policy on conflicts of interest, no employee shall serve as a voting member of on the Board or vote in Board
elections.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Trustees.

C. BOARD MEETINGS AND DUTIES
The Board of Trustees governing Goethe International Charter School meets at least monthly during the school year in accordance with the Brown Act. Additional meetings are called as necessary and comply with all of the provisions of the Brown Act. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Trustees and are posted near the entrances of the school, at the entrance of the school's main office, and on the school’s website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting via the same means as a regular meeting. In the event of an emergency meeting, the Board will comply with the one-hour notice provisions of the Brown Act.

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

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

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.
The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Goethe International Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

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

D. PARENT PARTICIPATION

Although teachers and staff will not serve as members of the Board of Directors, all stakeholder groups within the school community will play a vital role in advancing the vision and mission of the school and its programs.

**School Advisory Council**

The School Advisory Council helps ensure that teachers, staff and parents are involved in shared leadership at the school site level. Membership on the School Advisory Council is balanced between school and parent representatives. The School Advisory Council, led by the Principal, is comprised of the following members:

- The Principal
- The President and Vice President of the Goethe Parents’ Association, elected annually pursuant to the Association’s policies and procedures
- Four teacher representatives, elected by the faculty; and
- Three elected parent representatives, one each from grade levels K-1, 2-3 and 4-5.

The purpose of the School Advisory Council is to assist the Principal in decision-making by providing input from all constituents regarding issues of budget, scheduling, enrichments, facilities, community outreach, and more. The parent and teacher representatives serve an extremely important role, as they are the voice of their respective stakeholders in decision-making at the site level and also a means to disseminate information regarding some of the bigger-picture issues that interest the community, such as charter school policy, LAUSD processes, and state budgetary issues. The Council also is the means through which the Principal works with the Goethe Parents Association to manage parent volunteers and committees.

The School Advisory Council meets at least once a month during the school year, or more often as the Council determines is necessary. A report from each meeting will be posted on the school’s web site shortly after each meeting. The Principal will provide reports, as needed, to the Board regarding the activities and recommendations of the Council.
Goethe Parents Association (GPA)

As a parent-founded school, GICS is founded upon the belief that dedicated and caring parents and a cooperative community are critical to the successful function of the school. Parents' direct involvement with their child’s education is the lifeblood of a successful school. In addition to parent elected representatives on the Board of Trustees and on the School Advisory Council, all parents of enrolled students are members of the Goethe Parents Association. While the GPA is not an established legal entity, the GPA membership annually elects a President, Vice President and other leadership positions to serve a one-year term. As detailed above, the GPA’s President and Vice President will serve on the School Advisory Council, along with additional elected parent and teacher representatives.

The GPA’s primary function is to recruit and organize parents’ active participation in supporting the school, and help the school communicate with and educate parents about GICS’s programs. Through monthly meetings open to all parents, the community has the opportunity to learn more about GICS activities and educational programming. Meetings feature updates on committee work, along with “Parent University” sessions that include faculty, administration and guest speakers discussing the ideas underpinning the curriculum and strategies for parents to strengthen their support of their children.

The GPA’s monthly meetings are held on in the evenings on campus. Specific dates and notices will be announced in school newsletters and on the school website. Refreshments and child care are provided.

Parent involvement is a hallmark of the success of GICS. As a parent founded school, we are firmly committed to ensuring that parents participate actively in supporting our school. Each family is encouraged to volunteer five hours per month, with a wide variety of activities available to encompass different skills, interests, and schedules. The Goethe Parents Association helps coordinate all parent volunteer activities. No child will be denied enrollment or any other services as a result of a family’s inability to contribute volunteer hours. Parents are informed about opportunities for volunteering and the school’s volunteer policy via the Family Handbook and meetings hosted by the Goethe Parents Association and school leaders. At no time is any parent required to volunteer, and parents are informed that their inability or refusal to volunteer in no way impacts their child’s enrollment or participation at GICS.

E. ORGANIZATIONAL CHART

The following represents the current organizational chart of GICS.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

**DISTRICT-REQUIRED LANGUAGE**

GICS 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.

GICS will comply with the mandates of No Child Left Behind (NCLB) as they apply to charter schools. GICS teachers will hold the appropriate California Commission on Teacher Credentialing certificate, permit or other document as required for their teaching position and teachers who provide instruction to English Language Learners (ELL) will have a CLAD or BCLAD certificate. GICS’s office will maintain current copies (front and back) of all teachers and paraprofessional credentials such that they are easily accessible.

Before any employee can begin service at GICS they must provide evidence of medical clearance for communicable diseases and Mantoux tuberculosis (TB) and clear for employment a background check from the FBI and DOJ. Records of fingerprinting/background screening and TB test are kept on file and are available for audit.

A. EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES

1. EXECUTIVE DIRECTOR

The Executive Director is responsible for the operation of the school overseeing the educational program as implemented by the Principal as well as all administrative initiatives and duties. The executive director is responsible for establishing and implementing best practices for all school operations, including admission, marketing, finance, facilities, and fund raising, that demonstrate integrity at all levels of the school. The Executive Director reports to the Board of Trustees. Experience and strong skills in communications on multiple levels and to varied stakeholders is vital. Experience in elementary school education sufficient to oversee the educational program required.

Responsibilities:

Governance

- Ensure charter petition, contracts and MOU’s and other agreements with the District protect and further the charter organization
- Broker relationships and agreements between LAUSD and Charter Board
- Assure necessary governance, compliance and student records are maintained and updated
- Work in partnership with the Board of Trustees to establish and refine the school's mission and articulate the mission to all constituencies: students, faculty and staff, parents, alumni/ae, and the community
Organize, Prepare and Manage Board Meetings (creating agendas, filing minutes, creating Board packets, etc.)

Co-create a five-year strategic plan with the board

Ensure compliance with all laws, board policies and federal, state, district and city regulations

Oversee/create school calendar, master schedule, teacher schedules, and staff and student parent handbooks

Develop and Implement LEA plan

Supervise data collection, co-create accountability metrics, analyze school data with board and staff

Supervise District oversight visit preparation and execution, and response to recommendations from district

Assure adherence to charter to assure compliance

Facilities

- Develop long term facilities solution
- Negotiate Prop 39

Relationships/Use Agreements Finance

- Establish and oversee business office operations
- Set annual budget oversight and allocates resources
- Fiscal management throughout the year

Institutional Development

- Identify, analyze best practices for continuous school improvement
- Through strategic fundraising and marketing including foundation and corporate grant writing, annual and capital campaigns, and publicizing the school, acquire resources that sustain and enrich the school's programs

Community Relations

- Serve as the primary interface with the public and the media and oversee internal and external communication
- Represent the charter at the local, state and national level
- Build and maintain strong relationships with staff, administration, families, students, LAUSD, and the school community that support all parties' success
- Represent the school within the educational, business, and greater community
- Coordinate student recruitment with special emphasis on ensuring a student population that reflects the diversity of the community

Personnel

- Demonstrate effective leadership that involves faculty in decision-making
- Set salary levels and benefits (including compensation matrix) for school employees
- Approve hiring excellent staff
- Develop goals and lead Professional Development for staff:
  - conducting walkthroughs and observations
  - completing evaluations of all staff unless delegated to Academic Dean or other staff members
- Celebrate staff successes

2. PRINCIPAL

The Principal is responsible for ensuring that GICS is accomplishing its mission and vision through leadership of faculty, staff and volunteers. With the support of the finance committee and financial
service provider, the Principal designs and oversees the budget and all fiscal procedures. The Principal supervises faculty and staff and leads the hiring process with the support of the human resources committee. The Principal's leadership sets the tone for the school, establishing a safe and supportive learning and work environment for students, staff and parents. Additionally, the Principal will have Responsibilities in the following areas:

HUMAN RESOURCES

- Participates in selection of staff and makes recommendations for hiring to the Board.
- Supervises and coordinates site specialists and volunteers.
- Assures that all documentations, certifications and personnel recorded are complete and current.
- Develops and schedules classes and teacher assignments for students.
- Supervises the delivery of Special Education services

INSTRUCTIONAL LEADERSHIP/PROFESSIONAL DEVELOPMENT

- Supervises and evaluates the instructional program with special focus on the International Baccalaureate Accreditation and Implementation.
- Evaluates all personnel in accordance with State credential guidelines.
- Keeps current on latest educational development through in-services, conferences, programs and professional materials.
- Provides instructional leadership in successful continuation and improvement of existing teaching strategies and teaching frameworks with focus on the International Baccalaureate Program.
- Performs classroom observation and follow-up conferences to monitor instructional materials.
- Maintains and continues to develop professional expertise in areas of educational philosophies and practices (with special focus being on IB and Immersion), management skills and school site administration.
- Provides assistance in selection of instructional materials.
- Encourages and advises staff in their professional growth.
- Maintains responsibility for staff development and conducts staff meetings.

DISTRICT/STATE/FEDERAL ACCOUNTABILITY

- Assures that all state mandated testing is administered and submitted.
- Adheres to GICS Charter to assure compliance.
- Monitors methods which student progress shall be assessed.
- Assures that annual audit is conducted.

COMMUNITY ENGAGEMENT/COMMUNICATION

- Represents site at local, county and state level committees.
- Provides curriculum information to the staff and GICS Board.
- Facilitates collaboration among teachers.
- Informs parents and community members of educational program.
- Works with civic and community service organizations.
- Develops effective communication tools with students, parents, community, and Board.
- Conducts community outreach efforts in order to enhance school diversity.

FISCAL MANAGEMENT/ACCOUNTABILITY
• Applies for grants and other appropriate funding programs.
  Develops and monitors annual budgets.
• Develops and administers budgets for general and categorical programs.
• Assures that accurate financial and attendance records are maintained.
• Administers maintenance and operational needs of school facilities and grounds.
• Supervises all fundraising efforts.

SCHOOL CULTURE
• Assists and supports teachers in modifying student’s behavior.
  Maintains and monitors plans and programs for student health, safety, discipline and conduct.
• Participates in student study teams.
• Coordinates positive student recognition program.
• Facilitates parental involvement in the educational process.
• Infuses behavioral attitudes and attributes delineated in the IB model into school culture.

QUALIFICATIONS: The Principal at Goethe International Charter School should possess leadership abilities and an educational vision that is consistent with the school’s mission and educational program. He or she should be familiar with and committed to implementing the International Baccalaureate Primary Years Program and the foreign language (German) immersion program as articulated in the approved charter petition. In addition, the Principal should possess skills in recruiting, hiring and supervising teachers, technological and data-analysis experience, and, if possible, business experience. Experience in a school serving at-risk and diverse populations is highly desirable.

REQUIRED:
• Master’s Degree in Education or Related Field
• 5 Years of Teaching Experience
• Leadership/Management Experience
• Evidence of High Expectations of Academics and Student Behavior
• DOJ Fingerprinting Background Check Clearance
• Negative TB Test
• CPR Certified

PREFERRED:
• Second Language Proficiency
• International Experience
• Knowledge and Experience with International Baccalaureate Primary Year Program and MYP
• Technology/Data Analysis Experience
• Financial/School Budget Development or Business Experience

3. LANGUAGE COORDINATOR
GICS’ Language Coordinator is expected to have linguistics or second language acquisition education and/or experience; our current Language Coordinator has a B.A. in German and a Master’s in TESOL. The coordinator is required to have experience in implementing, managing and evaluating an educational program, and specific experience in assessing the effectiveness of a language program. Ideally, the coordinator is familiar with the dual-language model, and has experience overseeing and developing teachers. The coordinator is expected to be bi- or multi-lingual.

The coordinator is responsible for overseeing second-language acquisition at GICS. They manage the setup of the GICS German/English dual language curriculum and the GICS Spanish language instructional
The coordinator must measure the success of the programs using California content standards, IB requirements, German language arts standards and the national standards for foreign language learning. The Coordinator is responsible for developing or reviewing and adapting authentic assessment tools to track second language mastery as well as for evaluating the students’ understanding of the content delivered through that language.

The coordinator also:

- Assists teachers with curriculum development
- Participates in curriculum development committee
- Writes and submits reports regarding program goals and student progress as required by the Principal
- Assists the Principal in all aspects of the instructional design of the program including: curriculum design, instructional strategies, professional development training, coordination of assessment, observation and evaluation of instructors, and coordination with community partners
- Supports the school's progress towards International Baccalaureate authorization
- Provides training and support for the classroom teacher through classroom visitations and feedback, and through whole-group professional development.
- Review home language surveys, complete CELDT testing requirements, identify EL learners through test results and cumulative records, maintain records of all EL assessments, manage progress and reclassification of EL students according to Title III AMOA Goals:
  - AMAO I—Annual increases in the number or percentage of children making progress in learning English
  - AMAO 2—Annual increases in the number or percentage of children attaining English proficiency
  - AMAO 3—Making adequate yearly progress (AYP) for limited English proficient children as described in Title I, Section 1111(b)(2)(B), of ESEA.
- Provide assessment data to administrators and staff
- Assure progress is made per student achievement (formative and summative), re: standards, benchmarks and AYP
- Attend CELDT training and train staff to administer the CELDT
- Coordinate instruction with the teacher’s content focus and provide on-going support for instruction of EL students.
- Suggest/demonstrate methods and techniques related to the EL instructional support
- Plan in-service/professional development activities for classroom teachers on the assessment process, ELD strategies, and California ELD Standards
- Provide effective home/school communication.

4. INTERNATIONAL BACCALAUREATE COORDINATOR

The IBPYP Coordinator (a .50 FTE position; the other .50 FTE is teaching) is responsible for developing and implementing the IBPYP standards within the school environment. The Coordinator is expected to drive the school through the application and candidacy phases necessary to become an Authorized IB World School and will have a working understanding of the program from an instructional and administrative level. The Coordinator must monitor and measure the success of the Programme of Inquiry and its alignment with the California content standards, school mission, and 2nd language curriculum.

These responsibilities include:

- Organize off-site professional development through International Baccalaureate Organization (IBO) Workshops
• Lead on-site staff development to support staff in the development of the essential elements of the PYP
• Attain and manage documentation as mandated by IBO
• Drive and monitor the authorization process
• Serve as a liaison between the GICS, International Baccalaureate Organization, and other IB World Schools
• Inform parents and greater community about the elements of the IB PYP
• Lead development of assessment policy that measures student progress in the elements of the program both horizontally and vertically.
• Serve as instructional leader for inquiry-based instruction

5. RESOURCE SPECIALIST

Lead a group of students to rigorous and measurable academic outcomes by
• Contributing to the design of a rigorous, project-based curriculum with a focus on becoming a world citizen
• Implementing and preparing IEPs: Formal testing, collection of informal data, communicates with general education teachers and parents, observes student performance
• Managing Special Education Data System
• Working with special education students; modifying/adapting general education curriculum
• Preparing student education plans in consultation with parents and IEP team members
• Designing instruction, both individual and small group, which parallels the general education curriculum.
• Serving as coordinator of IEP implementation with general education staff
• Monitoring student progress, participates in review and revision of IEP, as appropriate
• Articulating curriculum between and among student levels
• Maintaining appropriate student data and other records and submit reports as required
• Planning, preparing, and implementing lesson plans that utilize a variety of instructional strategies
• Differentiating teaching based on the diverse and individual needs of all students
• Maintaining high expectations for students’ learning and overall conduct
• Developing and administering a variety of assessments to measure students’ growth towards goals and monitor students’ mastery of the content standards
• Participating regularly in professional development and reflecting on teaching practice
• Communicating and building positive relationships with students, students’ families, colleagues and other stakeholders
• Working collaboratively in a professional learning community
• Using multiple student learning outcomes to inform learning progress and instructional practices
• Performing other duties as assigned.

REQUIRED QUALIFICATIONS
• Possession of a valid California Teaching Credential.
• Must possess bachelor’s or higher degree from an accredited college or university
• Mild/Moderate Education Specialist Instruction Credential (Experience with moderate/severe favorable)
• Must meet NCLB requirements
• Applicants who DO NOT have any one of the qualifications will NOT be considered.

PREFERRED QUALIFICATIONS
• Minimum of three years of successful, full-time teaching experience.
• Demonstrated track record of student achievement.
• Passion for working with a socio-economically, culturally and racially diverse community of students and family members.
• Demonstrate an ability to work in collaboration with other staff and faculty members.

6. TEACHERS
All teachers at GICS are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to have. All GICS teachers teaching core subjects are “highly qualified” as that term is defined under NCLB and further defined by California State regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to Charter schools such as GICS.

Teachers at GICS are expected to be knowledgeable about child development and have experience working collaboratively.
• A bachelor’s degree;
• A Preliminary or Clear California Multiple Subject Teaching Credential for the State of California
• CLAD for teachers in the English classroom and BCLAD for teachers in the German classroom
• Demonstrated subject competency through appropriate examination or coursework
• A Background Clearance from FBI/DOJ
• A commitment to team-teaching in a dual language / IBPYP program
• A commitment to train in the International Baccalaureate Primary Years Program

Teachers are responsible for implementing the GICS educational program in their classrooms. They must coordinate their planning and instruction with their teaching partner and work collaboratively with the second-language coordinator, Principal and faculty. Teacher will design assessments, evaluate assessment results and adjust their instruction based on these results. Teachers will need to follow and enforce GICS policies such as attendance reporting, at-risk identification & intervention and student behavior procedures.

7. OFFICE/CLERICAL SUPPORT STAFF
Office staff includes an Office Manager and additional clerical/reception support. Office staff members are required to submit a current TB and have a verified background check. Staff members who work with students must have current CPR and First Aid certificates and experience working with elementary age children. Office clerical staff must have training, experience and/or education equivalent to two years of college experience. All staff must have strong communications skills and an excellent record of dependability. They must show evidence of skills such as word processing, record keeping and other office skills as required for their specific position.

The office and clerical staff are responsible for setting up and maintaining and organized front and back school office. They will follow school procedures for attendance keeping, ordering, inventory and record-keeping. They will also play a key role in communicating important information to students,
parents, faculty and administration.

Office/Clerical staff responsibilities will also:
- Receive, greet and screen office callers and refers them to proper persons and/or information.
- Exercise diplomacy in answering questions and resolve situations involving students, parents, public and staff through knowledge of school policies.
- Maintain a high degree of confidentiality regarding all aspects of the school site operation.
- Maintain and insure proper use of confidential files, which may include student, personnel and payroll records.
- Perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data and operating office machines and equipment.
- Prepare and maintain employee and/or student attendance records as required.
- Attend to student health and welfare as needed.
- Sort and distribute incoming mail.
- Perform specialized secretarial duties designed to relieve supervisor of clerical detail.
- Receive and distribute mail; prepare outgoing mail.
- Order, maintain inventory, and distribute supplies and equipment as required.

8. INTERNS
GICS partners with Amity International to hire not only German speaking interns but interns from other countries. Amity assures that all interns meet all district, state and federal requirements, including TB and criminal background checks applicable to other teachers, and that all interns are college students nearing the end of their studies. They are also literate in English. Our interns are assigned to classrooms and supervision, 405 minutes per day, and 315 minutes on the Minimum Day. They support classroom instruction by working closely with the teachers to provide one-on-one support and by working with small groups of students. They also assist with the supervision of lunch and recess. Interns tutor small groups of students after school in ELA, Math, and German at the After School Learning Club in order to support students that are new to the German language, or who have scored Basic, Below Basic or Far Below Basic on the state standardized test (CST). This service is provided to Goethe families free of charge.

9. RECESS/LUNCH SUPERVISORS
GICS also hires campus aides whom we refer to as PRL’s – Playground, Recess, Lunch. PRL’s ensure that lunch and recess areas are ready for students and supervise students during this nutritional and recreational time. They also inform administration of any unsafe conditions, and supervise students’ lunch and recess time to ensure behavior meets GICS expectations. They are trained in the use of positive reinforcement for student behavior as based upon the IB model.

Recess/lunch supervisors must have current CPR and First Aid certificates. They must have experience supervising elementary aged children and/or training in child development, behavior and instructional strategies. Strong communication skills and evidence of good attendance and timeliness is required. They must possess a personality that engages the children and encourages positive student/adult relationships.

10. CUSTODIANS (as needed in private facility)
Custodians are required to submit a current TB clearance and to have a FBI/DOJ background clearance. Custodian should also have at least 1-2 years experience performing custodial duties. They are
responsible for basic custodial and maintenance responsibilities for the campus grounds and the buildings.

B. EMPLOYEE POLICIES AND ANNUAL EVALUATIONS

Principal and teacher evaluations are performed annually. Performance measures are crafted to evaluate all school personnel in accordance with published policies and forms, distributed to all staff at the beginning of the year. (See Appendix E.)

Additional terms and conditions of employment are included in the Employee Handbook, reviewed and updated annually by the Board. (See Appendix D.)
ELEMENT 6: HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237—California Education Code Section 47605 9(b)(5)(F)

GICS is committed to providing a safe, healthy, and protective environment in which every member of the school community will grow and prosper. GICS will ensure the safety of the students and staff by complying with the current LAUSD independent GICS standards and policies for health and safety as well as all state and federal laws.

A. HEALTH AND SAFETY GUIDELINES

In order to provide safety for all students and staff, GICS will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. GICS will carry the following types of insurance: Workers’ Compensation, General Liability, Directors and Officers, Errors and Omissions, and others if recommended by a financial services consultant. The District is provided evidence of insurance upon request. The health and safety policy is reviewed and updated on an annual basis, in consultation with staff and parents. This policy is distributed to all staff and parents. A full draft is provided to the District for review at least 30 days prior to operation.

The following is a summary of the health and safety policies of GICS, which are detailed more fully in the school’s Healthy & Safety Policies and Employee Handbook (see Appendix D):

**Procedures for Background Checks**
Employees and contractors of GICS are required to submit to fingerprinting, a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to GICS’s Board of Trustees on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

**Role of Staff as Mandated Child Abuse Reporters**
All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District; all staff are trained on these requirements at least once annually during summer training before school starts (or as they are hired if hiring takes place after summer training).

**TB Testing**
GICS will comply with all applicable TB testing requirements for faculty, staff and interns as required by Education Code Section 49406 and Los Angeles County Office of Education policy.

**Immunizations**
All students enrolled and staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

**Medication in School**
GICS will adhere to Education Code Section 49423 regarding administration of medication in school.

**Communicable Diseases/Lice**

Communicable disease inspections will be conducted periodically. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met.

For outbreaks of lice, the school follows the suggested preventative routines outlined by the Los Angeles County Health Department. These routines include periodic head checks and disinfesting of all necessary areas in the school. GICS staff and/or a nurse will check students at school. A child with lice eggs and/or lice in his/her hair will be sent home to prevent the spread to other children. An affected child may only return to class when he/she has been effectively treated and the office inspects the child or the family presents a doctor’s clearance.

**Vision, Hearing/Scoliosis**

Students are screened for vision, hearing and scoliosis. GICS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

**Food Service and Other Auxiliary Services Safety**

GICS participates in the lunch program of the Marina del Rey Middle School. Our food handlers who pass out trays are our campus aides who have TB and DOJ clearance, as well as follow the NSLP safe food handling guidelines such as proper washing, gloves, and hair caps.

**Facilities Safety**

GICS will ensure that any facilities occupied by the school meet all applicable health and safety requirements including, but not limited to, federal, state and local building and safety codes and requirements, the Americans with Disabilities Act, AHERA, Playground Safety and all other requirements.

**Emergency Preparedness**

GICS shall comply with all applicable laws and requirements regarding campus safety in the event of an emergency and will ensure that site-specific policies and procedures are clearly delineated and that all staff are appropriately trained, in conjunction with law enforcement and the Fire Marshall. Policies and procedures shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats and hostage situations. GICS maintains appropriate emergency and safety supplies at all times.

**Blood Borne Pathogens**

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

**Staff will be trained annually by a school nurse contracted through LAUSD on dealing with blood borne pathogens and other potentially infectious materials, and communicate appropriate information and safety procedures with their students.** If exposed to blood or other bodily fluids through injury or accident, staff shall follow the latest medical protocol for disinfecting procedures and ensure student safety.

**Drug Free/Alcohol Free/Smoke Free Environment**

GICS shall function as a drug, alcohol and tobacco free workplace.

**Comprehensive Sexual Harassment Policies and Procedures**
GICS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. GICS will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at GICS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in a sexual misconduct policy.

*Insurance Requirements (**DISTRICT-REQUIRED LANGUAGE**)*

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

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

The following insurance policies are required:

- **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.

- **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.

- **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.

- **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.

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

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

• 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 (**DISTRICT-REQUIRED LANGUAGE**)
The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

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

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

**Health, Safety and Emergency Plan (***DISTRICT-REQUIRED LANGUAGE***)**
The GICS will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The GICS 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 (***DISTRICT-REQUIRED LANGUAGE***)**
GICS, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**Criminal Background Checks and Fingerprinting (***DISTRICT-REQUIRED LANGUAGE***)**
Charter School shall require all employees of the Charter School, and all volunteers who are 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.

**B. FIRE, EARTHQUAKE, AND EVACUATION DRILLS**
The School shall develop, drill and adhere to a comprehensive emergency safety plan. As part of that plan, the School shall conduct fire drills monthly and in conjunction with the District (if at District facilities). Students are regularly instructed in disaster drills including the “duck and cover” routine and fire drills. Office personnel will maintain a record of drills and, for fire drills, record the total required time for complete evacuation. In an actual emergency, teachers will maintain, take and re-take roll calls throughout the duration of the emergency in order to account for all students. Students are supervised at all times by teachers, paraprofessionals, or other qualified adults according to state law. Teachers will stay with their class for the duration of the emergency. In case of evacuation of the school facilities, 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. 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.
**ELEMENT 7: RACIAL AND ETHNIC BALANCE**

Governing Law: “The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district’s territorial jurisdiction” (Ed. Code 47605(b)(5)(G).

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

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

**No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students (***DISTRICT-REQUIRED LANGUAGE***)**
The District and GICS 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 GICS 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 GICS shall have the right to continue attending GICS until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to GICS shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

GICS 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. GICS 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, are 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 GICS under the NCLB-PSC program increases in subsequent years, GICS agrees to discuss with the District the possibility of increasing the number of
NCLB-PSC places available at the Charter School.

**Federal Compliance (**DISTRICT-REQUIRED LANGUAGE**)**

As a recipient of federal funds, including federal Title I, Part A funds, GICS 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. GICS understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. GICS 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

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

GICS will strive to achieve racial and ethnic balance through a carefully considered recruitment and community outreach drive. GICS will continually review and expand its outreach efforts in order to achieve its goal of enrolling a student population that reflects the socio-economic and racial/ethnic balance of the community.

GICS has worked hard over the past few years – including working with an experienced outreach
consultant – to conduct targeted and comprehensive outreach activities to bolster our schools’ diversity. We will continue to make presentations, have meetings, post flyers and work broadly to inform the community about our school. We will continue to work with community service organizations, Head Start and other subsidized preschool programs and day care providers, churches and other community support organizations. GICS will continue to pursue a wide variety of venues for the distribution of information about the school, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings, day care centers, etc. GICS also will continue to use local newspapers and other media to the extent possible to inform the parents and others about the presence of the charter school within their community. All marketing and other informational materials about the school are produced in English and Spanish.

As indicated in our current enrollment demographics, GICS’s dual language instruction and IB programme appeals to an ethnically/racially and socio-economically diverse student population. GICS’s educational program honors students’ diverse backgrounds and embraces the challenges and benefits inherent to learning a second language. Furthermore, the IBPYP is a curriculum that is known throughout the world for its rigor and high standards. Diversity – in ethnicity, language, culture, socio-economics and more – is a central focus of our international school. Many of the students currently attending Goethe were either themselves born abroad or have at least one parent who was and live in homes where English is not the primary language; these families come from dozens of nations across Europe, North and South America, Asia, the Middle East and Africa. Several of our students and their families are tri- and multi-lingual.

A. DIVERSITY PLAN

Building on the Diversity Plan first introduced into our petition via the 2010 Material Revision, the GICS Board’s Outreach and Diversity Committee will continue to bolster the diversity of our school by:

- Ensuring the community is informed about the school’s ability (per approval of this petition and the requested priority) to offer priority admission for students who qualify for free- or reduced-price lunch.\(^{20}\)

- By requesting that families voluntarily provide demographic information on the lottery application (based on the “best practices” of several other charter schools in LAUSD), we are able to track the efficacy of our outreach efforts as applications are submitted. This enables our school leaders and Board to allocate resources appropriately (including volunteers) to ensure that targeted communities are being reached with the desired impact (increased numbers of applications from a particular sub-group).

- GICS will continue to refine outreach messaging, revisiting at least annually the approach utilized, to determine the most effective means to convince families from other cultures to understand the “international” emphasis of our school, and the fact that all families are truly welcome and can benefit from our globally esteemed model of education. We know that the families enrolled at our school are our most powerful ambassadors to the community we will continue to leverage parent volunteers to engage in outreach efforts.

\(^{20}\)As noted earlier, while GICS was receiving funds from the federal Public Charter Schools Grant Program (PCSGP), it was ineligible for this enrollment priority; those funds were exhausted in the 2011-12 school year and we now, with this Renewal Petition, seek to priorities FRPL in the lottery.
To date, GICS has used and will continue to use a variety of strategies to recruit a diverse population, conducting focused outreach activities throughout the school year including:

**Fliers**
Fliers in English and Spanish outlining the mission and vision for the school and providing invitations to monthly community meetings have been and will continue to be distributed. Literally tens of thousands of fliers have been distributed each year to dozens of community locations, including several key locations to reach socio-economically disadvantaged members of the community, such as:

- the Mar Vista Family Center
- Mar Vista Gardens
- Westchester Christian Church
- Westchester Family YMCA
- Neighborhood Youth Association
- Westchester Library
- Mar Vista Library
- West Los Angeles College
- WIC office (Inglewood and Braddock)
- Venice Family Clinic (Inglewood and Braddock)
- Grocery stores, restaurants and laundromats
- The following Head Start/subsidized preschools:

<table>
<thead>
<tr>
<th>Preschool Name</th>
<th>Address</th>
<th>City</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marina Early Education Center</td>
<td>4908 Westlawn Avenue</td>
<td>Los Angeles</td>
<td>90066</td>
</tr>
<tr>
<td>Westside Childrens' Center</td>
<td>12120 Wagner Street</td>
<td>Culver City</td>
<td>90230</td>
</tr>
<tr>
<td>Shining Path Montessori</td>
<td>11500 Culver Blvd.</td>
<td>Los Angeles</td>
<td>90066</td>
</tr>
<tr>
<td>Pacifica Montessori School</td>
<td>3734 S Centinela Avenue</td>
<td>Los Angeles</td>
<td>90066</td>
</tr>
<tr>
<td>Bright Beginnings Pre-School</td>
<td>4061 Sawtelle Blvd.</td>
<td>Los Angeles</td>
<td>90066</td>
</tr>
<tr>
<td>Mar Vista Montessori</td>
<td>3865 Grandview Blvd.</td>
<td>Los Angeles</td>
<td>90066</td>
</tr>
<tr>
<td>A Kid's Place</td>
<td>12306 Venice Blvd.</td>
<td>Los Angeles</td>
<td>90066</td>
</tr>
<tr>
<td>New School West</td>
<td>12731 Venice Blvd.</td>
<td>Los Angeles</td>
<td>90066</td>
</tr>
<tr>
<td>First Years Preschool</td>
<td>1010 Amoroso Place</td>
<td>Venice</td>
<td>90291</td>
</tr>
<tr>
<td>Kiahani Family Child Care Center and Preschool</td>
<td>8308 Loyola Boulevard</td>
<td>Los Angeles</td>
<td>90045</td>
</tr>
<tr>
<td>LMU Children's Center</td>
<td>One Loyola Marymount Drive</td>
<td>Los Angeles</td>
<td>90045</td>
</tr>
<tr>
<td>Children of Our Saviour Lutheran</td>
<td>6705 West 77th Street</td>
<td>Los Angeles</td>
<td>90045</td>
</tr>
<tr>
<td>Delta Headstart / State Preschool</td>
<td>Various locations – see below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As many start-up schools have experienced, we now find that word about our school has spread and that families are our best ambassadors. As more families from these outreach targets enroll at GICS, the ripple effects are felt year over year.
**ELEMENT 8: ADMISSIONS REQUIREMENTS**

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

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

**A. ADMISSION REQUIREMENTS & PREFERENCES**

GICS will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. GICS will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

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

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

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

- Students currently enrolled at GICS;
- Siblings of admitted students based on discretionary preference.
- Children of founding parents (in accordance with LAUSD Founding Parent Policy), faculty/ staff and Board, not to exceed 10% of the student population;

In addition, the following admissions preferences will be given:

- Students who reside within LAUSD;
- Students who qualify for free and reduced price lunch.

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

**LAUSD Founding Parents Policy**

1.1. “Founding Period”: The applicable time period in which an individual can be deemed a Founding Parent/Founder is the specific period during which the charter petitioner team is developing the charter
school through the school’s first day of instruction. The petitioners must submit to the Charter Schools Division documentation establishing an official start of founding period at the time of charter petition submission (i.e., typically 12-18 months prior to charter approval; reflected in board minutes). A school may not add to the founding group after the first day of instruction. For GICS the founding period will be from January 1, 2007 through the first day of school opening (Sept. 8, 2009).

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

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

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

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

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

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

**B. Admission Process and Open Enrollment**

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

Open enrollment will occur beginning November 1 each year and continue through the last Friday of March of the same school year. All interested families will be required to submit a completed Admissions Application Form directly to the school before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the school. Submitted Admission Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt. Families who apply after the enrollment deadline will be added to the wait list in the order the applications are received.

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

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

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

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

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

Students who are offered spots will be asked to complete a post-lottery Enrollment Packet (see Appendix I) to secure their spot. GICS staff will be available to assist families in completing this paperwork if needed.

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

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

**McKinney-Vento Homeless Assistance Act LAUSD-REQUIRED LANGUAGE**

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

**NO CHILD LEFT BEHIND**

GICS will adhere to all admission and enrollment provisions of No Child Left Behind (NCLB) pertaining to Public School Choice and other legal requirements.
ELEMENT 9: FINANCIAL AUDITS

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

A. BUDGETS

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

The Executive Director, Principal and Board Treasurer review monthly cash flow statements and present comprehensive budget updates to the Board at least four times each fiscal year. The Executive Director and Board also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. The GICS Board follows formal policies regarding the deposit of funds, investment procedures, and internal financial controls. GICS’s operational budget, as well as cash flow and financial projections for the next five years can be found in Appendix H.

B. BUSINESS MANAGEMENT

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

GICS and ExEd, the contracted business services provider, will employ all Generally Accepted Accounting Principles (GAAP).

*District Oversight Costs (**DISTRICT-REQUIRED LANGUAGE**)

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 (**DISTRICT-REQUIRED LANGUAGE**)

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

**Special Education Revenue Adjustment/Payment for Services (**DISTRICT-REQUIRED LANGUAGE**)**

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

**Audit and Inspection of Records (**DISTRICT-REQUIRED LANGUAGE**)**

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

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

A. Compliance with terms and conditions prescribed in the Charter agreement,
B. Internal controls, both financial and operational in nature,
C. The accuracy, recording and/or reporting of the Charter School’s financial information,
D. The Charter School’s debt structure,
E. Governance policies, procedures and history,
F. The recording and reporting of attendance data,
G. The Charter School’s enrollment process,
H. Compliance with safety plans and procedures, and
I. Compliance with applicable grant requirements.

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

The GICS will develop and maintain internal fiscal control policies governing all financial activities.
The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:
   a. Provisional Budget – Spring prior to operating fiscal year
   b. Final Budget- July of the budget fiscal year
   c. First Interim Projections – November of operating fiscal year
   d. Second Interim Projections – February of operating fiscal year
   e. Unaudited Actuals – July following the end of the fiscal year
   f. Audited Actuals – December 15 following the end of the fiscal year
   g. Classification Report – Monthly, the Monday after close of the last day of the school month
   h. Statistical Report – Monthly, the Friday after the last day of the school month
   i. P1 – First week of January
   j. P2 – First week of April
   k. Bell Schedule – Annually by September

Other reports as requested by the District
**ELEMENT 10: SUSPENSIONS AND EXPULSIONS**

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

**LAUSD-REQUIRED LANGUAGE**

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

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

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

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

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

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

a. pupil’s last known address
b. a copy of the cumulative record
c. transcript of grades or report card
d. health information
e. 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:
      1. Was the misconduct caused by, or directly and substantially related to the students disability:
2. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Outcome Data LAUSD-REQUIRED LANGUAGE
Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

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

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

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

Special Education Students LAUSD-REQUIRED LANGUAGE
In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:
   a. Was the misconduct caused by, or directly and substantially related to the student’s disability?
   b. Was the misconduct a direct result of the Charter School’s failure to implement 504?

Gun Free Schools Act LAUSD-REQUIRED LANGUAGE
The Charter School shall comply with the federal Gun Free Schools Act.
A. Discipline Policy

GiCS adheres to a positive behavior philosophy based on the IB model, with modeling and reinforcement of positive behavior and lifestyle choices. The school-wide discipline policy, The Triadic Agreements (students-family-staff) (found on our website) have been developed with considerable input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment. This policy includes, but is not limited to the students’ rights and responsibilities while on school grounds as well as the school’s suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The policy may be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

The Triadic Agreements align smoothly with the IB philosophy of the school. Both aim to develop sensitivity in children through the experiences of others and promote socially responsible actions as a result of the respect for self and others and for all people of the world.

Upon enrollment and at the beginning of each school year, GiCS families each receive a copy of the Family Handbook (included in Appendix F) and are asked to agree in writing to abide by the provisions of the Handbook, including the School’s discipline policy. In addition, all school staff members receive an in-service on positive discipline and the Triadic Agreements at the commencement of each school each year.

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

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

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

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

A student identified as an individual with disabilities or for whom the GiCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004
students except when federal and state law mandates, or a single infractions, students may be immediately suspended and recommended for expulsion upon a Discretionary Expulsion/Suspension grounds for immediate suspension and recommended expulsion:

In accordance with California Education Code § 48915, the following reasons shall constitute mandatory than one year (except on a case basis), any student who is determined to have brought a firearm to school.

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

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the charter school.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Possession of an explosive.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Violation of the Federal Guns Free School Act

Discretionary Expulsion/Suspension: In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a

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

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

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

B. CAUSE FOR SUSPENSION AND EXPULSION

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

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

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
- Hate violence (defined by Section 48900.3)
- Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Disrupted school activities or otherwise willfully defied the valid authority of teachers, administrators, or other school officials or personnel engaged in the performance of their duties.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Knowingly received stolen school property or private property.
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.
- Engaged in sexual harassment as defined in Education Code Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

C. PROCESS FOR SUSPENSION AND/OR EXPULSION

Step 1: Informal Conference
Suspension shall be preceded by an informal conference conducted by the Principal and/or Executive Director, with the student and the student’s parents. The conference may be omitted if the Principal and/or Executive Director determine that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as practicable.
Step 2: Notice to Parents
Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student’s suspension, a school employee shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

Step 3: Determination of Length of Suspension
The length of the suspension will be determined by the Principal and/or Executive Director based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 continuous days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the 10th day of suspension. A student may be suspended from school for not more than 20 school days in any school year; this restriction on the number of days of suspension does not apply, however, when the suspension is extended pending an expulsion.

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

Step 4: Recommendations for Expulsion
If the Principal and/or Executive Director recommend expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following findings:
- The student’s presence will likely be disruptive to the educational process
- The student poses a threat or danger to others
Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Principal and/or Executive Director find that at least one of the following findings may be substantiated:
- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Step 5: Expulsion Hearing
Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days after the Principal and/or Executive Director determines that an act subject to expulsion has occurred. The hearing may be presided over by the governing Board or an administrative panel (of other local school charter leaders) appointed by the Board. A Facts and Findings document will be prepared to summarize the evidence adduced at the hearing to substantiate the expulsion decision.
Written notice of the hearing will be forwarded to the student and the student’s parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student’s parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student

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

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

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

If the decision is not to expel, the student will return to classes at GICS.

D. APPEAL OF EXPULSION

If a pupil is expelled, the pupil or the pupil’s parent or guardian may, within 10 calendar days following the decision of the Administrative Panel to expel, file a written appeal, requesting the Board reconsider the expulsion determination.

If appealed, the Board shall hold an appeal’s hearing within twenty (20) schooldays following the filing of a formal request under this section. The Board panel who hears the appeal will not consist of the same Board members who participated in the original expulsion hearing. The Board shall render a decision within three (3) schooldays of the hearing. The decision of the Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the Administrative Panel votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Administrative Panel within the prescribed time may not subsequently appeal a decision of the Administrative Panel and impose the original order of expulsion.
The Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the School simultaneously with the filing of the notice of appeal. The School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request, unless impracticable.

**Closed session**
The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or the School, the Board shall, at the same time, admit representatives from the opposing party.
ELEMENT 11: RETIREMENT PROGRAMS

“The manner by which staff members of the charter schools are covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

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

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

B. Oversight Of Benefits
GICS has contracted with ExEd to handle our payroll and accounting services. The Executive Director will be responsible for ensuring appropriate arrangements for coverage have been made. The Board of Trustees may, in its discretion, contract with another qualified provider of payroll and accounting services.

C. Employee Policies
Employee Policies relating to the terms and conditions of employment are included in Element 13, and Appendix___: Employee Handbook.
ELEMENT 12: ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)"

(**DISTRICT-REQUIRED LANGUAGE**)
Pupils who choose not to attend GICS may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.
**ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES**

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed Code § 47605(b)(5)(N))

Former District employees must consult with the District to determine their eligibility for leave.

**(DISTRICT-REQUIRED LANGUAGE)**

Leave and return rights for union-represented employees who accept employment with the Charter School are 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: DISPUTE RESOLUTION**

“The Procedures to be followed by the charter school and the entity granting the charter to resolve disputes in relation to provisions of the charter.” (Ed Code § 47605(b)(5)(M))

(**DISTRICT-REQUIRED LANGUAGE**)  
The staff and governing board members of GICS agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and GICS, 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 GICS 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:  
   Gwenis Laura, Executive Director  
   c/o School Director  
   Goethe International Charter School  
   12500 Braddock Drive  
   Los Angeles, CA  90066

   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.

**Internal Dispute Resolution**

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, Board members, and partner organizations, are resolved pursuant to policies and practices developed by the school.

Any employee who seeks to complain about an improper action by an employee of GICS may bring a complaint to the Executive Director for informal discussion with the goal of resolving the issue. If the discussion and related action fail to resolve the problem, and the employee wishes to seek further action, the following procedures are adhered to:

- Employee brings a verbal notice or written complaint to the Executive Director to seek resolution. Throughout this process, each party has the right to representation. The Executive Director is responsible for documenting and reviewing all allegations and complaints made. She/he shall provide fair judgment based on the merits of the case within 10 working days. The employee is provided information on the process to appeal the judgment.
- If the employee is not satisfied with the resolution, the employee submits a written appeal to the GICS Board of Trustees or its designee within 5 working days of the judgment.
- The GICS Board of Trustees or its designee will make a determination within 10 days of receipt of written complaint. The employee is provided information on the process to appeal the determination.
ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING

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

(**DISTRICT-REQUIRED LANGUAGE**) 
The GICS is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).
ELEMENT 16: SCHOOL CLOSURE

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”

(Ed Code § 47605(b)(5)(P))

Revocation (**DISTRICT-REQUIRED LANGUAGE**)
The District may revoke the Charter if GICS 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 GICS if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

1. GICS committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
2. GICS failed to meet or pursue any of the pupil outcomes identified in the charter.
3. GICS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
4. GICS 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 GICS in writing of the specific violation, and give the GICS 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 (**DISTRICT-REQUIRED LANGUAGE**)
The decision to close GICS either by the GICS 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 (**DISTRICT-REQUIRED LANGUAGE**)
The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” apply to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action (**DISTRICT-REQUIRED LANGUAGE**)
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 GICS are issued by GICS 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 GICS 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 GICS 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 GICS 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 (**DISTRICT-REQUIRED LANGUAGE**)**

GICS 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.

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

- 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.

- 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.

- 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 GICS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by GICS will be the responsibility of the GICS and not LAUSD. GICS understands and acknowledges that GICS will cover the outstanding debts or liabilities of GICS. Any unused monies at the time of the audit will be returned to the appropriate funding source. GICS 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 GICS participates, and other categorical funds will be returned to the source of funds.

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

a. Preliminary budgets
b. Interim financial reports
c. Second interim financial reports
d. 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:

- **a)** The return of any donated materials and property according to any conditions set when the donations were accepted.
- **b)** The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
- **c)** 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.

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

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the GICS 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 GICS 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:

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

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end [Charter School’s] right to operate as a Charter School or cause GICS to cease operation. GICS 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-REQUIRED LANGUAGE**)

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

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

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

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

i. Use. GICS 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 GICS.

ii. Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to GICS for use. GICS, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
iii. **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than GICS shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

iv. **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
   - **Pro Rata Share.** LAUSD shall collect and GICS shall pay a Pro Rata Share for facilities costs as provided in the GICS Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
   - **Taxes; Assessments.** Generally, GICS shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or GICS’s legal or equitable interest created by the use agreement.

1. **Maintenance & Operations Services.** In the event LAUSD agrees to allow GICS 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 GICS.
   - **Co-Location.** If GICS is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and GICS shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
   - **Sole Occupant.** If GICS is a sole occupant of LAUSD facilities, LAUSD shall allow the GICS, 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 GICS 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.

2. **Real Property Insurance.** Prior to occupancy, GICS shall satisfy those requirements to participate in LAUSD’s property insurance or, if GICS is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. GICS shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF GICS 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 GICS 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 GICS 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. GICS 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. GICSs 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 GICS shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

**Asbestos Management:** The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.