City Charter Middle School

Charter Petition

Submitted October 11, 2011

For charter term of July 1, 2012-June 30, 2017
City Charter Middle School
Charter Petition Table of Contents

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Affirmations

City Charter Middle 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, 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

The Board of Directors for the City Charter Middle School (also referred to herein as, “City” and “Charter School”) respectfully submits this charter petition to the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”) for a five (5) year charter to establish City Charter Middle School a grades 6-8 college preparatory, site-based program that will serve a diverse student population in mid-Los Angeles.

Our Mission
The City provides an exceptional education to a diverse student body. Through individual attention in a supportive and dynamic learning environment, students become creative and critical thinkers who ask questions, debate, and express ideas fearlessly and respectfully. With a focus on civic responsibility, public speaking, and the written word, City students are prepared for a lifetime of meaningful work and ongoing service to a cause greater than themselves.

- Providing a constructivist, problem-based learning environment in which teachers guide students through active learning processes in a block schedule to develop conceptual understanding.
- Implementing a rigorous, subject-specific curriculum that incorporates multiple assessments and projects in order to develop academic, interpersonal, intrapersonal and artistic skills.
- Prioritizing a small class size in teaching writing, speech and debate to ensure students develop excellent communication skills.
- Providing support and freedom for faculty to analyze research studies on learning and to experiment with its applications in order to help all students succeed.
- Giving faculty time, resources, autonomy and a collaborative atmosphere to continually develop their skills and create, evaluate and refine curricula, and reflect on the learning of their students.
- Communicating regularly with students’ families, seeking family involvement in the life of the school, and continually reaching out to all families in the neighborhood to ensure a diverse and inclusive learning community.

Our Vision
Our vision is the creation of a community of learners founded on three pillars: Educational Excellence, Diversity, and Community.

By Educational Excellence, we mean the use of best practices to provide a child-centered, thoughtful, inspired education that rigorously challenges students to do their best. It’s an education on a par with the best schools in the country. It not only means attaining high standardized test scores but also the far harder to quantify goals of a talented, well-rounded
person. City students will be thinkers and debaters; students who care, engage, argue, and respect; students who question; students who empathize, help, and lend dignity to those in need – good kids with great minds.

By Diversity, we mean we are committed to serving a diverse student body and creating a mixed socioeconomic status student population (“mixed SES.”) The City will embody Horace Mann's concept of “the common school” – where children of all backgrounds gather under one roof to learn together and from each other. While school districts across the country are “re-segregating” by race and socio-economic status (particularly after the Supreme Court struck down race-based desegregation), there is a nascent movement towards mixed SES schools and school districts. In Los Angeles, a city that is known as both the wealth and poverty capital of the world, schools like Open Charter, Larchmont Charter, Valley Charter, and City Charter Middle School bridge this divide. There is evidence that low-income children see significant academic gains from attending a mixed SES school (David Rusk). Our goal is to be 40-50% low-income, and 50% non-white.

By Community, we mean we harness the energy and spirit of our community through volunteerism and partnerships to better serve our students. Parents are asked to give 50 hours a year in volunteer time. This community involvement translates into more financial stability and a richer educational environment.

**Our Educational Philosophy**

At the foundation of our educational philosophy is a belief that learning should be an active experience that involves a community of educators, students and families. We believe that effective schools create a culture of caring and respect that supports all members in achieving their potential academically, socially, emotionally, artistically, and physically. To enable all to work together toward these ends, we believe in explicitly expressing our learning goals – derived from academic standards and school-defined behavioral and attitudinal objectives. We expect all involved with the school to support these convictions and to endorse a constructivist learning environment that nurtures, challenges, and values every member of the community. We also adhere to the belief that students should be given opportunities to direct their own learning. Our students will be asked to explore their interests through the process of choosing specific projects and formulating essential questions that drive their learning experiences.

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students (Sagor & Cox, 2003. At-Risk Students: Reaching and Teaching Them; Pransky, 2002. “To meet your students where they are, first you have to find them”). When coupled with data driven instruction and problem-based lessons, constructivism is even more effective. We, therefore, embrace these three practices fully. Teachers continually assess each student's progress through observation, interaction, and testing, and then design lessons in response to student needs. Similarly, teachers will assess
their own pedagogy’s effectiveness in promoting student learning by examining their practices through action research projects.

**Our Founders**

City is being founded by experienced educators and community members who have the capacity to open and smoothly operate high performing charter schools in California.

Educators involved in these efforts include:

**Dvora Inwood** is the Founding Educator of six charter schools, including the highest performing charter network in Los Angeles, Larchmont Charter Schools. She is the original charter author and school designer for Larchmont Charter Schools, Valley Charter Schools and Citizens of the World Charter School. She has advised charter school management organizations in improving and expanding their programs, created curriculum and courses that are used by The New Teacher Project in training new educators, and coached teachers in different pedagogical methods and curriculum construction. She taught mathematics at Harvard-Westlake School and the Archer School and has worked for fifteen years as a private college counselor and academic advisor to high school students across the country. She earned her Master's in Education from Stanford University, focusing on curriculum construction and teacher education, and her B.A. from Harvard University.

**Michelle Sorgen**, (Board Member) is a Teaching Artist at Street Poets, Inc., teaching poetry classes to at-risk youth, planning open mics for Los Angeles teens, writing curriculum and assembling an anthology of poems to be used in the Street Poets’ workshops. She is a former high school English and poetry teacher at Los Angeles Schools (Campbell Hall, Polytechnic, and New Roads), and a teacher of the “Writing and Imagination” class to gifted students through the John Hopkins Center for Talented Youth. Ms. Sorgen is a published poet, whose work has appeared in *Let Me Tell You Where I've Been*, an anthology of writing from the Iranian Diaspora, and *Witness*, a CD compilation of hip hop and oral poetry. She received her BA from the University of Michigan, and an MFA in poetry from the University of Maryland. Michelle is recipient of the Virginia Voss award for poetry, and scholarships to the Bread Loaf and Squaw Valley Writers’ Conferences.

**Rebecca George**, (Founder) Rebecca George began her career in education through Teach for America (TFA), the national corps of recent college graduates who commit at least two years to teach in urban and rural public schools and to become leaders in the effort to expand educational opportunity. She taught elementary school in South Los Angeles for three years as a member of TFA. During that time, she served as Grade Level Chair, a mentor teacher to first year teachers, volunteer technology coordinator, and was a member of the Nell Soto Parent/Teacher involvement program. In 2005, she became a Founding Teacher at Larchmont Charter School. In 2006, Ms. George founded her Executive Recruiting firm and specializes in recruiting for non-profits and schools. As a consultant, she has successfully recruited and hired
administrative staff and teachers for charter schools as well as the Los Angeles Unified School District. Ms. George earned her teaching credential from UCLA's Graduate School of Education and Information Studies, and her B.A. in Sociology from Oberlin College.

Valerie Braimah, (Proposed School Leader) Vice President of Instruction at the Alliance for College Ready Public Schools. Formerly the Chief Learning Officer at Insight Education Group, responsible for training and supporting teachers and principals, and for conducting school-wide assessments that inform comprehensive plans for sustainable school reform. Previous positions include: Leadership and Staff Development Coordinator for Leadership Public Schools, helped to found Leadership's first school site in Richmond, where she coordinated testing and intervention programs, helped design the Staff Development Plan for the school, and authored the Leadership Advisory Curriculum which was based on best practices in youth development, project-based learning, and service-learning; Staff Research Associate at the UC Berkeley Service Learning Research and Development Center, conducted national and local evaluations of educational programs; regional Service-Learning Director at Youth Community Service, a non-profit organization based in Palo Alto, provided consultation, training, and technical assistance services to teachers, schools, and districts, and published the Service-Learning Leadership Development Training Guide to help educational and community-based organizations build leadership capacity for their service-learning programs; Oakland Unified School District elementary school teacher who also served as the school leader for professional development in Mathematics instruction. Valerie holds a Master's Degree in Education Policy from Johns Hopkins University. She is currently affiliated with the Association for Supervision and Curriculum Development (ASCD), the National Staff Development Council (NSDC), the California Charter School Association (CCSA), and the International Reading Association.

Alissa Chariton, (Board Member) An elementary school educator for the past twelve years, Alissa has taught at Westwood Charter, MacArthur Park Primary Center, California Virtual Academies (CAVA) and Larchmont Charter School (LCS) where she currently teaches a multi-age second and third grade class. Prior to teaching on the 2-3 team, Alissa taught 6th grade at LCS. Alissa currently serves on the school’s Leadership Cadre, heading up the intervention program. During her time at Larchmont, Alissa has served as a Teacher Representative for the Board of Directors and the school-wide Assessment Committee. Alissa was a part of the founding team for Valley Charter School and Larchmont Charter School- West Hollywood. She also served on the Board of Directors of Valley Charter School. Alissa received her BA at Washington University, her Masters of Education at UCLA and is CLAD certified. Prior to teaching, Alissa served as Marketing Manager for Vivendi Universal’s Education.com.

Maggie Pulley, (Board Member) Maggie Pulley started her teaching career working in an LAUSD school as a Kindergarten teacher. After a few years working at a public school, she took the opportunity to work at a brand new charter school. This experience was challenging and rewarding, and solidified her commitment to the charter school movement. Maggie is still working in education, as a teacher at a virtual school while raising her two children.
Individuals experienced in school operations and management include:

**Lindsay Sturman** is the Founder of Larchmont Charter School and Valley Charter Elementary and Valley Middle School, and has served as an advisor to numerous charter schools. She is a passionate advocate for diverse schools, the small schools movement, and serving the needs of different learners. She is a television writer/producer. She graduated from Harvard University and has an MFA from Columbia University Film School. She was the 2009 recipient of the Hart Vision Award for her volunteer work in the California Charter movement.

**Spencer Styles,** (Board Member) The Controller at the Alliance for College-Ready Public Schools, a charter school management organization in Los Angeles, his primary responsibility is to oversee operations of the Accounting and Finance Departments including the accuracy of all financial reporting and funding applications, financial forecasting and modeling, cash management and acquisition of financing for new school expansion. In addition, he is responsible for establishing and monitoring internal controls and other policies necessary to safeguard the organization’s assets. Mr. Styles has several years of public accounting experience including audits and reviews of privately held companies, publically traded companies, governmental agencies, not-for-profit organizations and employee benefit plans. He has also provided litigation support, due diligence testing for mergers and acquisitions, internal control consulting and Sarbanes Oxley Section 404 compliance consulting. His experience in these areas includes all phases of client engagements from planning and budgeting to financial statement preparation and presentation of findings. Mr. Styles holds a Bachelor of Business Administration degree in Accounting with a minor in mathematics, a Master of Professional Accountancy degree with an emphasis in Finance, and he is an active Certified Public Accountant licensed in California.

**Lisa Woods** is a Speech and Language Pathologist, and founded and runs her own private practice which specializes in learning challenges, reading and writing remediation, language processing disorders, executive functioning, social language deficits, cognitive challenges and receptive/expressive language delays. She holds certification from the American Speech-Language Hearing Association, a license from the California Department of Consumer Affairs Speech-Language Pathology and is a member of the California Speech Language Hearing Association. She earned her Master’s in Speech Language Pathology from Rush University – Rush Presbyterian St. Lukes Medical Center, focusing on the neurological component of language. She has a background in community organizing and is leading community and volunteer efforts.

**Our Community: Target Student Population**
City will recruit students from neighborhoods in the Southern region of Local District 4 (including the Northern most tip of Local District 3), in and around Congressional District 33. We are looking to finalize a site and have narrowed the search with several potential sites in
90019 and 90035; so our target area will focus on 90019 and 90035, along with nearby areas (including parts of 90005, 90057, 90016, 90018, and nearby zip codes), particularly areas most accessible with public transportation. We have found potential sites near Fairfax, as well as multiple options near Arlington (90035 and 90019 respectively). Depending on the final site we are able to secure, we will heavily target block by block nearby, and along bus routes to and from the site.[1] The school will not have specific boundaries and will be open to all children in the State of California.

These sites and neighborhoods we have identified along Pico (and the 10 Freeway and future Expo Line) and loosely known as Mid City (south), “Crenshaw” or the “Pico corridor,” represent a genuine diversity of families. Some neighborhoods are comprised of 48% Hispanic while others are 68% White. The percentage of African-Americans in these neighborhoods range from 10% to 22% and the percentage of Asians ranges from 6% to 15%. Socioeconomic status also ranges widely with some of the poorest sections of Los Angeles alongside single-family homes with a median price of over $700,000. The neighborhoods in Congressional District 33, which overlays with our targeted area, have 24% of families living in poverty. We intend to reflect the diversity of the neighborhoods, the city of Los Angeles, and the demographics of the 26 cities of LAUSD, specifically in terms of creating an ethnically and economically diverse student body, which is approximately 40% families living in poverty[2]. The vision of bringing children from all backgrounds together to learn with and from each other is a pillar of our program. A more detailed picture of the communities we intend to serve can be found in Element One, Subsection A.

City has identified several potential sites that enable us to focus our target community outreach efforts. The sites sit along the Pico Corridor, one at Fairfax Ave. and the other at Arlington Ave. 2.8 miles apart. To the West our target community resides in 90035 zip codes and to the East our target community resides in 90019. Demographic data from these two zip codes have enabled us to understand the great diversity of our future student body. Our school program is targeted to serve children from diverse socioeconomic status homes and home languages that make up this vibrant city. Tables below quantify this data:

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[1] For instance, the Metro bus route 28 and 33 go to a few blocks of one of our proposed sites. Travel time from mid-city would be approximately 20 minutes. Travel time to locations as far as Century City would also be approximately 20 minutes. We have polled parents, and a majority consider 20 minutes to be an acceptable commute time for middle school.

[2] According the US Census, Los Angeles has 41% of families living below 200% of the Federal Poverty Line (reduced priced lunch if 180% of the poverty line.) Furthermore, 43% of Families in the 26 cities which comprise LAUSD live below 200% of the Federal poverty line.)
City will open with 240 students 6th and 7th grade, and grow to 360 (6th-8th). City will be open to all students in the State of California and LAUSD, and will target the zip codes described above, and, more specifically, the schools listed in the table below which are in our target:
<table>
<thead>
<tr>
<th>School Name</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide</th>
<th>Met all Subgroups</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible</th>
<th>% of Special Ed.</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
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<tbody>
<tr>
<td>Los Angeles Academy Middle</td>
<td>2184</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>658</td>
<td>1</td>
<td>2</td>
<td>98%</td>
<td>10%</td>
<td>33%</td>
<td>92% Hispanic</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>Johnnie Cochran Jr. Middle School</td>
<td>1487</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>660</td>
<td>1</td>
<td>4</td>
<td>99%</td>
<td>12%</td>
<td>28%</td>
<td>78% Hispanic</td>
<td>50%</td>
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<tr>
<td>Leechy Middle</td>
<td>1800</td>
<td>No</td>
<td>Year 3</td>
<td>Yes</td>
<td>Yes</td>
<td>671</td>
<td>1</td>
<td>3</td>
<td>99%</td>
<td>9%</td>
<td>38%</td>
<td>99% Hispanic</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Young Oak Kim Academy (Middle School)</td>
<td>751</td>
<td>No</td>
<td>Year 1</td>
<td>Yes</td>
<td>Yes</td>
<td>673</td>
<td>1</td>
<td>1</td>
<td>93%</td>
<td>9%</td>
<td>32%</td>
<td>86% Hispanic</td>
<td>6%</td>
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<td>Berendo Middle</td>
<td>1899</td>
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<td>Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>700</td>
<td>1</td>
<td>6</td>
<td>86%</td>
<td>12%</td>
<td>40%</td>
<td>92% Hispanic</td>
<td>5%</td>
<td>2%</td>
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<tr>
<td>Wilton Place Elementary</td>
<td>937</td>
<td>No</td>
<td>Year 2</td>
<td>Yes</td>
<td>Yes</td>
<td>807</td>
<td>6</td>
<td>5</td>
<td>74%</td>
<td>11%</td>
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<td>54% Hispanic</td>
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<td>476</td>
<td>No</td>
<td>Year 3</td>
<td>Yes</td>
<td>No</td>
<td>819</td>
<td>6</td>
<td>3</td>
<td>78%</td>
<td>8%</td>
<td>49%</td>
<td>2% Hispanic</td>
<td>41%</td>
<td>3%</td>
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<tr>
<td>Virgil Middle*</td>
<td>1716</td>
<td>No</td>
<td>Year 4</td>
<td>Yes</td>
<td>Yes</td>
<td>811</td>
<td>3</td>
<td>6</td>
<td>100%</td>
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<td>33%</td>
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<td>8%</td>
<td>4%</td>
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<td>Alta Loma Elementary</td>
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<td>86%</td>
<td>8%</td>
<td>54%</td>
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<td>Queen Anne Place Elementary</td>
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<td>Yes</td>
<td>801</td>
<td>3</td>
<td>6</td>
<td>100%</td>
<td>9%</td>
<td>44%</td>
<td>88% Hispanic</td>
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<td>4%</td>
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<td>No</td>
<td>763</td>
<td>3</td>
<td>6</td>
<td>85%</td>
<td>18%</td>
<td>27%</td>
<td>92% Hispanic</td>
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<td>7%</td>
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<td>Arlington Heights Elementary</td>
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<td>Year 4</td>
<td>Yes</td>
<td>Yes</td>
<td>758</td>
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<td>5</td>
<td>100%</td>
<td>10%</td>
<td>62%</td>
<td>84% Hispanic</td>
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</tr>
<tr>
<td>School Name</td>
<td>Type</td>
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<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 6</td>
<td>Year 7</td>
<td>8th Grade</td>
<td>9th Grade</td>
<td>10th Grade</td>
<td>11th Grade</td>
<td>12th Grade</td>
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<td>Saturn Street Elementary</td>
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<td></td>
<td></td>
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<td>39%</td>
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<td>41%</td>
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<td>Sixth Avenue Elementary</td>
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<td>No</td>
<td>No</td>
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<td>69%</td>
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<td>68%</td>
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<td>Virginia Road Elementary</td>
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<td>No</td>
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<td></td>
<td></td>
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<td>50%</td>
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<td></td>
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<td>Cienega Elementary</td>
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<td>Yes</td>
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<td>Third Street Elementary</td>
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<td>No</td>
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<td>Yes</td>
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<td></td>
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<td>64%</td>
<td>65%</td>
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<td>67%</td>
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<td>Marvin Elementary</td>
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<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
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<td>72%</td>
<td>73%</td>
<td>74%</td>
<td>75%</td>
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<td>John Burroughs Middle School</td>
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<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>73%</td>
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<td>Mid-City Magnet</td>
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<td>No</td>
<td>No</td>
<td></td>
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<td></td>
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<td>80%</td>
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<td>Foshay Learning Center</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>72%</td>
<td>72%</td>
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<td>72%</td>
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<tr>
<td>Le Conte Middle School</td>
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<td>No</td>
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<td>No</td>
<td>No</td>
<td>No</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
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</tr>
<tr>
<td>CHARTER</td>
<td></td>
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<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
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<td>83%</td>
<td>84%</td>
<td>85%</td>
<td>86%</td>
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</tr>
<tr>
<td>New Los Angeles</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>81%</td>
<td>81%</td>
<td>81%</td>
<td>81%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>Stella Middle Charter</td>
<td></td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>82%</td>
<td>82%</td>
<td>82%</td>
<td>82%</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>AVERAGE API</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>76%</td>
<td>76%</td>
<td>76%</td>
<td>76%</td>
<td>76%</td>
<td></td>
</tr>
</tbody>
</table>

*No Data Available*
ELEMENT #1: Description of the Educational Program

Element Requirement: “The educational program of the school, designed, among other things, to describe what the school intends to accomplish, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent and lifelong learners.”

The address of City Charter School is: We currently are searching for a school facility; the mailing address is 345 South Rossmore Avenue, Los Angeles, CA 90020.
The phone number of the Charter School is 323-834-2489. FAX: 310-275-3230
The contact person for the Charter School is Lindsay Sturman and Valerie Braimah, Co-Lead Petitioners

The term of this charter shall be from 2012 to 2017.

The grade configuration is 6-8.
The number of students in the first year will be 240.
The grade level(s) of the students the first year will be 6-7.
The scheduled opening date of the Charter School is 9/4/2012.

The admission requirements include:

City 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 charter school’s capacity, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. City affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. City shall not charge tuition. City will not discriminate against any student on the basis of disability, gender, 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 also Element 8: Admissions)

The operational capacity will be 360 students.
The instructional calendar will be: 180 days (see calendar Element One, Section E).
The bell schedule for the Charter School will be: 8:00-3:15 (details in Element One, Section E)

If space is available, traveling students will have the option to attend.
A. Who will City serve?

City intends to open in September 2012 with 240 students, 120 in grade 6 and 120 in grade 7. Already, more than 250 have signed up as meaningfully interested to attend City Charter Middle School in 2012. In year 2, the school will grow by 120 students as it adds a new class of 6th graders. If space allows, we anticipate the student population will increase in the following increments over the next five years:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>7th</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>8th</td>
<td></td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td>240</td>
<td>360</td>
<td>360</td>
<td>360</td>
<td>360</td>
</tr>
</tbody>
</table>

The following information is derived from data referring to zip codes 90019 and 90035 and from the demographic data of the student bodies in neighborhood public schools. An examination of the statistics reveals a rich diversity of ethnic, racial, socioeconomic, educational, and linguistic characteristics.

**Ethnicity/Race**

<table>
<thead>
<tr>
<th></th>
<th>90019</th>
<th>90035</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>36,223</td>
<td>3,156</td>
</tr>
<tr>
<td>-</td>
<td>51.59%</td>
<td>10.84%</td>
</tr>
<tr>
<td>White</td>
<td>6,919</td>
<td>18,706</td>
</tr>
<tr>
<td>-</td>
<td>9.85%</td>
<td>64.28%</td>
</tr>
<tr>
<td>Black or African</td>
<td>16,318</td>
<td>3,154</td>
</tr>
<tr>
<td>American</td>
<td>23.24%</td>
<td>10.84%</td>
</tr>
<tr>
<td>Asian</td>
<td>8,614</td>
<td>1,944</td>
</tr>
<tr>
<td>-</td>
<td>12.27%</td>
<td>6.68%</td>
</tr>
<tr>
<td>Native Hawaiian and</td>
<td>57</td>
<td>19</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>0.08%</td>
<td>0.07%</td>
</tr>
<tr>
<td>American Indian and</td>
<td>125</td>
<td>34</td>
</tr>
<tr>
<td>Alaska Native</td>
<td>0.18%</td>
<td>0.12%</td>
</tr>
<tr>
<td>Some Other Race</td>
<td>214</td>
<td>150</td>
</tr>
<tr>
<td>-</td>
<td>0.30%</td>
<td>0.52%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1,745</td>
<td>1,938</td>
</tr>
<tr>
<td>-</td>
<td>2.49%</td>
<td>6.66%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>70,215</td>
<td>29,101</td>
</tr>
<tr>
<td></td>
<td>100.00%</td>
<td>100.00%</td>
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</table>
### Educational Attainment

<table>
<thead>
<tr>
<th>Educational Attainment of Adult Population</th>
<th>90019</th>
<th>90035</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th Grade</td>
<td>7,581</td>
<td>882</td>
</tr>
<tr>
<td></td>
<td>16.44%</td>
<td>4.07%</td>
</tr>
<tr>
<td>Some High School, No Diploma</td>
<td>5,788</td>
<td>1,006</td>
</tr>
<tr>
<td></td>
<td>12.56%</td>
<td>4.64%</td>
</tr>
<tr>
<td>High School Graduate (Includes Equivalency)</td>
<td>9,312</td>
<td>3,167</td>
</tr>
<tr>
<td></td>
<td>20.20%</td>
<td>14.62%</td>
</tr>
<tr>
<td>Some College, No Degree</td>
<td>8,690</td>
<td>3,959</td>
</tr>
<tr>
<td></td>
<td>18.85%</td>
<td>18.28%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>3,285</td>
<td>1,439</td>
</tr>
<tr>
<td></td>
<td>7.13%</td>
<td>6.64%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>7,849</td>
<td>6,798</td>
</tr>
<tr>
<td></td>
<td>17.03%</td>
<td>31.38%</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>2,387</td>
<td>2,657</td>
</tr>
<tr>
<td></td>
<td>5.18%</td>
<td>12.27%</td>
</tr>
<tr>
<td>Professional School Degree</td>
<td>831</td>
<td>1,160</td>
</tr>
<tr>
<td></td>
<td>1.80%</td>
<td>5.35%</td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td>377</td>
<td>594</td>
</tr>
<tr>
<td></td>
<td>0.82%</td>
<td>2.74%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>46,100</td>
<td>21,662</td>
</tr>
<tr>
<td></td>
<td>100.00%</td>
<td>100</td>
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</table>
### Financial Data – by zip code

<table>
<thead>
<tr>
<th>Household Income</th>
<th>90019</th>
<th>90035</th>
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<tbody>
<tr>
<td>Less than $15,000</td>
<td>4,590</td>
<td>1,513</td>
</tr>
<tr>
<td></td>
<td>18.66%</td>
<td>11.52%</td>
</tr>
<tr>
<td>$15,000 - $24,999</td>
<td>3,240</td>
<td>1,076</td>
</tr>
<tr>
<td></td>
<td>13.17%</td>
<td>8.19%</td>
</tr>
<tr>
<td>$25,000 - $34,999</td>
<td>2,939</td>
<td>1,013</td>
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<td></td>
<td>11.95%</td>
<td>7.71%</td>
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<tr>
<td>$35,000 - $49,999</td>
<td>3,574</td>
<td>1,587</td>
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<td></td>
<td>14.53%</td>
<td>12.09%</td>
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<td>$50,000 - $74,999</td>
<td>3,985</td>
<td>2,189</td>
</tr>
<tr>
<td></td>
<td>16.20%</td>
<td>16.67%</td>
</tr>
<tr>
<td>$75,000 - $99,999</td>
<td>2,662</td>
<td>1,627</td>
</tr>
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<td></td>
<td>10.82%</td>
<td>12.39%</td>
</tr>
<tr>
<td>$100,000 - $124,999</td>
<td>1,276</td>
<td>1,156</td>
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<tr>
<td></td>
<td>5.19%</td>
<td>8.80%</td>
</tr>
<tr>
<td>$125,000 - $149,999</td>
<td>735</td>
<td>844</td>
</tr>
<tr>
<td></td>
<td>2.99%</td>
<td>6.43%</td>
</tr>
<tr>
<td>$150,000 - $199,999</td>
<td>770</td>
<td>1,001</td>
</tr>
<tr>
<td></td>
<td>3.13%</td>
<td>7.62%</td>
</tr>
<tr>
<td>$200,000 - $499,999</td>
<td>686</td>
<td>900</td>
</tr>
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<td>2.79%</td>
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</tr>
<tr>
<td>$500,000+</td>
<td>136</td>
<td>225</td>
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<tr>
<td></td>
<td>0.55%</td>
<td>1.71%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24,593</td>
<td>13,131</td>
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<tr>
<td></td>
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</table>
### Language Spoken at Home

<table>
<thead>
<tr>
<th>Language Spoken at Home</th>
<th>90019</th>
<th>90035</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak Only English at Home</td>
<td>26,915</td>
<td>17,241</td>
</tr>
<tr>
<td></td>
<td>41.24%</td>
<td>62.40%</td>
</tr>
<tr>
<td>Speak Asian or Pacific Island Language at Home</td>
<td>7,079</td>
<td>968</td>
</tr>
<tr>
<td></td>
<td>10.85%</td>
<td>3.50%</td>
</tr>
<tr>
<td>Speak IndoEuropean Language at Home</td>
<td>1,517</td>
<td>5,153</td>
</tr>
<tr>
<td></td>
<td>2.32%</td>
<td>18.65%</td>
</tr>
<tr>
<td>Speak Spanish at Home</td>
<td>28,746</td>
<td>2,565</td>
</tr>
<tr>
<td></td>
<td>44.04%</td>
<td>9.28%</td>
</tr>
<tr>
<td>Speak Other Language at Home</td>
<td>1,009</td>
<td>1,701</td>
</tr>
<tr>
<td></td>
<td>1.55%</td>
<td>6.16%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65,266</td>
<td>27,628</td>
</tr>
<tr>
<td></td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

The following are the educational open-enrollment options for middle school in (and near) those zip codes: Berendo MS, Cochran MS, Leichty MS, Virgil MS, Burroughs MS, Le Conte MS.

City will be non-sectarian in its programs, admission practices, employment practices and all other operations. City will not charge tuition and will not discriminate on the basis of disability, gender, 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.

**B. City will prepare an educated citizenry for the 21st century**

City’s definition of an “educated person in the 21st century” will be reinforced in explicit school guidelines of conduct in the classroom, in the schoolyard, and in the larger community.

Our definition draws upon concepts regarding the purpose of education. We see value in the views of Nel Noddings who asserts that, "the main aim of education should be to produce competent, caring, loving, and lovable people.” We also look to the complex - albeit often quoted and oversimplified - perspective of John Dewey who challenges educators to consider several ideas: "The purpose of education is to enhance individual effectiveness in society and give learners practical knowledge and problem-solving skills," and "Education is not preparation for life; education is life itself," and "A person who has gained the power of reflective attention, the power to hold problems, questions, before the mind, is in so far, intellectually speaking, educated... Without this the mind remains at the mercy of custom and external suggestions."
These concepts lead to the views of Paulo Freire - an inspiration to all involved in establishment of the City:

There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

Paulo Freire (Pedagogy of the Oppressed)

We, therefore, believe an educated person in the 21st century is one who possesses both Academic and Social Intelligence, critical thinking and the interest and capability of contributing positively to the transformation of our world. We define Academic and Social Intelligence as:

**Academic Intelligence**
- A mastery of the English language (reading, writing, speaking);
- Knowledge and a strong grasp of concepts in the sciences, mathematics, technology, the arts and humanities;
- An appreciation for and an ability to make use of a variety of media;
- An ability to think creatively and critically to problem-solve independently or in groups;
- An ability to translate plans into action, use a multitude of resources to gather information, and follow a project to completion;
A desire to develop understanding through questioning, critical evaluation, thoughtful reflection and the pursuit of new information and alternative viewpoints.

**Social Intelligence**
- Flexibility in assuming either a leadership role or a collaborative position in order to best explore different lines of inquiry;
- Desire and ability to listen and hear empathetically;
- Consistent demonstration of honest and respectful communication;
- Self-motivated to take responsibility for one’s actions, words, learning, deeds;
- Perseverance in the face of difficult challenges and setbacks;
- An appreciation for people with abilities other than one’s own;

**C. City’s educational philosophy: How learning best occurs**

In keeping with our respect for the ‘backward design’ technique\(^2\) of developing an educational program, our educational philosophy begins with the end in mind. After reviewing research and schools that share similar learning goals to City, we have concluded that a constructivist

---
\(^2\) *Understanding by Design* (Wiggins & McTighe, 2005, 1998) is a theory of curriculum construction that involves the following process: 1) Identify desired results – learning outcomes; 2) Determine acceptable evidence – assessment data; 3) Plan learning experiences and instruction.
approach to teaching and learning is the most effective way of developing student mastery of both state standards and habits of heart and mind described as learning outcomes in this charter.

1. **Model Schools.** While the content of what we teach -- following the state standards -- will be no different than at any other public school in Los Angeles, our methods of instruction aim to recognize and support the individual talents and challenges of each student in ways that will help each individual student succeed. Our instructional methodologies are not new, and are employed with tremendous success at schools serving diverse populations. At Renaissance Arts Academy, for example (grades 6-12), a diverse student body which is 51% Latino, 28% White, 11% Black and 7% Asian/Filipino, with 65% of students qualifying for Free or Reduced Price Lunch (FRPL), an engaging, inquiry-based, thematic/integrated curriculum that emphasizes differentiated, student-centered instruction resulted in a 2011 API of 877. Other local charter schools such as Camino Nuevo Charter Academy, Celerity Schools, Gabriella Charter School and KIPP have shown that typically under-performing students residing in low income, inner city neighborhoods can reach rigorous academic benchmarks when high expectations are connected to quality teaching and a student-centered approach:

- Camino Nuevo’s K-8 campuses (Harvard and Burlington) achieved an impressive 2011 API of 838, with a student population that is 99% Latino, 56% English Learner (EL) plus an additional 37% recently reclassified RFEP (formerly classified as EL), and 98% of the students qualifying for FRPL.
- Celerity's three K-8 span schools achieved impressive results: Celerity Dyad had an API of 884 (100% FRPL, 92% Latino, 54% EL), Celerity Troika 970 (74% FRPL, 69% Latino, 6% EL), and Celerity Nascent 866 (96% FRPL, 58% African American, 42% Latino and 10% EL).
- Gabriella Charter School (K-8) had an 875 API (71% FRPL, 86% Latino, 39% EL). And KIPP LA College Prep had a 917 API (97% FRPL, 94% Latino, 30% EL).

These are just a few examples of high-performing public schools employing the same or similar instructional methodologies that will be used at City; these same methodologies have long been in favor in acclaimed private schools throughout Los Angeles and beyond.

2. **Research.** Evidence from research in the fields of cognitive science, brain function and education lead us to the following conclusions about the way learning best occurs. In order to ensure that all students have access to, and success in mastering the state content standards, an educational program must begin, naturally, with the students themselves. The commitment to constructivism and problem-based learning at City resides in our belief that learning best occurs when instruction is student-centered and presented in a meaningful context that is relevant to students’ lives and the diverse experiences they bring with them to school. The notion that there exists a fixed world that the learner must come
to know and that students are “empty vessels to fill” with knowledge is inconsistent with what we now know about how learning actually occurs. (Brooks and Brooks, 1999.) Students come to the classroom with prior knowledge that must be addressed if teaching is to be effective. (Donovan and Bransford, 2005.) In other words, if what students already know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning. (Darling-Hammond, 2008.)

For this reason, we believe that learning must “invite students to experience the world’s richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world’s complexities” (Brooks and Brooks, 1999) through instruction that:

- Is culturally relevant with authentic meaning for the learner, incorporating language learning, multi-cultural education and relevant reflection on cultural and individual diversity;
- Is rigorous and demanding, promoting depth of learning and high level thinking within students’ Zone of Proximal Development as determined by ongoing assessments;
- Provides a variety of modalities to learning — visual, auditory, and kinesthetic — to ensure that each student’s individual abilities are maximized;
- Offers students autonomy to self-select reading, writing and other learning, and simultaneously demands students responsibility for their own learning and their community via self-reflection and self-assessment; and
- Is conducted in a psychologically and emotionally safe community where character development is taught, moral standards are high, and parents/families are integral partners in the educational process.

Research on specific curricular choices is in Section H.

**D. Goals to Enable Students to be Self-Motivated, Competent, Life-Long Learners**

In addition to specific academic benchmark goals based on California state standards, City will work towards:

- **Developing self-motivated learners**: City believes that self-motivation requires students to internalize the benefits of learning. City will, therefore, seek to connect students’ personal interests and questions with curricular and extra-curricular opportunities. Students will be empowered to choose community service and single subject-focused projects that have personal meaning to them. By beginning with each student’s interests and questions, City can provide students with the means of making connections between their studies, themselves and life beyond the school’s walls.
• **Developing competent learners**: Students who can effectively express how they learn best can ‘own’ their education and be both competent and life-long learners. City will approach this goal in three ways:
  1) A study skills course through the Advisory program will guide students in accessing meta-cognitive processes in order to learn how they learn best. The course will guide students in implementing strategies that will improve their approach to learning, studying, planning, organizing and taking responsibility for their growth as students and human beings.
  2) A school-wide constructivist pedagogy that emphasizes problem-based learning and differentiated instruction are the means by which the California state content standards are mastered. Hands-on, inquiry-based learning provides challenging and meaningful ways to master skills and concepts with a level of understanding that allows students to apply their knowledge to new situations. It is important to note that direct instruction, including the explicit teaching of skills particularly in the content areas of reading, writing and mathematics, will be provided regularly at all grade levels as well. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through exercises such as reading comprehension, grammar lessons, arithmetic and other direct instructional techniques as needed via teachers working with students individually, in small groups, or the class as a whole, to ensure that each and every student possesses the tools her or she needs to complete more complex projects successfully and to ensure that all students become fully proficient in all academic strands.
  3) The “backward design” approach that teachers will take in creating all lessons and curriculum was chosen to ensure that learning objectives – tied directly to California state content standards and the Common Core Standards -- are clearly identified and met by students. In these ways, students will develop a solid foundation of knowledge and a competence in learning upon which they can build in the future.

• **Developing lifelong learners**: City’s emphasis on responsible citizenship throughout the program will foster student appreciation for the many positive impacts their skills and abilities can have on the world. In addition, students will participate in a weekly Advisory class that incorporates a service learning curriculum. The aim of this class will be to demonstrate to students as they move from one grade to the next that the more they know and can do, the more they can improve the world.

Every aspect of our instructional program is designed to ensure that all students achieve success in mastering the California State Standards (including the new Common Core Standards), as indicated in the tables included in the Curriculum section of this Element. The standardized testing and benchmarking required by the district and the State of California will
be just as much a part of our assessments as our faculty-constructed rubrics, project goals, and student portfolios. In addition, character development and social responsibility are inherent to our entire program and will be assessed through student and teacher evaluations in the form of a quarterly Citizenship Grade (rubric in Element 2).

E. Description of the Learning Setting

*Minutes of Instruction Assurances*

The annual calendar will include a 180 days of regular instruction.

As a result of having an extended instructional day and slightly longer school year than the traditional LAUSD schedule, students at City will receive instructional minutes that substantially exceed the minimum 54,000 minutes required for traditional and charter public schools under California Education Code § 47612.5. With 173 “regular” days and seven “shortened” days, comprised of 390 and 300 minutes of instructional time, respectively, students at City will participate in approximately 69,570 instructional minutes. **Over three years, students at City will receive the equivalent of almost a full extra year of instruction!** Furthermore, City will comply with the *Education Code* Section 51210(g) requirement of 200 minutes of physical education for students in grades 1-6 and 400 minutes every ten days for secondary students (grades 7-12).
### Calendar

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

**Weeks:**
- **SD:** Staff Development
- **H:** Holiday
- **x:** Regular Day
- **S:** Shortened Day

**Holidays:**
- Labor Day: Sep 6
- Back to School Night: Sep 20
- Rosh Hashanah: Sept 17
- Fall Conference: Nov 5-9
- Yom Kippur: Sept 26
- Columbus Day: Oct 8
- Spring Conference: May 6-10
- Veteran's Day: Nov 12
- Thanksgiving: Nov 24-26
- First Semester ends: Jan 18
- Winter Break: Dec 20-31
- Second Semester ends: June 21
- Martin Luther King Day: Jan 21
- Mid-Winter: Feb 21
- Spring Break: April 11-22
- Passover: April 20-22
- Memorial Day: May 30

**Parent Events:**
- Student Days: 132
- Work Days: 36
- 4
- 180
- 191

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**TOTALS:**
- SD Staff Development: 132
- Employee Events: 36
- Parent Events: 4
- Work Days: 180
- 191
City has applied for a Prop 39 facility, and is also actively searching for a private facility. Depending on facilities needs (e.g., an LAUSD co-location), this calendar may be revised to coincide with the District’s new August start date but will still maintain the 180 days.

Sample Daily Schedule

**Block Scheduling:** City students will receive two core blocks of 120 minutes of instruction each day. During one block, students will receive integrated instruction in language arts and social sciences (Humanities course). An additional block will include 60 minutes of math instruction and 60 minutes of science (taught by a single teacher in 6th grade and by two teachers with appropriate single subject credentials in 7th and 8th grades). The rigor of the math and science content in the middle grades demands that both are taught as discrete subjects; however the back-to-back scheduling of these two subjects will allow teachers to design, when applicable, projects that integrate math and science standards. Grouping the math and science courses together also allows flexible scheduling (e.g., extending the science period one day to allow for a longer lab). Math and science teachers will employ planning time, during weekly grade level/subject area meetings, to identify potential opportunities for math/science integration and to coordinate the sequence of skills taught (e.g. teaching a mathematics concept in the math period prior to using it in a formula in science).

The length of these instructional blocks will allow teachers the time and flexibility to employ many different strategies and groupings and effectively implement the strategies for differentiated instruction outlined throughout this petition. The grouping of subjects will also allow students to see the connections between subject areas and the practical applications of new knowledge by using, for example, a new math skill to predict an outcome of a scientific experiment or a new reading comprehension skill to understand a primary source in social studies.

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

**Elective Blocks:** In addition to the two core blocks each day, each day will include two Elective Blocks, ranging from 45 to 75 minutes in length depending on the grade level and day (e.g., shortened days will offer different minutes than regular days). Modeled after other successful charter middle schools in LAUSD such as Camino Nuevo, this elective structure will give City’s school leaders and faculty flexibility to customize the instructional program to individual
student needs, while also providing a degree of autonomy and self-selection for students at this critical stage in their psycho-social development.

Elective selection will be governed by certain requirements. For example, students will be required to participate in at least one English Language Arts elective and one Math elective each semester, as well as a sufficient number of minutes in PE (or related physical fitness such as yoga, dance, etc.) for their grade level, a selection of arts over their three years, foreign language, and technology electives.³ School leaders and faculty will review student data at the beginning and middle of each year to determine individual student academic needs and guide students and their parents accordingly in selecting electives (and in some cases, limiting their choices). An additional period of core academics which will include intensive interventions will be offered during the Elective Blocks so that students who need extra instructional time to improve their grade level proficiency will be scheduled into an appropriate class targeted for their needs.

Advisory: All students will participate in a daily 30-minute advisory period. This period will allow each class of students to form a closer relationship with one teacher at their grade level, allow parents to have one main point of contact to discuss their student’s progress, and provide the setting for implementation of an advisory curriculum. The goal of the advisory curriculum will be to advance the program goals of City and to allow students to achieve the vision of what it means to be an educated person in the 21st century. To that end, advisory will focus on the physical, social, and emotional development of middle grades students (health, character education, and community service) as well as on short and long-term goal setting (study skills, college prep, career education).

It is well documented that coordinated instruction in life and study skills, character education, goal-setting and college prep are imperatives in schools that successfully increase the academic achievement of at-risk youth. Programs such as AVID, a college prep and tutoring program implemented in school districts across the country, result in high levels of college attendance and high college GPAs among participants (Guthrie & Guthrie, 2000). Citizen Schools, an after school program operating in urban middle schools nationwide, has also been proven to result in academic gains among high-risk middle school students (Pearson, Vile, and Reisner, 2008). For many disadvantaged students whose parents did not attend college, or even graduate high school, developing these critical life and study skills and habits at an early age is perhaps even more important than ensuring a student masters a particular math objective, and plays a crucial role in building student confidence and the concept of college as a realistic goal.

³
### Sample 6th Grade Schedule, Regular Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 10:00</td>
<td>6th Grade Humanities (Language Arts/World History-Ancient Times)</td>
<td>120 min</td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Advisory</td>
<td>30 min</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td>Break</td>
<td>15 min</td>
</tr>
<tr>
<td>10:45 – 11:30</td>
<td>Elective Block 1</td>
<td>45 min</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>Lunch</td>
<td>30 min</td>
</tr>
<tr>
<td>12:00 – 1:15</td>
<td>Elective Block 2</td>
<td>75 min</td>
</tr>
<tr>
<td>1:15 – 2:15</td>
<td>6th Grade Math</td>
<td>60 min</td>
</tr>
<tr>
<td>2:15 – 3:15</td>
<td>6th Grade Science (Earth Science)</td>
<td>60 min</td>
</tr>
</tbody>
</table>

### Sample 6th Grade Shortened Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:30</td>
<td>6th Grade Humanities (Language Arts/World History-Ancient Times)</td>
<td>90 min</td>
</tr>
<tr>
<td>9:30 – 10:30</td>
<td>Elective Block 1</td>
<td>60 min</td>
</tr>
<tr>
<td>10:30 – 11:15</td>
<td>6th Grade Math</td>
<td>45 min</td>
</tr>
<tr>
<td>11:15-12:00</td>
<td>6th Grade Science (Earth Science)</td>
<td>45 min</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Lunch</td>
<td>30 min</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Elective Block 2</td>
<td>60 min</td>
</tr>
</tbody>
</table>
### Sample 7th Grade Schedule, Regular Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 10:00</td>
<td>7th Grade Humanities (Language Arts/World History-Medieval Times)</td>
<td>120 min</td>
</tr>
<tr>
<td>10:00 – 10:45</td>
<td>Elective Block 1</td>
<td>45 min</td>
</tr>
<tr>
<td>10:45 – 11:00</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:15</td>
<td>Elective Block 2</td>
<td>75 min</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Lunch</td>
<td>30 min</td>
</tr>
<tr>
<td>12:45-1:45</td>
<td>7th Grade Math</td>
<td>60 min</td>
</tr>
<tr>
<td>1:45-2:45</td>
<td>7th Grade Science (Life Science)</td>
<td>60 min</td>
</tr>
<tr>
<td>2:45-3:15</td>
<td>Advisory</td>
<td>30 min</td>
</tr>
</tbody>
</table>

### Sample 7th Grade Schedule, Shortened Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:30</td>
<td>7th Grade Humanities (Language Arts/World History-Medieval Times)</td>
<td>90 min</td>
</tr>
<tr>
<td>9:30 – 10:30</td>
<td>Elective Block 1</td>
<td>60 min</td>
</tr>
<tr>
<td>10:30 – 11:15</td>
<td>7th Grade Math</td>
<td>45 min</td>
</tr>
<tr>
<td>11:15-12:00</td>
<td>7th Grade Science (Life Science)</td>
<td>45 min</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Elective Block 2</td>
<td>60 min</td>
</tr>
</tbody>
</table>
### Sample 8th Grade Schedule, Regular Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 10:00</td>
<td>8th Grade Humanities (Language Arts/US History and Geography)</td>
<td>120 min</td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Advisory</td>
<td>30 min</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td>Break</td>
<td>15 min</td>
</tr>
<tr>
<td>10:45 – 12:00</td>
<td>Elective Block 1</td>
<td>75 min</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>30 min</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>8th Grade Math (Algebra)</td>
<td>60 min</td>
</tr>
<tr>
<td>1:30- 2:30</td>
<td>8th Grade Science (Physical Science)</td>
<td>60 min</td>
</tr>
<tr>
<td>2:30- 3:15</td>
<td>Elective Block 2</td>
<td>45 min</td>
</tr>
</tbody>
</table>

### Sample 8th Grade Schedule, Shortened Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:30</td>
<td>8th Grade Humanities (Language Arts/American History and Geography)</td>
<td>90 min</td>
</tr>
<tr>
<td>9:30 – 10:15</td>
<td>8th Grade Math (Algebra)</td>
<td>45 min</td>
</tr>
<tr>
<td>10:15 – 11:15</td>
<td>Elective Block 1</td>
<td>60 min</td>
</tr>
<tr>
<td>11:15 - 12:00</td>
<td>8th Grade Science (Physical Science)</td>
<td>45 min</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Elective Block 2</td>
<td>60 min</td>
</tr>
</tbody>
</table>
A Typical Day

Students will be active, not passive learners at City, developing increasing responsibility for their own learning and understanding of how they learn. While much of the activity at City will be similar to other middle schools across Los Angeles—students raising their hands to answer an algebra problem written on the board by a teacher, students engaging in a basketball scrimmage during PE, students conducting research in the library in small groups about ancient Egypt—other aspects of a typical day at City will be quite different. Students will be found working in pairs on a science experiment, debating in small groups differing points of view on a major historical event, using computers to create presentations of their research, and editing one another’s essays while consulting with a teacher. Students will be heard playing violin, reciting a famous poem from memory, working together to translate an article from Spanish, and quietly discussing personal social challenges with a trusted faculty advisor. Students will be seen painting, building models of ancient dwellings, researching plate tectonics on the internet, laying out a yearbook page, reading quietly and writing in a journal.

At the start of a school day, students happily greet their friends and faculty members, parents stand at the entrance talking with one another, and the Principal greets students by name as they enter the building. Students find their way to their first core class, pulling homework folders from their backpacks. While most parents leave the campus to go to work or start their day, some remain on campus to volunteer in the school office, as classroom assistants, and more. Parents are a welcome presence throughout the campus.

Classrooms are filled with student work and signs that reinforce school values and our high expectations for all students. Daily homework assignments are displayed on classroom boards, along with agendas for the day’s session and learning objectives for the day/unit—so that students see clearly what they are expected to learn. In hallways, student art, models and posters fill the walls, showcasing students’ accomplishments, announcing events and campus information, and celebrating the school community. Transitions are smooth and orderly, with students well aware of the expectations for their behavior on campus.

During a two-hour Humanities block, students analyze literary and expository texts related to Ancient, Medieval, and U.S. history. Cornell Notes are used throughout this time, supporting students’ ability to ask varying levels of questions and summarize their learning. Writer’s Workshop at this level focuses on structure, genre-based writing, mechanics, revision, and timed response to writing prompts. The Science and Math blocks integrates core content, inquiry-based learning, and an emphasis on authentic work and lab-based experimentation. Throughout their core classes, students may participate in debate-like Socratic Seminars, and continuously gather, revise, and reflect on writing in all content areas in their portfolios.

In Advisory, students focus on organizational skills, character development, college prep, and life skills to develop organizational skills and character traits that will allow for success at
premiere secondary schools. Every week, students set and reflect on short-term and long-term goals, both personal and academic, that drive their choices. During Advisory, students may role-play scenarios to help them collectively tackle challenging social issues students encounter at this age.

Visitors notice that students are given ample opportunity to engage in fun activities and develop interests outside of academics. Elective courses are intentional designed to be both rigorous and challenging, yet also appealing and engaging for students at this age. In observing a typical day at City, one would come away with a profound sense that these middle grade students’ attitudes about learning and their participation in school is active, engaged and enthusiastic.

F. Instructional Design and Methodologies

The main academic goal of City is to enable its students to meet or exceed the California Academic Content Standards in all areas of instruction. To do this, City teachers will accommodate the diverse learning styles and backgrounds of students. Our overarching goal is to ensure that all students master the state standards in the four core content areas of English language arts, mathematics, social studies, and science. The principal and teachers also will closely examine national standards, particularly in the content areas of science and social studies, for inclusion within City’s curricular goals in order to provide a program that is comprehensive and rigorous. In addition, as the nation’s new Common Core Standards are developed and adopted in California, City Charter Middle School will review and include them within the curricular program at all grade levels as appropriate and/or required by the state. The City program will take advantage of the combined objectives and outcomes of state and national standards in order to provide a challenging program that is structured for high academic achievement and long-term success. The scope and sequence of academic standards at City Charter Middle School may be modified to reflect changes to state and national standards.

To be clear, all instruction at City Charter Middle School starts first with the content standards, which drive the creation of lesson plans and the assessment of both student and teacher achievement. The following describes in more detail the methods by which students at City will master the content standards. Our instructional methodologies – constructivism, problem-based learning, backwards design and block scheduling -- are supported by the work of leading educational thinkers and validated by practitioners. The teaching practices included within the instructional framework practices have demonstrated success in schools serving students with similar backgrounds and academic needs.

It is important to note that direct instruction, including the explicit teaching of skills particularly in the content areas of reading, writing and mathematics, will be provided regularly
at all grade levels as well. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through exercises such as phonics, reading comprehension, grammar lessons, arithmetic (number sense) and other direct instructional techniques as needed via teachers working with students individually, in small groups, or the class as a whole, to ensure that each and every student possesses the tools her or she needs to complete more complex projects successfully and to ensure that all students become fully proficient in all academic strands.

We will utilize a variety of instructional methodologies to ensure all students are achieving academic success in meeting the state content standards and developing the qualities City deems essential for an ‘Educated Person’:

1) Backward Design, Multiple Assessments and Data-Driven Instruction
2) Family participation and community involvement in the educational process
3) Constructivism and Problem-Based Learning
4) Block schedule

The strategies listed above and described below are critical to effectively serving the diverse population that City anticipates serving. The research base for each strategy is described in the corresponding section, and establishes the validity of each strategy for maximizing the learning of all students. As detailed below, these strategies have proven particularly effective in working with English Learners, students with special needs and other “at-risk” populations.

1. Backward Design, Multiple Assessments and Data-Driven Instruction

Quite simply, we believe instruction can only be effective when there is a clear understanding at the outset about the goals and objectives desired to be achieved, whether those goals are broad and over-arching (e.g., develop students’ capacity to be critical thinkers) or narrowly focused on a specific lesson at hand (e.g., determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text). City teachers will plan all units of study with other departmental faculty using the ‘backward design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 2005, 1998). This strategy advises teachers to “begin with the question, ‘What would we accept as evidence that students have attained the desired understandings and proficiencies’ – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

1) Identify desired results: Starting with the state content standards/common core standards and additional goals of our learning community, teachers will determine a three-tiered hierarchical set of learning expectations:
   a) Information and skills

The kind of schools we need would use videotaped teaching episodes to refine teachers’ ability to take the practice of teaching apart – not in the negative sense, but as a way of enlarging our understanding of a complex and subtle process...

To teach really well, it is necessary to reflect on the processes of one’s own teaching and on the teaching practices of others.

b) Important knowledge and skills
c) Enduring understandings

Teachers will also answer four questions to help them select and prioritize these learning expectations:

- To what extent does the idea, topic, or process represent a ‘big idea’ having enduring value beyond the classroom?
- To what extent does the idea, topic, or process reside at the heart of the discipline?
- To what extent does the idea, topic, or process require uncoverage? (meaning, what parts of these concepts do students typically have difficulty understanding)
- To what extent does the idea, topic, or process offer potential for engaging students?

2) Determine acceptable evidence: Teachers will select multiple forms of assessment (formative and summative) that can be used to provide evidence that objectives have been achieved throughout the unit of study. These include: publishers’ end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks, projects and presentations. At least one project/presentation per semester, in each subject area, will be required in light of research connecting assessment relevance to student engagement and achievement.

3) Data-Driven Instruction: Through multiple and varied assessments, City faculty along with the Principal will review and assess their own instructional efficacy and develop and refine their instructional strategies to ensure that each and every student is meeting the defined criteria for academic success. At least monthly, the principal will facilitate data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, the school will systematically collect and analyze student data on key demographic, behavioral, and proficiency indicators. Data will be collected through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (CST, CELDT, etc.) and provide continuous information about student progress towards standards. The school will implement diagnostic assessments such as the NWEA MAPS or Pearson G ● RADE and G ● MADE. These formalized diagnostic assessments will provide data at least three times per year that informs student grouping, lexile levels, math placement, intervention and enrichment needs, and pre-teaching and re-teaching needs.

Furthermore, teachers will be able to generate and administer (at least every 6 weeks) standards-based benchmark assessments aligned to their grade-level content standards. They will have access to standards-based test item banks, and/or computer-based adaptive assessments (e.g. I Can Learn) that provide ongoing data about students’ real-time mastery of grade level standards. Data-
driven conversations will also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance). Each progress reporting period (every 5-6 weeks), the principal will examine grade distributions, and engage in reflective conversations with any teacher demonstrating an excessive number of failing students.

Utilizing a data management system (e.g. Data Director, PowerSchools, etc.) the school leadership will be able to track student growth on state standards and run analyses such as pivot tables to compare growth on two dimensions, correlation analyses (to address assumptions about student demographic factors and links to student achievement), and identify patterns of behavior and achievement that can be addressed through instructional and behavioral policies and practices. School leaders will also be able to access teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice.

Data-driven conversations will be principal led initially, but will eventually be the responsibility of departmental and grade-level leaders, who will develop the capacity to design common formative assessments, run data reports, and analyze data to inform instruction. Departments and grade levels will be provided with common planning time that they will use to examine data at least monthly. Even as the responsibility transitions to departmental leads, the principal will continue to supervise the use of data by teachers (through meetings with department leads and collection of data conferencing agendas and notes, and to monitor actual student progress through weekly examination of the data. In particular, the principal will monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

Through backward design, multiple assessment and practice of data-driven instruction, City will be able to truly differentiate instruction for all learners. By clearly defining what standards students need to master for each unit, teachers can more effectively assess their level of mastery in relation to standards and develop targeted instruction to help all students meet those expectations. For example, in the backward designed environment, teachers are knowledgeable about their curriculum and “can more effectively support the academic language development of our English Language Learners” by providing them with “the main ideas, the content specific vocabulary, and the sentence structures related to upcoming lessons.” (Carrier, 2005). Then, through assessments and data analysis, teachers can then
identify which instructional strategies are most effective with individual learners, and which need to be revised or supplemented to achieve student mastery.

2. Prioritizing community and family participation

The participation of families and the surrounding community is critical in meeting the needs of the whole child; such participation is therefore a top priority. Per the Brown Act, the public will be given time at pre-announced, publicized meetings to share views, concerns and questions with the Board. Parental voice and input is essential to the mission of the school and parent surveys play a significant role in the Board’s assessment of the school. Furthermore, in order to maximize participation and create an inviting school environment for all parents, education and outreach materials will be provided in English, Spanish, Korean and any other languages needed for our diverse population, and translators will be available at all school events.

Formal structures will include:

- **Family education**
  Teachers, Administrators, parents, and community members will conduct socioculturally sensitive, hands-on workshops with parents of current students and prospective parents of children age 9-11 to enable them to help their children develop in mathematics and language arts before they reach middle school. In Advisory, students with strong levels of proficiency will be selected and taught how to provide helpful and supportive tutoring assistance to their peers who may be struggling. Over time, we hope to partner with community based organizations through an after-school program. Through partnerships with community based organizations, we will inform parents about opportunities to reach their own academic and career goals, offering workshops and opportunities on our campus where possible. City board members and founding team members who are affiliated with Youth Policy Institute are committed to supporting the school’s families through their multitude of family services programs.

- **Parent/Teacher/Student conferences**
  Students will co-lead, with their Advisory teacher, a conference two times a year in order to demonstrate complete understanding of their academic achievements, challenges and plans.

- **Parent volunteers**
  Parents will always be welcome and encouraged to volunteer in the office and at school events as arranged with the teachers and office staff. In this way, parents may provide valuable and needed services and are empowered to effectively shape school programs and operations. As part of the Family Agreement with City, a degree of parent involvement will be requested, though a student’s enrollment or participation in school activities will in no way be impacted by his/her family’s ability or willingness to volunteer and no family will be required to volunteer. All volunteering will be coordinated with respect to the family’s members’ abilities and schedules and could take the form of volunteering at the school or volunteering from a more convenient location, in a way that suits the skills and interests of the family.
• Family Committee & Site-Based Council (“Site Board”)
As detailed more fully in Element 4: Governance, all parents/guardians will automatically be members of the school’s Family Committees and encouraged to participate in school-wide meetings and events. All parents will have the opportunity to self-nominate and then vote each year in an election to determine parent representatives to the school’s Site- Based Council, an advisory body comprised of elected parent and faculty representatives who will work with the Principal to provide advice and input to the City Charter Middle School Board of Directors. (See Element 4: Governance.)

3. Constructivism and Problem-Based Learning
As detailed throughout this petition, the content of what students will learn at City is the same as every other middle school in LAUSD and California, grounded solidly in the state content standards/common core standards. The means by which students master these standards, and learn how to learn, however, are based largely on constructivist learning theory and standards based instruction, as described in previous sections of this charter. Constructivism provides the guiding principles for lessons whether they are in the format of direct instruction or problem- based learning. Constructivism calls for the learning experience to be differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. (Tomlinson, 1999.) This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery.

The perspective outlined above is derived from a number of educational models: situated learning theory, expeditionary learning, experiential learning, project-based learning, and collaborative learning. In order to bring these theories to life, we will support our teachers in developing and implementing curriculum that includes real-world activities, multiple representations, metacognition, and critical theory.

So what does a constructivist classroom look like at City? Our teachers will be guided by five key elements evident in constructivist classrooms (Brooks and Brooks):

1. Seek and Value the Student’ Point of View. Rather than presenting the same material to all students simultaneously without regard to students’ individual perspectives on the material, in constructivist classrooms, teachers start by asking about students’ understanding of concepts in order to identify misconceptions, assess understanding relative to the grade level standards for the topic at hand, and to challenge students’ thinking. Teachers are also encouraged to adapt lessons and shift strategies to meet student need and interest, and nurture students’ natural
curiosities to engage students in the learning process.

2. **Challenge Students’ Suppositions.** All students – indeed, all humans – approach each experience with a history of life experience that leads them to presume certain truths about how the world works. The job of the teacher is to support or contravene these suppositions as students master subject content. Teachers encourage students’ autonomy and initiative to explore, investigate, hypothesize, correct, adjust, reflect, and assess all while taking responsibility for their own learning.

3. **Pose Complex Problems That Are Relevant and Encompass Skills and Concepts in the Standards.** Relevance, meaning, and interest are not automatically embedded within subject areas or topics. A specific state standard in social science relating to the role of Native Americans in the developing history of California may hold significantly different meanings for different students in California – one may at first glance find the topic uninteresting and irrelevant to her own life, while another may find it a fascinating and deeply personal topic. In other words, relevance emerges from the learner. So while all students in California seek to master the same content, constructivist teachers, acknowledging the central role of the learner, structure classroom experiences that both honor the initial curiosities and passions of students, and foster the creation of personal meaning among all students as they learn the designated facts and skills.

4. **Build units of study around “big ideas” and interrelated concepts across curricular areas.** Rather than study isolated, disconnected topics with no real-world application or contextual relationship between discrete standards, at City, our teachers will ensure that students see the ways in which different lessons relate and apply to other areas and “real life.” Learning at City is not about memorizing isolated facts or skills necessary to pass tests, but rather, mastering facts and skills so that this learning can be applied to new and different contexts and gain understanding of how the parts relate to the wholes. Teachers will ask open-ended, thoughtful questions, encourage students to ask questions throughout their own learning, seek elaboration of initial ideas to encourage deeper thinking, and challenge students to connect their learning.

5. **Assess student mastery in the context of daily instruction.** School time will not be spent in distinct activities of learning and assessing, but rather, assessment will be embedded throughout the learning as students engage in dialogue and debate with one another and their teacher, ask questions and go deeper into their learning, and reflect on their own learning through writing, projects and other presentations.

Directly related to the constructivist approach is the concept of problem-based learning (PBL), in which:

- Curriculum is organized around problems rather than disciplines, with an emphasis on cognitive skills as well as knowledge.
• The learning environment uses small groups, active learning, and independent lessons, and it is student centered. Teachers are facilitators, providing knowledgeable structure for the learners.

Outcomes focus on skills development and motivation, as well as abilities, for lifelong learning. (Newman et al., 2003; see also the Project on the Effectiveness of Problem Based Learning (PEPBL), a consortium of educational researchers organized by professors at England’s Middlesex University, which established these criteria for defining the PBL instructional model in 2000). As with the broader concept of constructivism, extensive research has demonstrated that PBL strategies are highly effective with diverse learners, including English Learners and urban minority “at-risk” middle school students, especially in science instruction. (Amaral, Garrison, & Klentschy, 2002; Bredderman, 1983; Gibbons, 2003; Valadez, 2002; Gordon, Rogers, Comfort, Gavula, McGee, 2001; Liu, Hsieh, Cho, Schallert, 2006. Overall, “young adolescents are more likely to engage in the classroom when they connect content and learning tasks with life beyond the classroom walls.” (Caskey & Anfara, 2007; Learning Point Associates, 2005).

Similarly, numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, their test scores and more importantly their self-confidence and whole development excel. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O’Neil & Drillings, 1997; Freire, 1995.)

The active learning strategies inherent in the constructivist approach are validated by the findings of How People Learn: Brain, Mind, Experience, and School (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation. The full text of How People Learn is freely available at the website of the National Academies Press (nap.edu). How People Learn includes the following two findings concerning children’s development and learning:

1. Children are problem solvers and, through curiosity, generate questions and problems: Children attempt to solve problems presented to them, and they also seek novel challenges. They persist because success and understanding are motivating in their own right.
2. Children's natural capabilities require assistance for learning: Children's early capacities are dependent on catalysts and mediation. Adults play a critical role in promoting children's curiosity and persistence by directing children's attention, structuring their experiences, supporting their learning attempts, and regulating the complexity and difficulty of levels of information for them.
How People Learn supports the scientific basis for constructivism in its section on “active learning”:

New developments in the science of learning also emphasize the importance of helping people take control of their own learning. Since understanding is viewed as important, people must learn to recognize when they understand and when they need more information. What strategies might they use to assess whether they understand someone else's meaning? What kinds of evidence do they need in order to believe particular claims? How can they build their own theories of phenomena and test them effectively?

In order to implement the active learning described in How People Learn, teachers will be given time and resources to fill their lessons with student-self-paced ‘Investigations.’ These activities will be designed to develop subject-specific skills in a problem-based learning environment and to develop skills and knowledge related to students’ project work. Investigations are an effective way to develop deep and enduring conceptual understanding because they are structured activities in which students:

1. Use manipulatives and/or technology
2. Analyze both open-ended and specific questions
3. Transition from concrete to abstract reasoning at their own pace
4. Work individually, or in groups, depending on the specific investigation’s design

Furthermore, teachers will be guided in utilizing a variety of representations, including the multiple intelligences and Lesh’s translation model (see below) to ensure that students can best “take control of their own learning.”

![Lesh's translation model](image)

This active engagement of students in their own learning through highly structured yet creative learning experiences is the foundation of the City understanding of constructivism.

Finally, it should be emphasized in the context of a discussion about students assuming responsibility for their own learning that City believes that guidance and high quality facilitation must be provided to students. As noted psychologist Lev Vygotsky described in Mind in Society:
The Development of Higher Psychological Processes, the key to a learning experience within a student’s zone of proximal development (ZPD) is “problem-solving under adult guidance or in collaboration with more capable peers.” As detailed herein, each learning activity at City will occur within a highly structured, planned environment based on California state standards, and involve frequent formative and summative assessments to ensure the achievement of each and every student in the school.

4. Active learning strategies in a block

The choice of a block schedule is based on research demonstrating that a more active learning experience and deeper conceptual understanding results when students are given fewer classes each day that have longer periods. The traditional schedule of 6-9 single-subject, 40-50 minute classes each day requires students to quickly adjust to different teaching styles, homework requirements, tests, academic disciplines, and behavior codes. Teachers in this situation may interact with 100-180 adolescents each day. Over the course of such a fragmented day, learning in each class can often seem superficial, the workload can seem overwhelming and the teacher-student interactions can be quite limited.

Several studies support block scheduling on the ground that it increases student achievement (Fletcher, 1997; Khazzaka, 1998), decreases discipline referrals (Duel, 1999; Stader, 2001), increases student attendance rates (Queen, Algozine, & Eaddy, 1997; Snyder, 1997), and improves school climate (Buckman, King, & Ryan, 1995). Canady & Rettig, in their book “Teaching in the Block, Strategies for Engaging Active Learners” (1995), summarize research findings and conclude that a block schedule:

- Allows students variable amounts of time for learning, without lowering standards, and without punishing those who need more or less time to learn
- Provides teachers with blocks of teaching time that allow and encourage the use of active teaching strategies, hands-on investigations and greater student involvement
- Increase opportunities for some students to be accelerated
- Reduce the number of classes students must attend and prepare for each day
- Reduce the number of students/courses teachers must prepare for each day

Some studies show mixed results and, upon closer examination of these studies, it becomes clear that there are many ways for schools to implement a block schedule. In order to maximize the benefits of a block schedule, the longer class periods will be organized into 3 main parts that have been shown to produce an effective use of time: explanation, application, synthesis.

1) **Explanation:** mini-lecture, review previous lessons/homework, demonstration, reading, basic identification of what is to be learned, objectives, specific tasks to be completed
2) **Application**: bulk of the block, active learning strategies, students apply what teacher explained. Examples of ‘application’ formats include:
- Seminar: Socratic questioning
- Experience: Become a historian/mathematician/writer/scientist/etc.
- Learning Centers
- Group or pair work
- Utilizing technology
- Simulation
- Guided practice (teacher observe and intervene)

According to Canady, Rettig (1996), ‘providing “hands-on” active learning strategies during the application stage may be the most important determinant of the success or failure of teaching in the block.’ City’s emphasis on constructivism ensures that ‘hands-on active learning strategies’ will be valued and utilized.

3) **Synthesis**: Teachers assist students in connecting explanation with application. Students reflect and review. Teachers assess learning through questioning, observations, or paper-pencil means. Teachers may re-teach.

**G. Curriculum – Scope and Sequence**

City teachers will implement an academically challenging middle grades curriculum, incorporating state-adopted materials while focusing on the innovative instructional approaches detailed above. The educational program is aligned to the CDE content standards, including the new common core standards. Teachers utilize ongoing informal and formal assessments that inform instruction, including school-wide standardized benchmark assessments that are required to be administered at designated intervals (see Elements 2 and 3, below). These assessments enable teachers to gauge mastery of standards and to drive differentiated instruction that includes re-teaching, strategic and intensive intervention and accelerated and extended activities for high achievers.

Articulated curriculum guidelines are used by teachers to develop subject area pacing plans that include the notation of standards to be covered. Utilizing Backwards Design, weekly lesson plans have clear objectives, measurable outcomes and utilize a range of strategies and groupings. Working with a significant English learner population, teachers ensure opportunities for structured oral expression throughout all subject areas. Teachers challenge students individually with questions that vary in complexity and vocabulary, depending on achievement level and English language proficiency. Partner sharing and group projects are additional strategies that encourage conversation.
The following details the curriculum and instructional methodologies that will be implemented. In addition, Appendix A contains detailed listings of the key state standards that will be taught across core subject areas for each grade.

**Textbooks and Other Instructional Resources**

City will utilize well-accepted, California and National standards-aligned textbooks and curriculum programs from major publishers as identified below and in Appendix 1, and will select supplemental instructional materials that are in line with its mission and vision. Teachers are expected to create weekly lesson plans with clear objectives and measurable outcomes from the textbooks/publishers and State Standards utilizing Backwards Design. Curricular materials will be reviewed and updated annually by school leadership. These decisions are based on results of grade level benchmark assessments, the STAR tests, alignment with state standards, and disaggregated data from ongoing assessment tools.

City plans to use the following instructional materials:

- Language Arts – Pearson *Literature California, California Language Central*, books from CDE recommended reading lists
- Math – McDougal Littell: Math Course 1, California Algebra 1
- English Language Development – Hampton Brown Avenues
- History/ Social Science – History Alive!
- Science – SEUP science program and kits, supplemented by thematic units
- Visual and Performing Arts – teacher-selected materials
- Foreign Language (elective) SPANISH: Adelante Level 1A, En Camino Level 1B, Ven Conmigo Level 1 Holt, Rinehart & Winston

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

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

**Language Arts**

Language arts instruction, based on the California English Language Arts Standards and the Common Core Standards for English Language Arts, will focus on the students' use of literacy skills to discover and comprehend new information both in academic settings and in their lives outside of school. Students will apply new word learning and comprehension skills to digest a variety of fictional texts, content area texts (e.g. science, social studies), informational materials, and multi-media content. Simultaneously, they will learn to use the written and spoken English language to communicate effectively in a wide variety of genres, including narrative, expository, persuasive, and descriptive. To teach the state standards in language arts, language arts teachers will utilize state-adopted language arts textbooks (for writing conventions/grammar skills) and social studies text, and also a wide variety of novels, poetry, non-fiction texts and other literature, and non-fiction texts. Word analysis instruction in grades 6-8 will focus heavily on the systematic development of academic vocabulary. Understanding of complex content area text relies heavily both on students’ familiarity with a large number of word meanings and their ability to apply strategies to figure out unfamiliar words. Students will study roots and other historical influences on the English language, identify shades of meaning in words, and learn how to effectively use context
to determine word meaning. Students will be encouraged to read independently both inside and outside the classroom.

Reading comprehension, literary response and analysis instruction will focus on the skills necessary for a sophisticated understanding and evaluation of both fiction (novels, short stories, poetry) and non-fiction texts. Because language arts and social studies will be taught in an integrated block of instruction, students will frequently apply new learning to their social studies text or primary sources. Fictional texts will also thematically reflect the current social studies topic whenever possible. Reading comprehension skills will be further reinforced in the math/science block, where students will also use them to comprehend content area text.

Although reading instruction will be focused on “reading to learn” rather than “learning to read” in the middle school grades, City recognizes that many students will struggle with the demands of grade level text. Because many students struggling at this level still have difficulty decoding accurately and reading fluently, it will be necessary to provide differentiated instruction to students unable to comprehend grade level-appropriate text. The academic Elective Block will be utilized to provide targeted instruction and remedial support as needed, in which students will apply learned skills to text at their independent reading level and will receive systematic decoding and fluency instruction if appropriate. Teachers and intervention specialists will work to move struggling students towards grade-level reading proficiency.

Writing instruction in grades 6-8 will have the goal of guiding students to independently produce complex, multi-paragraph compositions which effectively use the English language to inform, persuade, describe and entertain. City will utilize Writer’s Workshop as a tool for helping students develop the craft of writing and understand before they write who their audience is and what the purpose of the writing is. This method of teaching writing provides to students authentic feedback about the content and organization of their writing and allows them to see it as a process and not a onetime assignment. Across core subject areas, teachers will provide students with concept organizers to help them understand subject area content and to help them organize their thoughts before they put pen to paper. Teachers will explicitly model for students how to select the appropriate form of writing and tone for the audience as well as how to evaluate their written work and what true revision looks like. They will also guide students in the incorporation of writing devices such as dialogue, examples, anecdotes, etc. Each teacher will conduct lessons on the writing skills, throughout the process and will work individually with students on their particular needs.

As part of the process of creating these compositions, students will learn how to conduct multi-step research using both traditional and online sources and to employ word processing, spreadsheet, and database programs to present information. Although English language conventions standards in grades 6-8 are not extensive, many students that will enroll at City -- even those not classified as English language learners -- may need extra support in correctly using conventions in their written and oral language. Teachers will be expected to assess the
abilities of their students in this area and to provide instruction in standards not mastered in previous grade levels as well as instruction appropriate to the different ELD levels in their class. New writing strategies (e.g. using a compare/contrast structure, employing effective transitions) and conventions (e.g. use of complex sentence structures, correct use of semicolons) will be taught as part of language arts instruction but will be practiced in all content areas. Students will spend class time in each subject area writing, and will write extensively as part of out of class assignments and projects in every subject.

Listening and speaking standards in grades 6-8 will be taught hand in hand with reading and writing. As students learn to understand, analyze, and evaluate written text, they will do the same for oral and multi-media presentation. As they learn effective strategies for written communication, they will learn how to translate these strategies to oral communication. Teachers will reinforce and assess speaking strategies in all subject areas. Students will frequently be expected to present informal and formal oral presentations in all subject areas and will often demonstrate their mastery of other content knowledge through projects involving both written and oral presentations.

Tables aligning curriculum, standards and assessment can be found in Appendix 1.

History/Social Studies
The social studies program at City will be utilizing the state-adopted History Alive! curricular resources and additional primary and secondary resources to be chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. Social science instruction in grades 6-8 will build on the increasing ability of middle grade students to analyze and compare multiple sets of information and to draw conclusions based on this analysis. In addition to a state adopted social science text for each grade level, teachers will provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers will use a variety of graphic organizers, charts, and visual aids to support students’ developing analytic skills and to assist English language learners. To further increase understanding and motivation, social science will be taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

Because social sciences are taught in an integrated instructional block with language arts standards, students will also read fictional texts related to social science content, further increasing their motivation and understanding. Additional integration of social science curriculum will occur in the math and science block, when students may study the scientific and mathematical contributions of cultures they are studying. At all grade levels, the curriculum will be enhanced whenever possible with multimedia resources, hands-on experience (e.g. artifacts from cultures studied) and field trips. While covering the social science standards,
teachers will also focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students will apply reading comprehension and vocabulary strategies to their social studies text and will complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

Additional assessments will take the form of traditional unit quizzes and tests as well as homework assignments, essays, research papers, presentations and long-term projects. Teachers will utilize Socratic method seminar-like class structures in order to take note of student understanding, thus class discussion itself will be a formative assessment.

**Tables aligning curriculum, standards and assessment can be found in Appendix 1.**

**Science**

City will implement the Science Content Standards for California Public Schools and the Science Framework for California Public Schools as the basis of the science curriculum. These resources will guide the evaluation and selection of instructional materials, and inform student assessments. Students will have the opportunity to learn science through a variety of modes so that they are fully engaged and all learning styles are addressed.

City will adopt the middle school science program developed at the Lawrence Hall of Science, at the University of California, Berkeley. This curriculum, known as the Science Education for Public Understanding Program (SEPUP) is distributed nationally by LAB-AIDS, Inc. and supported by grants from the National Science Foundation. SEPUP is fully aligned with California state standards and National Science Foundation education standards (see [http://www.sepup.com/correlations/CA/CA%206-8%202011_v2.5.pdf](http://www.sepup.com/correlations/CA/CA%206-8%202011_v2.5.pdf)), and provides hands-on investigations, student resources, laboratory experiences, and projects. The school will utilize standards based materials for the few state standards not covered by SEPUP. SEPUP also lends itself to traditional, quantitative assessments that are appropriate for middle grade students. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students.

Research has demonstrated that a constructivist approach to teaching and learning is the best way for students to learn important scientific concepts and develop the ability to think critically. The “constructivist approach” in this case is defined as the active construction of knowledge through students’ own inquiries, investigations, and analyses. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world.
Research on populations of students with similar demographics to the students City will serve has shown that the longer students are exposed to this program, the greater the positive impact on science achievement. For example, one multi-year study indicated that growth in academic achievement for students who are English learners is particularly strong. (Amaral, Garrison and Klentschy, 2002.)

The learning modules are organized under the following strands:

- Issues and Life Science
- Issues and Physical Science
- Issues and Earth Science
- Issues, Evidence and You
- Science and Sustainability
- Science and Life Issues.

Most modules and courses are designed to be appropriate for two grade levels, and work in conjunction with one another to cover all of the state and national content standards in science. (See Appendix 1, providing detailed charts aligned the lessons to the standards and assessments. Additional information can be found at: http://sepuplhs.org/correlations.html). In addition to the California science standards, SEPUP reinforces many mathematics, language arts and social studies standards. Through block scheduling and coordinated instruction between teachers, students will understand the connections of their science learning to other applications. For example, when studying life and earth sciences, students will also study man’s relationship with flora, fauna and the natural environment, throughout time and in different locations. In this way, life and earth sciences will be connected to economics and history. When studying the physical sciences, students will explore man’s inventions and discoveries in the realm of physics and engineering and the greater ramifications of industrialization, warfare and technology. In this way, students will see connections between the physical sciences and their present reality, history and economics.

This program provides hands-on investigations, laboratory experiences and projects. It also lends itself to traditional, quantitative assessments in the form of tests and quizzes. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students.

Tables aligning curriculum, standards and assessment can be found in Appendix 1.

Mathematics

Learning objectives and outcomes will be aligned to California’s rigorous mathematics standards and the Mathematics Framework for California Public Schools. The goal of the 6-8th grade math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving. In light of state mandates regarding Algebra instruction, mathematics
instruction will have the ultimate goal of enabling all students to successfully complete Algebra I by the end of eighth grade.

Math instruction will benefit from the core instructional block schedule in which math and science are taught as discrete subjects but are taken back-to-back in a 120 minute instructional block. Following direct instruction in new skills, teachers will be able to present hands-on activities while also allowing time in as well as out of class for substantial practice of grade level computational skills. Within the science block, teachers will also have the flexibility to include differentiated instruction time several times weekly, allowing focus on the needs of struggling students and those ready to move beyond the grade level curriculum. The math period will also incorporate a daily warm-up activity focused on applying previously learned skills (spiral review) to solve a problem situation. The teacher will reinforce math vocabulary during the warm-up by requiring students to prepare a brief written or oral summary of the steps they took to solve the problem.

As part of City’s emphasis on writing and listening/speaking skills and on problem solving in the mathematics curriculum, the mathematics curriculum will frequently require students to explain, orally or in writing, their methods of solving a problem and their rationale for choosing those methods. Assessment of mathematics standards will be based on evaluation of these presentations as well as on more traditional mathematics assessments from the state adopted textbook. Students will also use math skills, particularly statistics and data analysis, to enhance oral and written presentations required in other subject areas.

Because not all students will have mastered the prerequisite mathematical skills for success in the math curriculum, new students will be assessed at the beginning of each year and will receive interventions focused on addressing areas of deficit. Students not meeting standards will participate in extra math intervention during the Elective Blocks.

Tables aligning curriculum and standards can be found in Appendix 1.

Advisory
For 30 minutes each day, all students will participate in an advisory program consisting of study skills, character education, and social-emotional learning. Advisory is designed to support the pillars of the City definition of an educated person, with particular emphasis on the “continually learns” and “assertively perseveres” goals. Over their middle school years, students will be guided in assuming greater responsibility for their own learning. They will be provided with explicit strategies in time management, organization and learning how to learn. In addition, students will be required to devise questions reflecting their personal intellectual curiosity, and pursue answers to their questions in a systematic and thorough manner.
Sixth grade will be a significant year of academic transition for students. It forms the bridge between elementary school and secondary school. Sixth graders will experience their first day of school before 7th and 8th graders – this day will serve as an ‘orientation to middle school’ and ‘introduction to City’ day.

While one day can expose students to certain values, daily re-enforcement is needed to deepen and solidify understanding. All students will be given a week-at-a-glance planner and will be required to maintain a binder for each core class. Advisory will become increasingly sophisticated through the grades in helping students develop metacognition, recognize the way they learn best, and take responsibility for their own learning. The sixth grade course will be the most explicit in teaching organizational and study skills that will serve students as they move into secondary schooling. In addition, all core teachers (in decreasing amounts over the course of grades 6-8) will regularly review student binders and planners in order to best guide children in becoming organized, efficient and effective students.

Post-Assessment Review is an important but often overlooked aspect of the learning process, and will be emphasized in Advisory and supported in core courses. All assessments will be reviewed after being graded to ensure students can build upon successes and address difficulties. In secondary school, assessments are graded and returned to students after students have moved beyond that part of the curriculum. Reviews of assessment are rare and students simply move on, either forgetting what they have learned in the past or hoping to never revisit ‘past’ lessons. However, this attitude never serves students well since most courses are cumulative and early minor misunderstandings can lead to later major difficulties. Therefore, reviewing assessments and maintaining understanding will be explicitly addressed in Advisory. Students will see the tremendous benefit of reviewing assessments, correcting errors and misunderstandings, and maintaining knowledge and skills from all periods of the school experience.

City will integrate best practices from the acclaimed Advancement via Individual Determination (AVID) program, an in-school curriculum developed to help students beginning in grade 6 become prepared for college preparatory programs and higher education. Rather than introducing new content, AVID provides students with supports to better understand, process and integrate content knowledge from core academic areas. Teachers model and explicitly teach organization, time management, note-taking skills, study skills, and critical thinking skills. Utilizing the Socratic method, students also work collaboratively in study groups (led by trained tutors) to actively solve academic questions from their core classes.

AVID has an impressive track record of success with minority students. Over 50% of AVID participants nationwide are Latino or Hispanic, and many other ethnicities are represented in the program (African American 19%, Asian 5%). In 2008, 78% of AVID participants were
accepted to four year colleges, and 88% of AVID students completed UC A-G requirements for CSU/UC admissions, as opposed to only 36% of California students overall.\(^4\)

Another purpose of advisory will be to foster awareness of students’ place in society and to help them develop a code of ethics through their actions through three focused areas:

**Community Service:** The Advisory leader and students will embark on a five step process each year to support Community Service endeavors. The first step will be to explore possible areas of interest. Students and the leader will share issues, concerns and ideas in the local and global community that could benefit from support of varying kinds. By bringing in articles, podcasts, and other pieces of information, all will learn about each other’s interests and contribute thoughts that will lead to the second step – research. Students will then hone in on the area of interest by researching the various ways people, NGOs, and government agencies are currently attempting to ameliorate the situation. At this point, students will be encouraged to set up ‘informational interviews’ with adults, including teachers and experts in the field that can be accessed via the Internet. Once again, students will share their findings and move into the third step – planning. Through group discussion and one-on-one conversations with the teacher, the student will design a plan to become involved and make a difference in his or her chosen area of interest. The fourth step will be completed outside of the classroom – implementation. Students will then execute their plan, an estimated 10 hour time commitment. The final step of their experience will be to write a reflection paper which will be graded against a rubric that will be made available to students prior to writing.

**Civic Minded:** Each Advisory will also engage in curriculum developed in response to current events. A committee of faculty will be assigned the task of tracking world events and selecting areas to be analyzed by the entire student body that year. The goal of the Advisory period will be to introduce the topics, present a variety of perspectives on the issue and guide students in developing a question they wish to answer that is related to the topic. Students will then be given a rubric-defined research project to complete in answer to their questions. Students will each complete one project and present it to their Advisory each semester.

**Character Education:** Advisory is one of many opportunities that students will have to experience Character Education. In Advisory, students will develop a safe ‘family’ community through community- and trust-building activities and the Council (ojaifoundation.org) format of discussion. The discussions related to Character Education will be both scheduled and spontaneous and will arise in response to concerns and issues occurring in the school community and concerns identified by faculty and administration.

The most effective way that beliefs and values are taught is not by lecture but by modeling. Especially in middle and high school, students begin to see the gap between what is espoused and what is actually done; then cynicism sets in. When their teachers’ words and actions match

\(^4\) Retrieved from www.avidonline.org/info/?ID=600&tabID=1
what they are teaching which is modeling the value of integrity, students are more likely to trust them and then learn what is being taught. For instance, if teachers talk about the value of equality in a democracy, the respecting of diverse opinions in a democracy, but don’t allow students to question, to have different opinions; talk down to them instead of talking to them respectfully as they would an adult; students start to mistrust teachers, start to disengage in the classroom.

Research indicates that, when teachers have a mutually respectful relationship with their students, they are able to mentor students in ways that lessen the impact of the “herd mentality” of peers and superficiality of television. Therefore, all City teachers will model the values of good character at all school experiences, and enforce codes of behavior in the classroom. These behavior codes, including honesty, respect, listening and consideration, will be assessed each quarter by the teachers and by students in a self-assessment citizenship rubric, resulting in a citizenship grade.

The current draft of this rubric is:

<table>
<thead>
<tr>
<th>NAME</th>
<th>Communicates honestly &amp; behaves with integrity</th>
<th>Positive leader in group situation</th>
<th>Cooperative in group situation</th>
<th>Respectful of others' property, cleans up after oneself</th>
<th>Sensitive to and inclusive of classmates</th>
<th>Quietly pays attention when asked to do so</th>
<th>Asks questions to facilitate his/her learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Doe</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contributions to class discussion</th>
<th>Respectful when classmates participate</th>
<th>Focuses on in-class work</th>
<th>Total Points</th>
<th>Percent: Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>3</td>
<td>32</td>
<td>80%</td>
</tr>
</tbody>
</table>

Points: 4 consistently and excellently, 3 occasionally excellent and always appropriate, 2 occasionally appropriate, 1 rarely, 0 never

**Elective Blocks**

As detailed above, each day will include two elective blocks in which students will select – with intensive guidance and in some cases, limitation from school leaders and their Advisors – from a variety of different academic and enrichment electives. All students will be programmed to participate in a balanced course of study across disciplines, including physical education/health.

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5 [www.riverschool.org](http://www.riverschool.org)
arts, technology and foreign languages as detailed below. Students who are not demonstrating grade-level proficiency will be required to attend an additional core content period which includes intervention(s) during the Elective Block(s). All electives will be standards-based and rely on appropriate texts, curriculum materials and intervention programs.

Majors
In keeping with our goal of developing in students a passion for excellence, all City students will choose an academic field of study in which to specialize each semester. The “Majors” course – will be incorporated once a week for 6th graders and twice a week for 7th and 8th graders during the Math or Language Arts academic Elective Block -- will guide students in meeting challenges and competing with confidence and skill against the best and brightest on a state-wide and national level. Just as athletes train for contests such as the Olympics and the World Cup, City students will prepare for intellectual challenges. City believes that students should not be sheltered from competitive experiences but instead should be taught to face competition with a healthy, positive attitude, learning from struggles and successes, and behaving graciously in victory as well as in defeat.

Students are given the opportunity to choose a Major, and change this choice each semester. While the term ‘Major’ may not have an equivalent at other schools, the subject matter and student work in these courses exactly match currently existing courses at the top performing middle schools across the country. Examples of these courses include:


2) **Science**: focus on research. Semester Two: Students analyze research studies and science fair projects, culminating in their own science fair submission ([http://www.usc.edu/CSSF/Resources/GettingStarted.html](http://www.usc.edu/CSSF/Resources/GettingStarted.html))

3) **Creative Writing**: focus on prose and poetry writing. Offered both semesters. Students read and analyze renowned samples of poetry, essays, creative pieces. Students choose contests to enter, workshop their writing in class, submit to three contests each semester.

4) **Debate**: Students will research and prepare for local middle school debate competitions ([http://middleschooldebate.com/index.htm](http://middleschooldebate.com/index.htm)).

Physical Education
City is committed to a varied, challenging and standards-aligned physical education program for all students. Sixth graders will participate in PE for at least 200 minutes every 10 days during the Elective Block, and seventh and eighth graders will participate in PE for 400 minutes every 10 days through PE and other physical fitness electives such as dance and yoga.
At the very least, partnerships will be established in conjunction with core teacher and volunteers to implement a sports-based and yoga-based rotation of instruction that is standards-aligned. When funds are available, a full-time physical education teacher and supporting staff will be employed to design and implement a program that encompasses team sports, dance, martial arts, yoga, and gymnastics.

The two organizations that are most promising if the school pursues partnerships are:

1) **Playworks (Formerly Sports4kids)** [http://www.playworksusa.org/](http://www.playworksusa.org/)
   
   This organization is based in Oakland, CA. They provide PE services to schools that serve low income kids. The program, founded on a deep understanding of the importance of play, is based on classic playground games. The coaches are trained by the organization then assigned to the schools. They have recently expanded to 27 new cities including Los Angeles. Extensive curriculum materials and lesson plans are available online, enabling us to begin by formulating our own program. In addition, they offer training programs of varying lengths.

2) **YogaEd** [http://www.yogaed.com/about.html](http://www.yogaed.com/about.html)

Yoga Ed. develops and produces health/wellness programs, trainings and products for teachers, parents, children and health professionals that improve academic achievement, physical fitness, emotional intelligence and stress management.

**Arts**

City will offer a rotating schedule of arts electives prior to the end of the charter term. All course offerings will be aligned to the California Visual and Performing Arts Standards in Visual Art, Dance, Music and Theatre. Culminating performances/displays of work will be an integral part of all arts electives, ensuring that student participants have the opportunity to showcase their talents and skills development for their peers and families.

**Multi-media/Technology**

As with the Arts, City plans to offer a rotating selection of technology-based electives, prior to the end of the charter term. City already has secured a donation of more than 30 computers for student-use, thus we will create a Computer Center or rotating Computer Carts for students. Electives such as game design (based on innovative and promising programs such as Quest to Learn in New York (q2l.org) and GameDesk in Los Angeles (gamedesk.org), website design, film editing, music editing and more will enable City students to develop meaningful, real-world 21st Century skills, while engaging in higher-level thinking and application of concepts learned in math, science and other subjects.

Similarly, technology will be incorporated as appropriate across the subjects. For example, students can gain understanding of data analysis, statistics and graphing through the use of simulation software programs (SimCalc MathWorlds)[^6] and spreadsheet programs (Excel). These

same programs are helpful to students in their social studies and global competence learning as they develop awareness of the ways statistics can be manipulated in different representations. Similarly, students should be taught to be critical consumers of information and will be guided in researching appropriately on the Internet and on school-purchased databases.

A multitude of free tools exist online that could facilitate learning in all core courses. Software programs (virtual manipulatives) have proven to facilitate geometric, number sense and algebraic conceptual awareness. Primary resources that enrich social studies learning are also freely available online. In addition, the Global Learning Portals that allow students to collaborate with students across the world in problem-solving and project-based learning.

The more our technology budget allows, the more we will utilize these and other technology-based learning experiences.

H. Instructional Strategies for Special Populations

Since our program inherently values differentiated learning, our special needs populations will automatically receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. Other components of the program assist in meeting the individual needs:

1) Small class sizes which allow the teachers to truly know their students;
2) Ample instructional planning time during each school day (such as when students are engaged in elective/enrichment classes) so that teachers can modify and create lessons and curriculum to meet the needs of individual students;
3) A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other’s varying expertise in handling learning differences;
4) Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
5) Various forms of assessment that are used to guide instruction;
6) Learning goals that are clearly articulated; and
7) High expectations for all students.

An entrance assessment will be administered to all new students, and a baseline assessment will be administered to returning students. These evaluations include a school-designed test derived from state standards, and an English language assessment component (where applicable). Throughout the year, teachers also assess students through informal measures such as checklists, class work and observations, and through more formal means, such as STAR testing and quarterly benchmark assessments (see Elements 2 and 3, below). Teachers will use the student achievement database system to record results, noting the need for close
monitoring and systematic intervention. Instructional modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students. In addition, teachers will provide individualized instruction for students during class, at break, or after school. These interventions will be recorded in a log, which documents the length of time and effectiveness of the modification.

Student Success Team
Despite the many strengths of the school’s programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, after classroom interventions have been tried and documented over time with limited success, a referral to the Student Success Team (SST) will open a new pathway of support to students.

The purpose of the SST is to ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school’s resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST – comprised of is comprised of the referring teacher, an administrator, a teacher recorder, and the student’s parent/guardian, will meet with the parents/guardians and, where appropriate, the student, in an organized, systematic, problem-solving manner to analyze concerns and develop specific action steps to address them. In accordance with CDE guidelines, the SST is a positive school-wide early identification and early intervention process. Working as a team, the student, parent, teachers and school administrator identify the student's strengths and assets upon which an improvement plan can be designed.

The SST process begins by clarifying the student’s strengths and other known background information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after team members prepare and commit to an action plan which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successful intervention. A designated, qualified lead faculty member with experience and training in Special Education or other support services will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development, below.)

Following the implementation of an SST plan and follow up, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed. Upon enrollment at the school, parents will receive the required information about what to do when
they know or suspect their child may need additional supports or when parents are puzzled about their child’s development.

1. **English Language Learners (ELL)**

"Students achieve (second-language acquisition) significantly better in programs that teach language through cognitively-complex content, taught through problem-solving, discovery-learning in highly-interactive classroom-content.....In the long term, students do less well in programs that focus on discrete units of language taught in a structured, sequenced curriculum with the learner treated as a passive recipient of knowledge." -- Virginia P. Collier

Our goal is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. English Learners (ELs) will have full access to City’s educational program. While all students will develop as English speakers, readers and writers, all cultures and languages will be honored and integrated as much as possible. At all times, students’ primary language will be honored and valued as both an instructional tool and learning resource for all students in the class. The entire school community will be enriched by the multi-lingual and multi-cultural qualities of its students.

City will meet all federal and state requirements for services to English Learners, including initial and annual identification and assessment of primary and secondary language fluency in listening, speaking, reading, and writing. Students who have been reclassified continue to be monitored to determine their ability to master state ELA standards without language support. Similar procedures will be used to monitor on an ongoing basis students who are reclassified.

The California English Language Development Assessment (CELDT) along with LAUSD ELD Portfolios is used to determine individual student levels as well as to determine progress in acquiring English proficiency. Students will be monitored in conjunction with the California English Language Development Standards levels described below:

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

5. **ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

Teachers assess student progress, both formally and informally throughout the year. This data is used to determine individual proficiency levels and how instruction should be modified. These assessments will be authentic and integrate subject areas wherever possible. Quarterly, teachers compile student work samples and assessments and evaluate progress using the ELD portfolio. It is expected that students will move one level each year. Students’ English progress will be determined by a rubric based on LAUSD’s re-designation process.

Targeted English instruction in the form of English Language Development is provided for qualified English Learners. Students receive academic support during class on an individual and small group basis. During these sessions, students are grouped homogeneously according to their ELD level. Teachers use the Hampton Brown *Avenues* curriculum as the foundation of the ELD program.

Entering ELL students will be assigned an ELD level (1-5) based on criteria including CELDT scores, elementary ELD level, and review of LAUSD elementary ELD portfolios (where applicable). Once levels for incoming students are determined, teachers will be provided with a roster of ELL students and their levels as well as the state ELD standards (6-8th grade span) for each level represented in their class.

Each semester, teachers will be responsible for examining their instructional plan for the standards to be covered and identifying the relevant ELD standards to be taught and assessed during the semester. The teacher responsible for the ELA/social science block will teach and assess the majority of ELD standards. However, when grade level teachers collaboratively identify key reading comprehension, writing, and listening/speaking standards to be taught throughout all content areas, ELD standards matching these ELA standards will be identified and the teaching and assessing of these standards will be shared by the team.

When creating assessment tools (e.g. writing rubrics, rubrics for oral presentations), ELD standards will be incorporated whenever possible so that the same assessment tool may be used to track student progress towards grade level ELA standards as well as the standards for a certain ELD level.

Before the issuance of each progress report card, teachers will summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout
the quarter. ELL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking. At the end of the semester teachers will also go through the list of standards for a student’s current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Director of Assessment and Intervention, who will work with teachers to make the final decision regarding progression to the next ELD level.

Reclassification criteria and procedures are outlined below.

**Reclassification Criteria**

**CELDT:** Overall performance level of 4 or 5 and skill area scores of 3 or higher in listening-speaking, reading, and writing  
**Standards Based Report Card:** Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of 3 or 4 in a 1-4 grading system or a grade of C or above in a letter grade system  
**Teacher/EL Coordinator judgment:** Classroom teacher and EL Coordinator judge that the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past standards based report cards  
**CST:** Basic, Proficient, or Advanced performance on the ELA section of the test  
**Parent approval:** Parent signs reclassification letter explaining criteria for and significance of reclassification

**Reclassification Procedures**  
The following reclassification procedures will be used:  
Each semester, the Director of Assessment and Intervention creates a list of all students who meet the CELDT and CST criteria for reclassification. At the end of each semester, Coordinator of Educational Support Services distributes an updated potential reclassification list to ELA teachers. This document lists by class all students who meet the CELDT and CST criteria for reclassification. Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.

In some cases, the Principal (or his/her designee) works with the ELA teacher to determine the ability of individual students to master grade level standards without language support. Based on the information provided by teachers, the Principal or his/her designee identifies students ready to reclassify and submits these names to the office clerk. The office sends a reclassification letter to these students’ parents and submits the appropriate information to LAUSD and the CDE.
Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of state ELA standards.

City will hire CLAD certified, experienced teachers with full understanding of Specially Designed Academic Instruction in English (SDAIE)\(^7\) and/or train teachers in the nationally-recognized program, Project GLAD (Guided Language Acquisition Design). Teachers will be trained by Project GLAD staff in specific methods of instruction for a successful English immersion education in a multi-lingual classroom. Professional development will be focused on enhancing teacher’s knowledge of how to teach English language learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all students can meet standards. Teachers authorized to teach English Language Learners will continue to receive training and support in the effective implementation of techniques such as SDAIE. Teachers will also observe model lessons and receive feedback on their implementation of new techniques.

Project GLAD has over ten years of experience and has received the following awards: the United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program; a model reform program for the California School Reform Design; and training model for five Achieving Schools Award Winners. It is the recommended K-8 project for the California State Superintendent’s Task Force on successful implementation of Proposition 227.\(^8\)

Major components of this pedagogical approach include:

1. Teach to the Highest: A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students (Goodman, Cummins, Smith, Collier).
2. Brain Research—Metacognition
   A time to activate and focus prior knowledge: inquiry charts, brain-storming and clustering (Costa, Rico, Kovalik).
   An opportunity to insure a common base of understanding and scaffolding: direct experiences, films, visuals, teachers read aloud (Krashen, Collier, Vygotsky).

\(^7\) City considers SDAIE as an important aspect of its English immersion program because it provides context and support in a cognitively demanding environment, allowing students to gain skills in both the subject material and in using English. A resource to be studied by all City teachers will be: SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students: [http://www.csupomona.edu/~tassi/sdaie.htm](http://www.csupomona.edu/~tassi/sdaie.htm)

\(^8\) In 1991, Project GLAD was declared Exemplary by the California Department of Education. The growth of standardized test scores far exceeded the norm. In 1991, Project GLAD was declared a Project of Academic Excellence by the US Department of Education, OBEMLA. At a national level, the growth in scores also far exceeded the norm. Project GLAD was chosen as a national dissemination model of effective training for teachers in multilingual settings. Five GLAD-trained schools have won Title I Achieving Schools Awards. GLAD is a recognized Model Reform Program for the California School Reform Design. Project GLAD has trained in over 120 school sites nationally. Project GLAD has certified 24 sets of Key Trainers to train in their own district.
Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Gardner, Lazear). Metacognitive aspect of teacher and students modeling of how an answer was obtained not merely the correct answer (Costa, Farr).

3. Brain Research and Second Language Acquisition
   - A student set purpose for learning: motivating, stated result or goal; student choices; inquiry charts (High Scope, Hunter).
   - Chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping (Long, Kagan, Vygotsky, Cummins, Shefelbine).

4. Reading and Writing To, With and By Students:
   - Reading that stresses the purpose and joy before the skills; that begins with writing and reading one's own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quickshares (Goodman, Krashen, Flores, Traill).
   - Direct teaching of concepts, vocabulary or necessary skills; text patterns, academic language, writing patterns; decoding skills (UCI Writing Program, Bettances, Chall, Reading Task Force, Shefelbine, Adams).
   - Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done only in appropriate place in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide student through the process; use of logs for personal responses to texts or issues; use of interactive journals (Goodman, Graves, Calkins, Rico, UCI Writing Project).
   - Big Books on walls, shared reading/writing experiences are only a few strategies for a language functional environment; use of personal interaction values oral ideas and cross-cultural respect (Traill, Cummins).

5. Active participation in all components of the unit, negotiating for meaning, comprehensible output (Long, Cambourne, Cummins, Swain, Goldenburg).

6. A theme and strategies to foster respect, trust, identity, and voice (Cummins, Berman, Baron).

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

In this way, City expects students to acquire English language skills in reading, writing, listening, speaking, viewing, and thinking and to proficiently meet grade level ELA standards.
2. Gifted Students

City is concerned that potentially high achieving students are often merely given additional work to do rather than effectively engaged and supported in their learning. While our program will be designed to allow all students to pursue their learning in an in-depth way and at a challenging pace, additional efforts will be made for students identified as “gifted,” including multiple strategies to differentiate instruction for diverse learning styles and ability levels within the school’s curriculum. In the case of gifted students, teachers will provide a variety of options for students to demonstrate their understanding of what they have learned.

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

Students who are high achievers and/or identified as gifted benefit from differentiation and instruction that is flexible enough to meet their specific needs.

City will implement the following techniques for teachers to enhance the curriculum for a gifted student (Kaplan, 1986):

1. Present content that is related to broad-based issues, themes or problems.
2. Integrate multiple disciplines into the area of study.
3. Present comprehensive, related and mutually reinforcing experiences within an area of study.
4. Allow for the in-depth learning of a self-selected topic within the area of study.
5. Develop independent or self-directed study skills.
6. Develop productive, complex, abstract and/or higher level thinking skills.
7. Focus on open-ended tasks.
8. Develop research skills and methods.
9. Integrate basic skills and higher level thinking skills into the curriculum.
10. Encourage the development of products that challenge existing ideas and produce "new" ideas.
11. Encourage the development of products that use techniques, materials and forms.
12. Encourage the development of self-understanding. For example, recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
13. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.
It is well-documented in research and practice that such students greatly benefit academically, socially, and emotionally from grouping practices that allow them to learn with their intellectual peers with appropriately challenging and engaging curriculum. For this reason, in the middle school, City reserves the right to create a more comprehensive GATE program, should a student population emerge that would clearly benefit from such courses.

City recognizes that diversity exists within a gifted population, as demonstrated through the range in relative strengths and weaknesses, interests, work output, and personality traits of students. Staff will use a variety of teaching styles in order to encourage each student to reach his or her potential. Ability grouping, flexible pacing of instruction, project-based work, student-directed learning, and individual investigations are some of the specific techniques to be employed in our classrooms.

**Underachieving Gifted**
For those students who are gifted but do not have the task commitment we will apply similar tactics that address our “At Risk” population. By fostering active student involvement in their own learning we will increase student interest and enthusiasm. Teaching self-monitoring and self-management skills will help these students set their own goals and persevere when working on a project. Grouping them with more motivated gifted students will also provide a peer model to help engage them in their own learning.

**3. At-Risk Of Low Achievement**
Students who are identified as at-risk of failing to perform at grade level will be evaluated on a case-by-case basis by the Student Success Team following referrals from teachers and parents. It is anticipated that the academic needs of most students will be met through the core elements of the City program. Nevertheless, in some instances students who are achieving below grade level may require additional assistance to catch up to their peers. Students will be identified as under achieving if:

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

Our goal will be to provide a large variety of pedagogical practices as early as possible in order to determine methods that best fit the individual student.

Pedagogical practices will include: explicitly teaching learning strategies, providing concrete experiences to enhance concepts, encouraging cooperative learning, balancing instruction with challenging activities that allow for student choices and actively involve students in their own
With the number of low-achieving and at-risk students increasing, a greater responsibility for educating these students falls within the regular classroom. In order to reach the greatest number of our students falling within this category, teachers will utilize the following “best practices.”

**High Expectations:**
By believing in and identifying each student’s potential, teachers then utilize the student’s strengths to help him/her reach this potential.

**Reality-Based Teaching:**
Students need to be provided with “real life” purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at-risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn.

**Active Learning:**
Students who are motivated and engaged in their learning are more likely to achieve higher levels of performance and learning than those students who “learn” only to please others and pass a test or course. A student-centered classroom where students take an active role in their education fosters better learning than classrooms where the teacher does all the work and students play a passive role.

**Varied Grouping:**
“Pigeon holing” students in stagnant groups for the entire year or semester, is often a detriment for the student. Research supports practices where groupings are often varied from homogeneous to heterogeneous, and they change often with different activities.

**Cooperative Learning:**
Students learn well from each other and opportunities should be provided for students to work together in order to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning and contributes to active participation and team work. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.

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

**Varied Assessment:**

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9 To the extent we are financially able, we will provide a comprehensive after-school program on campus, including tutoring support for students in need (government funding for this through ASES and other programs will not be available to us until after our first year).
As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book test, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student’s knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student’s understandings.

Direct Instruction:
As an instructional strategy, direct instruction responds to the student’s needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The following shows the elements of Direct Instruction:
- Clearly communicating goals for students.
- Structuring academic tasks for students.
- Demonstrating the steps necessary to accomplish a particular academic task.
- Monitoring student progress.
- Providing student practice and teacher feedback to ensure success.
- Holding students accountable for their work through frequent teacher review.

By continuing to look to research, and giving teachers time to meet, to discuss, and learn what works best with their students, teachers will continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and success.

Classroom Modifications For At-Risk Students
In order to help students who appear to need special services or “a reasonable accommodation,” classroom modifications will be made. The following modifications or accommodations will be used by the regular classroom teacher for students who are at risk, depending on the student’s specific need:

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

**Methods:**
- Teach to student’s learning style: Linguistic, Logical, Musical, Spatial, Kinesthetic, Interpersonal Intrapersonal
Provide visual clues and/or demonstration (model) when instructing
Read written material to student
Provide organization aids such as outlines, etc.
Utilize peer tutors, etc.
Utilize shared notetaking
Use clear and concise directions
Provide graphic organizers (e.g. Thinking Maps) to help students create cognitive schema for new information
Provide written steps for directions
Have student repeat directions to teacher or peer
Use manipulatives
Emphasize critical information
Pre-teach vocabulary
Preview lesson for student before given to whole class
Reduce language level of reading level of assignment
Share activities
Assignments:
Ensure that all students understand learning objectives
Give directions in small, distinct steps (written/picture/verbal)
Use written back-up for oral directions
Lower difficulty level
Shorten assignment
Reduce paper and pencil tasks
Read or tape record directions to student
Use pictorial directions
Give extra cues or prompts
Allow student to record or type assignment
Adapt worksheets, packets
Utilize compensatory procedures by providing alternate assignment/strategy
Avoid penalizing for penmanship
Pacing:
Reduce paper and pencil tasks
Provide distributed review and drill
Extend time requirements
Vary activity often
Allow breaks
Omit assignments requiring copying in timed situation
Provide home set of text/materials for preview/review
Testing:
Give tests orally (may include dictated or taped answers)
Allow student to take test while standing at the board, if this is student’s preference
Read test to student
Preview language of test questions
Use visuals or pictures
Give similar questions in regular classroom setting before test
Use objectives test technique, limit choices for multiple choice, provide word
bank for fill-in-blank, limit items per matching section
Use essay tests, allow to be dictated
Shorten length of test
Have test administered to the student outside of the class setting
Learners Needs:
Provide student with assignment sheets or require that he/she maintain one
Provide a visual daily schedule
Provide calendars
Check often for understanding/review
Set defined limits
Provide positive reinforcement
Allow projects to be presented orally or on tape
Allow projects to be presented through demonstration, pictures, and/or models
Use preferential seating
Monitor and redirect student to task as needed
Request parent reinforcement
Have student repeat directions
Teach study skills explicitly
Use study sheets to organize material
Design/write/use long term assignment timelines
Review and practice in real situations
Plan for generalizations
Teach skill in several settings/environments
Environment:
Preferential seating
Alter physical room arrangement
Define areas concretely
Provide for a quiet space
Eliminate too many visual distractions
Play 60-80 beat Baroque classical music, just at a conscious level, when students are doing generative work, such as writing, reading silently, etc.

City will acquire and maintain the DataDirector student achievement data management system, or a similar data collection tool, that allows the school to effectively track academic progress over time. Using the data tracking system, students identified as achieving below grade level expectations will be monitored ongoing by teachers and school administration in order to ensure satisfactory academic progress and to provide timely and targeted intervention when
necessary. In the event low achieving students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student to the Student Success Team (see above).

4. Socioeconomically disadvantaged students
We recognize that our target population and neighborhood face many challenges as a community, and that some of the children within the community may lack supports that many families and communities take for granted. City’s teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs. Our SST will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations.

As detailed extensively herein, we believe that all students can learn and succeed, and that disadvantaged students are entirely capable of academic excellence. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

City will offer a whole day program: school schedule from 8:00 AM-3:15 PM, and we plan to implement a before- and after-care program, as funding allows, to accommodate working families.¹ A systematic emphasis on academic vocabulary development for all students will be particularly beneficial to students from disadvantaged backgrounds whose vocabulary has been demonstrated (by research studies) to be less than optimal for school success.

As demonstrated by the success of schools like Camino Nuevo, Celerity Schools, Gabriella Charter, KIPP and others whose student populations are predominantly low-income, economic disadvantage is a not a determinate factor in a students’ ability to succeed academically. Student needs will be met on an individual basis, using data about student learning profiles that goes beyond assumptions to identify true learning needs. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Language Learners, City will utilize strategies described in other sections of this petition.

5. Special Needs *LAUSD-SPECIFIC LANGUAGE
*Special Education Program
All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability

¹ If City is unable to provide a site-based before- and after-school program due to budget constraints, especially in our first year before we qualify for ASES and other government funding for these programs, we will identify appropriate programs in the community that offer such services and provide referrals and information for our families.
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, City Charter Middle School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and City Charter Middle School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single District SELPA as in the current structure but will now create 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). The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Compliance with Child Find Activities for Conversion Schools**
District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

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

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

#  The Independent Charter School Suspension/Expulsion Report, due monthly throughout the
   school year.
#  Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the
   school year.
#  CBEDS, which is due at the end of October of Each School Year.
#  All Students Enrolled December 1 of Each School Year, due at the end of December every
   school year.
#  Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June
   every school year.

The District is currently in the process of developing an Integrated Student Information System
(“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the
District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is
developed.

J. Timeline for Implementation

LOTTERY: If the number of students who wish to attend the school exceeds capacity,
enrollment will be determined by random public drawing in accordance with applicable law
(see Element 8: Admissions); pending charter approval, any lottery for admission will be held
no later than May 15th.

TEACHERS/STAFF: Upon approval of petition from LAUSD, the principal will hire teachers/staff.

SITE PREPARATION: Ongoing. Since the site has not been finalized under City management, it is
unclear when the process will begin. However, several warehouses are under City management
and currently storing furniture, fixtures, and equipment that have been donated.

FIRST YEAR PROFESSIONAL DEVELOPMENT: City faculty/administration will meet in early-
August to ensure City teachers are familiar with all curricular materials, scope and sequences,
assessments, and pedagogical practices in order to ensure a smooth school opening.
K. Teacher Recruitment and Professional Development

The recruitment process of teachers will utilize the Internet, conferences (Teach for America, charter school organizations, et al) and agencies (California Teachers on Reserve, Carney Sandoe, et al). Email forwards through educator networking groups such as Edupreneurs, graduate school of education alumni groups, and university alumni groups have also been effective. Websites to be posted at include the school website and:

- Essentialschools.org
- Myschool.org (California Charter Schools Association website)
- Ibo.org (International Baccalaureate Organization website)
- Calwesteducators.com

Guided by the descriptions found in Element 5, the Principal will seek to hire a diverse staff that has a depth of knowledge in his/her content area as well as a commitment to problem-based learning, data driven instruction and backward design curriculum construction.

The professional development program at the middle school will be designed by the Principal in light of faculty strengths and weaknesses, and in light of student needs as determined by data. Ongoing professional development will occur weekly. The National Middle School Association will also be considered an important contributor to teacher knowledge given their valuable insights into the middle school student’s developmental level. Teachers will be trained in data driven instruction as a tool for improving student learning. They will receive Project GLAD training during the August institute and throughout the year as needed to support English Language Learners. They will be guided in utilizing the backward design process of curriculum construction described in this charter. They will also learn about problem-based learning,\(^\text{11}\) structuring effective lessons in a block schedule,\(^\text{12}\) and more.

Other professional development activities will be provided to deepen teacher’s pedagogical and curricular knowledge about their own subject area. For example, NCTM conferences for math teachers, the History Alive! program by Teachers’ Curriculum Institute for social studies teachers, National Science Teachers Association conferences and National Science Foundation’s Problem-Based Learning Project (http://pbl.educ.msu.edu/), and National Council of Teachers of English conferences. The official Professional Development calendar is below:

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\(^\text{11}\) Recommended reading: Problem-Based Learning in Middle and High School Classrooms, Dr. Ann Lambros, Corwin Press, 2004.

\(^\text{12}\) Recommended reading: Teaching in the Block, Strategies for Engaging Active Learners, ed RL Canady & Michael Rettig.
<table>
<thead>
<tr>
<th>END GOAL</th>
<th>PD Topics</th>
<th>2012-13</th>
<th>2013-14</th>
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<tbody>
<tr>
<td>Knowing the client: Analyzing CST, CELDT, and Diagnostic Data</td>
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<td>Monthly Data Conferences</td>
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<tr>
<td>Generating and analyzing benchmark test data</td>
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<td>Understanding By Design: Creating standards-based units</td>
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<td>Aligning formative assessments</td>
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<td>Aligning and differentiating instruction</td>
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<td>Unit and lesson Tuning</td>
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<tr>
<td>Parent communication strategies</td>
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<td>Student-involved parent conferences</td>
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<td>Introduction to constructivist methods in a standards-based environment</td>
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<td>Designing unit essential questions</td>
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<tr>
<td>Student inquiry</td>
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<tr>
<td>Introduction to problem-based learning</td>
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<tr>
<td>Designing problem-based assessments</td>
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<tr>
<td>Unit and lesson Tuning</td>
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<tr>
<td>Lesson planning in a block to engage students from bell-to-bell, vary modes of instruction to include stations, whole group, investigations, small group, and technology.</td>
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<tr>
<td>Project GLAD - ELL supports</td>
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<tr>
<td>High Impact Strategies (Marzano, Thinking Maps)</td>
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L. No Child Left Behind

As required under No Child Left Behind, City will work with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. City is committed to reducing the education gap for all students. City will implement all provisions of No Child Left Behind that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school’s academic progress; providing extended learning for students falling behind who need extra help; teacher quality; and participating in all required assessments.

Commitment to NCLB Highly Qualified Teachers and Paraprofessionals
- Teachers will meet the NCLB required criteria for “highly qualified” teachers.
- Paraprofessionals will meet NCLB required criteria including: completion of at least two years of study at an institution of higher education; will have obtained an associate or higher degree or; met a rigorous standard of quality and will be able to demonstrate through a state or local academic assessment in knowledge of, and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve as translators or whose duties consist solely of conducting parent involvement activities.

M. Western Association of Schools and Colleges (WASC) Accreditation Timeline (REQUIRED FOR HIGH SCHOOLS ONLY, OPTIONAL FOR ALL OTHERS)

In its second year of operation, City administrators, teachers, staff, parents and Board members will undertake the procedures required to become WASC accredited, including a comprehensive self study and visits by an accreditation team. WASC accreditation will help ensure that course credits will be transferable to public high schools and colleges. We know that we need to have a clear mission; a pathway so that students can meet graduation requirements; a recruitment plan to hire qualified and committed faculty and staff; a means of reporting student progress; and, a process to improve the school over time. Additionally, we are cognizant of how curriculum and instruction need to be organized, managed, and assessed, and the need for resource management and development. Finally, we have the utmost respect for the need for student personal and academic growth and have incorporated all these elements into this charter school petition.
Below is the official document from WASC outlining the process:

Steps for WASC Affiliation

Step 1. Complete and Submit Request for WASC Affiliation

Interested schools and supplementary education programs should complete the Request for WASC Affiliation form and return it to the WASC office. A $150.00 application fee is required and should accompany the completed form(s).

Forms and additional information are available on the Getting Started with Accreditation page of the WASC website or by contacting the WASC office. If you have any questions regarding the accreditation process, please feel free to contact the WASC office.

Deadlines: Request for WASC Affiliation forms must be received no later than April 30 to schedule a fall visit and no later than September 30 to schedule a spring visit.

Step 2. Complete and Submit Initial Visit School Description Report

If after reviewing the Request for WASC Affiliation it is determined that your school or program is eligible for affiliation, you will be sent an initial Visit School Description report template to complete. If your school or program is not deemed eligible for affiliation, the application fee will be refunded.

Please send two hard copies and three CDs of the completed form. Include one additional hard copy of any information that is not available on the CDs.

Deadlines: Initial Visit School Description reports must be received no later than September 30 for fall visits and no later than December 31 for spring visits.

Step 3. Initial Visit Fee Invoice

An initial visit will be scheduled and you will be invoiced a $600.00 initial visit fee. Please visit our website or contact the WASC office for further fee information.

Step 4. On-site Initial Visit

A Visiting Committee will be sent to your facility to review the information contained in the initial Visit School Description report and to gather additional information. A mutually acceptable date for the visit will be selected by the school and the Chairperson of the Visiting Committee.

Step 5. Commission Action

The Visiting Committee will provide a report and recommendation to the WASC Commission. The commission will make a final determination whether to grant initial accreditation, candidacy for accreditation, or to deny WASC affiliation.

Step 6. Notification

You will be notified in writing of the Commission’s action and you will receive a copy of the Visiting Committee report. The Commission meets at the end of January, April, and June.
ELEMENT #2: Measurable Student Outcomes

Element Requirement: “The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes’ means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school’s educational program.”

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

The measurable school and pupil outcomes for City are designed to reflect our dedication to educate children so that they can flexibly apply the skills and information they have learned in school to a variety of settings. Student outcomes are derived from state and national standards and our definition of an educated person in the 21st century. The Principal and faculty will be accountable for the academic achievement and psychological well-being of City students. The Principal is ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors. The Principal will also be accountable for meeting Adequate Yearly Progress as required by NCLB.

A. PUPIL OUTCOMES

City has adopted a comprehensive set of benchmarks for student and school outcomes that support the achievement of the school’s vision and mission, based on the state and national standards and our definition of an educated person in the 21st Century. Based on the successful test results of students at our model schools, we expect student achievement outcomes at City will exceed – likely by significant margins – the proficiency levels of students in the neighboring traditional public schools. Full implementation of the educational program and frequent monitoring of student and school outcomes will ensure that the school is an academic success and is achieving all of its overarching goals. To make certain that the school’s primary goal of increased academic achievement for all students is met, student achievement data obtained from standardized assessments (CST, CELDT) will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g. by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

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

The faculty will use a variety of assessments to measure individual students’ attainment of state content standards and the objectives of our curriculum. Students participate in several formal assessments each year, including the DRA2 and Key Math 3 diagnostic assessments. Official checklists and rubrics from the published curriculum programs will play a major role in teachers’ determination of student achievement of standards mastery. More informal assessment techniques will also play a major role. Student evaluation will include student-produced book projects, final draft writing, science experiments and presentations of research. Homework assignments will gain increasing importance as formative assessments and windows into a student’s conceptual understanding of the topics at hand. Students will be assessed in a summative manner on a weekly basis in the form of a quiz, test, essay, research paper, presentation or project.

In addition to the measurable student and school outcomes described in Element 2, City will pursue for all students the supplemental academic and social outcomes summarized in the following table. Included alongside the supplemental outcomes are the focus content areas, methods and frequency for measuring academic progress, and specific benchmarks for student performance. (Note that detailed descriptions of the content standards have not been included here. For a complete list of the content standards that will be addressed at each grade level, see Element 1: Curriculum Scope and Sequence and/or Appendix A.)

City will pursue the following measurable outcomes as performance goals for student academic achievement and the school as a whole. The outcomes are aligned with the overarching goals described within the educational program (see Element 1: Section C).

The tables below summarize student outcomes, measurement instruments and supplemental benchmarks by subject area.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Outcomes</th>
<th>Measurement Instruments</th>
<th>Benchmarks</th>
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</table>
| Reading          | - Students read, understand, and critique a variety of grade-level appropriate text  
                  - Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.  
                  - Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. | - CST (6th, 7th, and 8th grades)  
                  - CAT 6 (in the event it becomes a state evaluation measure in the future)  
                  - NWEA MAP  
                  - Teacher observation  
                  - Performance tasks  
                  - Written responses and critiques | A minimum of 50% of students will score Proficient or Advanced on ELA CST  
75% of students will make significant gains (1.25 years) on MAP annually |
| Writing          | - Students communicate effectively through a variety of written forms, showing consideration for audience and purpose  
                  - Students write clear, coherent, focused essays that contain formal introductions, supporting evidence, and conclusions  
                  - Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.  
                  - Students progress through the stages of the writing process  
                  - Student writing demonstrates a command of standard English conventions appropriate to grade level.  
                  - Students use a variety of research strategies | - CST (7th grade)  
                  - CAT 6 (in the event it becomes a state evaluation measure in the future)  
                  - NWEA MAP (language usage)  
                  - School-designed writing assessments  
                  - Rubrics | A minimum of 65% of 7th graders will score Proficient or Advanced on the CST Writing Assessment  
75% of students will score Proficient or Advanced on rubric scored quarterly writing prompts  
75% of students will make significant gains (1.25 years) on MAP annually |
| Listening and Speaking | - Students plan, organize, and deliver focused, coherent formal presentations that employ traditional rhetorical | - Performance assignments  
                  - Teacher observation  
                  - Rubrics | 75% of students will be at proficient or above based on a quarterly progress report |
| Strategies (e.g., narration, exposition, persuasion, description) - Students analyze and evaluate the content of oral and media communications - Students speak with a command of standard English conventions appropriate to grade level. | English Language Acquisition | Students demonstrate understanding and appropriate use of the English language using grade-level appropriate reading, writing, speaking and listening skills in academic and social settings | -Teacher observation -Oral reading record -Checklists (repetitions, expansions) -CELDT | CELDT scores of 85% of ELLs will increase by 1 ELD level per academic year. Among the ELL students attending CCMS from sixth through eighth grade, 75% will be re-designated by the end of eighth grade. |
| Mathematics | -Students master computational and procedural skills, develop conceptual understanding, and engage in problem solving within all math domains (number sense, algebra and functions, statistics and probability, and measurement and geometry - Students develop math reasoning skills in order to apply concepts flexibly, accurately, and appropriately - Students develop and use algebraic skills and concepts in a wide variety of problem-solving situations. | -Teacher assessment -Chapter and Unit assessments -Teacher observation -CST (all grades) -School wide pre-algebra assessment -CAT 6 (in the event it becomes a state evaluation measure in the future) - NWEA MAP | A minimum of 65% of students will score Proficient or Advanced on Math CST. 75% of students will be prepared for Algebra by 8th grade. 75% of students will make significant gains (1.25 years) on MAP annually |
| History-Social Science | -Students possess core knowledge in history, geography, civics, and economics as well as understand the past and its relationship to the present - Students develop chronological and spatial | -Teacher assessment -Performance tasks -Publisher tests -CST (8th grade) | 50% of students will score Proficient or Advanced on History – Social Science CST 65% of sixth, seventh, and eighth grade students will be at proficient or above |
| Science                                      | - Students possess foundational skills and knowledge in the physical, life, and earth sciences  
|                                             | - Students develop and ask meaningful questions and perform careful investigations to test a hypothesis  
|                                             | - Students will select and use appropriate tools and technology to perform tests, and to collect and display data.  
|                                             | -Teacher assessments  
|                                             | -Publisher tests  
|                                             | -Performance tasks  
|                                             | -CST (8th grade)  
|                                             | 60% of eighth grade students will score Proficient or Advanced on Science CST  
|                                             | 65% of sixth, seventh, and eighth grade students will be at proficient or above based on a quarterly progress report.  
| Visional Arts                                | Students understand and appreciate different art mediums; gain knowledge and skills; and meet state standards in visual arts  
|                                             | -Performance tasks  
|                                             | -Teacher assessments  
|                                             | -Exhibits  
|                                             | 65% of sixth, seventh, and eighth grade students will be at proficient or above based on a quarterly progress report.  
| Dance                                        | Students understand and appreciate different dance genres; gain and apply physical motor skill; meet state dance standards  
|                                             | -Videotapes  
|                                             | -Performance tasks  
|                                             | -Culminating performance  
|                                             | 65% of sixth, seventh, and eighth grade students will be at proficient or above based on a quarterly progress report.  
| Physical/Health Education                   | Students understand the importance of maintaining healthy lifestyles and how decisions can impact the future  
|                                             | -Teacher assessments  
|                                             | -Skills inventory  
|                                             | -Performance tasks  
|                                             | -CA State Seventh Grade Physical Fitness Test  
|                                             | 65% of sixth, seventh, and eighth grade students will be at proficient or above based on a quarterly progress report.  

More specific internal assessment schedules will be utilized at each grade level for each subject. The following table illustrates a detailed assessment plan for English Language Arts in the elementary grades.

Taken together, the scope and sequence tables and narratives in Element 1, the tables above and in Element 3 describe the measurable student outcomes, the frequency and form of objective assessments (both formative and summative) and the resources and curricular materials. City will utilize a comprehensive and sophisticated student information system to ensure that all faculty and their supervisors have access to real-time data on individual students’ performance and achievement of goals and objectives. Teachers will be held accountable for ensuring that all of their students are meeting appropriate objectives.
Through high academic expectations, an optimal learning environment, and the use of assessments to drive instruction, students will acquire the skills needed to matriculate to the next level of instruction, including ultimately higher education, and will acquire the skills to be thoughtful members of society in the 21st century.

B. SCHOOL API, AYP AND CST GOALS

City will meet or exceed both government benchmarks for achievement and our own high organizational standards. As detailed in Element 1, the traditional public schools in our target area are under-performing, some by a large margin. Based on the success of our model schools, we are confident that City will exceed API test scores and proficiency levels in math and language arts compared to the neighboring traditional public schools (see Element 1.) We also expect that all of our sub-groups will exceed the performance of sub-groups at similar schools. City will meet the following API growth indicators:

- Annual API will meet or exceed the established growth target, reaching 800 within the five-year term of this charter
- All subgroups will make at least 80% of the school target
- 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/advanced on the CST in English Language Arts and Mathematics.
- City students scoring proficient or above in Math and Language Arts will exceed the average proficiency of the Comparison Resident Schools.

City will meet or exceed Adequate Yearly Progress goals for our school, as required by NCLB. In addition, City will 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.

C. ADDITIONAL OUTCOMES

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

- **English Learners:** At least 85% of English Learners will progress at least language level on the CELDT each year.
- **Special Education Students:** Special education students will demonstrate appropriate progress toward goals in their IEPs each year.
- **Student Attendance:** City will maintain at least 96% Average Daily Attendance.
- **Teacher Retention and Satisfaction:** At least 85% of teachers will demonstrate high levels of teacher job satisfaction as evidenced by end-of-year conferences and
surveys.

- **Parent Satisfaction**: City will demonstrate a high level of parent satisfaction -- 85% or higher -- based on surveys.

- **Organizational Accountability**: The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.

- **Financial Accountability**: Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school’s vision and mission as demonstrated by balanced budgets that address the school’s priorities and successful external audits.

These goals and our progress toward goals will be communicated regularly with our entire school community.

**D. STUDENT RETENTION POLICY**

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

**1. Educational Plan**

Teachers with support of the Principal (or his/her designee) will develop for each student an education plan, including highlighted, time-tracked areas of need in reading, writing and mathematics. The education plan will be reviewed quarterly. This continuum will be used to identify appropriate learning goals for the student. The continuums will continue to be used and updated to monitor student progress during the retention year and thereafter.

**2. Retention Folder**

Teachers will create a folder to document formal student interventions, conferences and any recommendations for retention. All interventions will have occurred prior to the recommendation and will be verified by the principal. This folder will also maintain records of school parent communications, including a signed providing proof of parent notification.

- **a. Data Gathering Instruments** The following data will be recorded on or attached to a Student Information page of the retention folder:
  1) Assessment data as appropriate to grade level
2) Report card scores and comments
3) Samples of representative work as compared with proficient work at the same grade level
4) Written summary of student’s strengths and weaknesses
5) Other important information

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

3. Retention List
On or before May 1 of the current year, an Academic Review Committee will receive a list of any student being considered for retention

4. Academic Monitoring of Retained Students
The student’s classroom teacher will create an educational plan with specific goals for the retained student, including but not limited to additional support from instructional aides, tutors, and after-school homework assistance. In cases where academic progress remains limited, a Student Success Team will convene a meeting to determine whether assessment for special education services is appropriate.
ELEMENT #3: Method for Measuring Student Progress

Element Requirement: “The method by which student progress in meeting those student outcomes is to be measured.”

A. STATE-MANDATED TESTING

While the school’s educational strategy does not focus on testing, our students will take all standardized tests required by the state, including:

**CST:** The California Standards Test will be administered in English during the Spring to all students. This multiple-choice test is assumed to measure student progress in Language Arts and Math Standards. Additionally, 7th graders will take an essay test in writing. Students in grade 8 will also take Science and History/Social Studies sections of the test. City will comply with all changes to these testing requirements (e.g., additional grades taking additional portions of the test, etc.). The results from the CST are used by the State of California to determine the school’s Academic Performance Index (API) and to measure Adequate Yearly Progress (AYP). These are the chief accountability measures in place from the state and federal government.

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

**CELDT:** The California English Language Development Test will be administered every fall to all newly enrolled students whose primary language is not English (within 30 calendar days after they are enrolled in a California public school for the first time) and then once each year to English learners in grades 6-8 until they are reclassified. This test includes a Reading and Writing section, which is administered in a whole class setting, as well as a Listening and Speaking section, which is administered individually. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed.

The results from this test will be examined alongside other assessments by City teachers, since the school will be focused on providing quality English Language Development instruction to all English Learners at the school at their proficiency level. The CELDT is one of the measures used to determine whether students redesignate from English Learners to Fluent English Proficient students. Re-designation will be one of the school’s primary goals and measures of success.

**STS:** The Standards-based Tests in Spanish (STS) is used to evaluate students’ progress in Language Arts and Math in Spanish for those students who receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months.
Physical Fitness: California’s state testing in physical fitness (grade 7) will be scheduled and adopted as a measurement of physical fitness for City students.

City will use a comprehensive student information system to track data such as DataDirector. In accordance with Education Code Section 47605(c), the School shall conduct the pupil assessments required pursuant to Sections 60605 and 60851 and/or pupil assessment applicable to pupils in non-charter public schools.

*Testing (LAUSD-SPECIFIED 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.

B. ADDITIONAL ASSESSMENTS

Baseline measurements of language arts, mathematics, and English Language Development (ELD) will be taken at the beginning of the school year to determine the current level of academic achievement of all students (these same tests will be given again at the end of the year to determine academic and social growth). Students entering a certain grade level will be given an assessment from their grade level during the previous year to determine skill acquisition. City will use publisher-designed and school-designed tests derived from State standards to measure literacy and mathematics skills for each student at the beginning of every academic year. For example, English Language Arts assessments include computerized adaptive assessments (Northwest Evaluation Association’s Measures of Academic Progress), publisher created pre-tests, unit tests and post-tests (both selected and constructed response), teacher created pre, post and unit tests, rubric-scored projects, essays, oral presentations, the CST, and fluency/phonics assessments for students reading significantly below grade level. Students will complete at least two formal writing projects each quarter, with one assigned in the math/science block, and will complete end-of-quarter writing prompts in the quarterly focus genre(s). Similarly, City students will prepare and present at least two formal oral presentations each quarter, with one assigned in the math/science block. City teachers will create standardized rubrics for each genre of written and oral communication. The entry level assessments will aid teachers in planning intervention opportunities for students who are underperforming as well as enrichment activities for students who are advanced.

During the school year, teachers engage in both informal and formal assessments of students using a variety of measures in order to ensure that instruction is differentiated to meet each
individual student’s needs. These tools provide teachers with a snapshot of each student’s mastery of English language arts and math standards at any given interval.

**Outcome/Summative Assessments**
Outcome assessments include California Standards Tests, and end of the year published-designed and/or school-designed language arts and math evaluations. Teachers at each grade level compare beginning and end of the year assessments to show student growth over time and whether students met outcomes. Writing samples, which are based on a writing prompt developed by faculty, are administered twice a year and graded according to a school-developed analytic rubric. Additionally, culminating performance tasks may be used as a benchmark to determine proficiency levels according to pre-established criteria. These performances include oral presentations related to thematic units, exhibitions of science experiments and projects, and others.

Below is a brief description of some assessments that are used to determine learning outcomes in several subject areas.

**Skills inventories:** Teachers conduct quarterly inventories of students’ individual skill levels in language arts and math and record these using developmental checklists. These checklists will supplement other assessments.

**Performance tasks/Exhibits:** Performance tasks and exhibits are designed to simulate realistic challenges by requiring students to use knowledge in contexts where purposes are authentic. Students demonstrate understanding through oral presentations, performances, science experiments and art displays. Performance tasks are evaluated through school developed analytic rubrics, interviews with students, and others.

**Teacher evaluations:** Teachers prepare student progress reports twice during the school year for parents. The progress reports contain both qualitative and quantitative information on each student’s academic and social progress and are aligned with California grade-level standards for English language arts, mathematics, social studies, science and English language development. Student grades are based on school-wide benchmark assessments as well as teacher-designed assessments such as writing prompts, constructed response quizzes, classroom observations, and open-ended examinations.

Following is a tentative schedule of benchmark assessments that are used by teachers at designated intervals to determine and monitor student progress:
Rationale for These Methods

City uses a variety of evaluative tools in order to provide a complete picture of student’s academic and social growth. The methods and procedures described above provide many avenues for observation and measurement of student achievement on a continuum rather than on a single dimension. Comprehensive information gained through varied assessments helps teachers redirect resources and drives instruction by promoting and supporting self-reflection among students and teachers. Each assessment is strongly connected to learning outcomes and instructional methods used in the classroom (e.g., differentiated instruction). In addition, they collectively focus on student progress towards grade level content standards and areas where more intervention or referrals are required.

Thus, for example, in Math, diagnostic assessments are particularly important given that success with new skills is almost completely dependent on mastery of prerequisite skills. Because success in the middle school math curriculum cannot occur unless students have the ability to perform basic operations with ease and accuracy, diagnostic computational skills tests enable teachers to direct appropriate remediation to students as needed.

As teachers introduce new concepts, formative assessments such as graded class work and homework, individual or group projects requiring real world application of mathematical concepts, and teacher or publisher created quizzes will inform the pace and differentiation of instruction. Summative assessments such as teacher or publisher created unit tests and quarterly tests will allow more formal evaluation of students’ progress towards meeting standards and allow teachers to make instructional decisions regarding the next unit of study.
and plan for remediation as needed. End of the year summative tools such as teacher or publisher created post-tests and algebra/geometry readiness assessments (at the end of 7th and 8th grade) help measure growth made by individual students and cohorts of students and identify students who need extra help (e.g. a summer school math course) in order to prepare for the next year’s curriculum.

Similarly, as recommended by the California Mathematics Framework, City students will show their mastery of mathematics standards using a wide variety of assessment types, such as selected response (multiple choice), short answer, open ended questions, interviews, journals, written explanations of problems, and class presentations. Although some mathematics assessments will be timed in order to evaluate students’ internalization of certain skills, other assessments will allow students to demonstrate mastery without time limit.

The charts below outline the types of ELA and math assessments that will be used by City.

<table>
<thead>
<tr>
<th>Language Arts Assessments 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type</td>
</tr>
<tr>
<td>Fluency/Phonics</td>
</tr>
<tr>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>Literacy Response &amp; Analysis</td>
</tr>
<tr>
<td>Word Analysis &amp; Vocabulary</td>
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<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>Writing Strategies &amp; Applications</td>
</tr>
<tr>
<td>English Language Conventions</td>
</tr>
<tr>
<td>each quarter’s focus genre(s)</td>
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<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>Listening &amp; Speaking Strategies &amp; Applications</strong></td>
</tr>
<tr>
<td>* Listening comprehension assessments</td>
</tr>
<tr>
<td>* Teacher observation of listening/speaking skills during group work, informal class discussions</td>
</tr>
<tr>
<td>* Rubric scored oral presentations (at least two per quarter, one of these given in math or science block)</td>
</tr>
</tbody>
</table>

## MATHEMATICS ASSESSMENT 6-8

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Diagnostic Assessments</th>
<th>Formative assessments; End of Unit/Quarter Summative Assessments</th>
<th>Summative Assessments (end of year/course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Computation Skills (addition, subtraction, multiplication, division)</td>
<td>* Timed computation skills assessments for students new to City</td>
<td>* Progress monitoring computation skills assessments for students weak in these skills</td>
<td>* Timed computation skills assessments for appropriate students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Teacher/aide/volunteer observation during small group remediation in computation skills</td>
<td></td>
</tr>
<tr>
<td>Grade Level Mathematics Standards</td>
<td>* Northwest Evaluation Association’s Measures of Academic Progress (computerized)</td>
<td>* Graded class work and homework * Publisher or teacher created quizzes</td>
<td>* Northwest Evaluation Association’s Measures of Academic Progress (computerized)</td>
</tr>
</tbody>
</table>
Report Cards and Parental Involvement

Students will be graded on a scale of A-D and 1-4. Instead of receiving a grade of Fail, students will have opportunities to revise and resubmit assignments. Standardized tests, which are both valid and reliable measures of student achievement, are used in conjunction with school-based assessments for students across all grade levels. Longitudinal tools such as skills inventories and STAR results provide a valuable measure of literacy and math skills by providing data from formative and summative assessments. The leadership team coordinates the collection, analysis and reporting of this student achievement data to school staff and to each student’s parent(s) or guardian. City will hold a family meeting prior to the start of school to explain state standardized tests. The purpose of these meetings is to relate individual and school-wide results to the School’s mission of fostering focus, discipline and engagement in learning.

Teachers and administrators also will frequently encourage parents to become involved in their child’s learning process and outcomes. Parents have access to their children’s progress throughout the year through homework packets, grade level meetings, and twice yearly conferences. City teachers will be trained on how to analyze data from ongoing assessments and systematically identify students whose test data and ongoing assessment data reveal the need for immediate content-specific intervention. Weekly lesson plans indicate these interventions, and teachers keep individual intervention logs that specify the intervention, the duration of each such intervention and its result.
City will issue school-designed report cards twice a year, and teachers schedule teacher parent conferences to discuss these reports. Grades on report cards are aligned with California State Standards for content skills and English Language development. English Language Learner portfolios consist of writing samples, information on reading levels and other work samples, and placement, assessment and LAUSD ‘re-designation’ criteria.

Annually, the school leadership team presents to the parents, the Board, and the School Oversight Committee results of the STAR testing, school assessments, and other student data that has been compiled and analyzed. This data is used by the Board to review the effectiveness of the school’s academic program. The following questions are also considered when reviewing leadership, curriculum and instruction, budgeting, and allocating resources for professional development:

1) What educational program goals have been achieved?
2) What elements of the educational program need to be strengthened?
3) Have the API and AYP improved from the baseline year?
4) What can the school do to strengthen its academic program and increase student performance?
5) What are specific strategies the school can take to meet its API target goals in the future?
6) What elements of our mission/vision have been successfully addressed?
7) What elements of our mission/vision were not addressed during this school year?

Additional criteria used to evaluate these areas are based on indicators such as student, parent and teacher satisfaction rates, annual results of the Academic Performance Indicator and Adequate Yearly Progress, and student promotion rates. This allows City to improve the overall educational program to meet the needs of all students.

C. DATA MANAGEMENT AND ANALYSIS

City will utilize a comprehensive school information system (SIS) such as DataDirector that has the capacity to capture data and create a variety of reports and analyses regarding such things as student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom, tailored to the needs of our school and our instructional methodologies. DataDirector can be tailored to the needs of our school and our instructional methodologies, and seamlessly integrates with district-systems and reporting requirements.

D. USE OF DATA TO INFORM INSTRUCTION

Both internal assessments and standardized test results will be utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students’ results, faculty and staff will utilize test results along with other assessments to determine student’s
academic needs, and will create individualized learning plans to address these needs. Conversely, individual performance data from each classroom will be aggregated to enable school leaders to identify trends and address specific needs.

School leaders will analyze assessment data at least monthly from the perspective of teacher education. The school administrator will identify the gaps in student knowledge which will become the focus of teacher development in the classroom and will help determine appropriate professional development experiences. City staff will participate in professional-development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. The staff will be trained on how to interpret standardized test data and will be engaged in critical analysis of all assessment data in real-time – including that created and derived from their classroom activities -- in order to determine how best to address any performance deficiencies or negative data trends, both for entire groups of students as well as individuals. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs. The school administrator will monitor the implementation of the strategies to determine if the program is closing gaps in student knowledge.

E. LONGITUDINAL ANALYSIS OF PROGRESS

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

- Summary data showing student progress toward the school’s goals and outcomes from assessment instruments and techniques as described in this section, including dissemination of the School Accountability Report Card (SARC).
- Summary data from an annual parent satisfaction survey.
- A summary of major accomplishments by the school community, including fundraising efforts, facility developments, community partnerships and more and other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally.
ELEMENT #4: Governance

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

A. Assurances: Brown Act, Conflict of Interest, and Audit -

City 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.

City will comply with the Brown Act.

LAUSD-Specific Language
Members of the City'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.

LAUSD-Specific Language
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
City 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.

City 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.

City 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 (LAUSD-Specific Language)
The City Charter Middle School will comply with the District policy related to Charter Schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

Responding to Inquiries (LAUSD-Specific Language)
City 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. City 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 (LAUSD-Specific Language)
Notification is to be made to the Innovation and Charter Schools Division 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 City.

Non boiler plate assurances
The school will comply with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools, including those related to zoning, occupancy, construction, health, and safety.

B. Nonprofit Public Benefit Corporation

City Charter School is a non-profit corporation registered in the State of California, designated as a 501(c)(3) tax-exempt corporation with the Internal Revenue Service. City is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. By-laws will be adopted and amended as needed, based upon ongoing program evaluation and changing needs. Most recent copies of By-Laws and Articles of Incorporation can be found in Appendix 4 and 5.

C. Board of Directors Responsibilities and Composition

Responsibilities
The Board of Directors is the governing Board of the City Charter Middle School. The Board of Directors is responsible for all legal and fiduciary matters involving the school. The Board will provide fiscal accountability by approving and monitoring budgets and other financial matters. The Board will also help ensure effective organizational planning by approving long range goals and annual objectives, and monitoring such issues as health and safety, and the use and maintenance of facilities. The Board will have the responsibility for hiring and evaluating the Executive Director/Head of School. Approving the yearly budget, contributing to the financial well-being of the school, fiscal oversight, compliance, and upholding the mission of the school as
outlined in the charter are essential responsibilities. In accordance with our school culture, the Board strives for consensus. If it cannot be reached, decisions are made by majority vote.

See Appendix 3 for the Board of Directors Handbook.

The Board will create committees as needed to address issues related to fulfilling the mission of City. Committees include: Executive, Audit, Development, Governance/Nominating Committee, Finance, Strategic Planning and Assessment.

Composition of Board, Election, and Terms of Office
The Board of Directors is now, and will at all times maintain, representatives with expertise in education, finance/accounting, and nonprofit and community organizations. The Board of Directors consists of no less than five (5) and no more than fifteen (15) members. The Nominating Committee of the Board will interview and propose all other candidates to the full Board for vote. The process will be as follows: A community, staff or board member may identify a potential new member for the Board of Directors and will notify a member of the Nominating Committee. The Nominating Committee will meet with all prospective candidates to determine whether they fit the stated needs of the Board recruitment strategy and are passionate about the mission of the organization. If the Nominating Committee chooses to move forward, they may present the candidate’s resume during the next Board meeting. Board members are given an opportunity to meet with the board candidate, and the Nominating Committee will help facilitate such a meeting. If support exists, the Nominating Committee will bring the Nomination to the Board for a vote. The Board strives for unanimous support for new Board Members, but per the by-laws, a simple majority is all that is needed. In the event of a tie, the motion will not carry.

No employee of City Charter Middle School shall have any voting rights on the Board of Directors or be a member of the board. As stated above, as required by the authorizing district, the District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b). Each Director on our Board shall serve for a one year term, renewable through mutual consent for a maximum of four years.

The Board was founded in the spring of 2011 by a former member of the Board of Directors for Larchmont Charter School (LCS) and Valley Charter School (VCS); an educator with expertise in the teaching of writing; an attorney; and a law school professor with expertise in speech and debate. The Board soon expanded to include the current roster, listed along with resumes in Appendix 2.

D. Board Meetings
Board members meet monthly and more often as needed. Board elections are held each March for the following year. Board members may serve a one-year term renewable up to four years. The founding board members will all serve a minimum of a two year term from the opening day of the school. All Board meetings will be open to the public, parents and staff and foreign language interpreters will be made available upon request.
E. Board Meeting Postings
All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation. The agenda will be posted at least 72 hours in advance of a regular meeting and 24 hours before a special meeting at the school site. Board agendas and minutes will all also be posted on line and available in the board book, which will be kept at the school site and made available upon request in the school office.

F. Stakeholder Involvement
The governance of City is designed to reflect the best practices existing in effective, high performing, college preparatory K-12 institutions. The Board of Directors is the governing board of City and will have representatives from the world of education, business, and the community who bring relevant and diverse skills and expertise. A full list of current Directors and their bio/resumes can be found in Appendix 2.

Families will be given a myriad of opportunities to be involved in the life of the school. For example, all families will participate in elections of representatives to the Site-Based Council. The Site-Based Council will be an advisory body of teachers and parents that discusses relevant school issues with the Principal on a regular basis. Responsibilities include:
- Review parent and teacher concerns
- Assist the principal in setting priorities and creating the budget

At all times, the Site-Based Council will be comprised of at least one elected parent representative chosen by parents and one elected teacher representative chosen by the faculty. The council will consist of a total of 7 members comprised of 3 parent representatives, one from each grade level and three teacher representatives and the Principal. The Principal will have discretion to determine whether additional members to the Site-Based Council are chosen by election (e.g., grade-level representatives with parents in each grade electing a representative), or appointed to the Site-Based Council, or some combination therein. The election process will be transparent and inclusive, with candidates provided an opportunity to self-nominate, and presentations of candidacies and statements to the entire school community, followed by a vote. The Site-Based Council will meet at least once a month during the school year, or more often as the Council determines is necessary. The Council will be a means of ensuring that faculty and family voice is officially heard and responded to by the school administration. It will also be the means through which the Principal manages parent volunteers, community-building, fundraising and ad hoc committees.

Separate and independent of the Site-Based Council and Board of Directors, all parents will be invited to join any Family Committee in which they have an interest. Family Committees will not have a governing role in the school, but rather serve as a means for coordinating volunteer efforts and planning school events under the supervision of school staff. These committees will be formed at the request of the Principal or at the suggestion of parents, pending the approval of the Principal.
The committees report back to the Site-Based Council. Possible committees include:

- Fundraising
- Technology Support
- Teacher Appreciation
- Cultural Events
- After School Program
- Site Finance Committee
- Hot Lunch
- Outreach
- Clubs and Enrichment

Faculty will elect a Dean of Faculty who will sit on the Site-Based Council. These elections will take place each May for a term to run the following school year. The Dean of Faculty is the main line of communication between administration and faculty. The Dean directs weekly faculty meetings (attendance optional) during which faculty make announcements over a school-sponsored continental breakfast\(^\text{13}\). The Dean also manages the application and follow-up process that enables faculty to access school-provided professional development funds.

Finally, the school will rely on members of an ad hoc Advisory Board, comprised of leading experts in relevant fields, who can provide guidance to the school’s educational, financial, site and growth-related endeavors. The Advisory Board is an ad hoc, non-governing board, which will not convene for business but will be comprised of individual members who can lend their expertise to the school leaders on a case by case, issue by issue basis.

G. Governance Structure/Organizational Chart

\(^{13}\) Pending fundraising and/or will be donated by volunteers.
* City intends to hire an ED in Year 3, who will report directly to the Board of Directors and be responsible for oversight of the Principal.
Description of Family Committees:

The Fundraising Committee works to establish and organize fundraising systems, chains of command, and appropriate points of escalation for parent-driven fundraising at City. The committee works with City staff and board to establish realistic financial goals, approves fundraising event budgets, ticket prices, event dates, and collects fundraising ideas from parents and teachers for consideration for the following school year.

The Family Education Committee will conduct socioculturally sensitive, hands-on workshops with parents of current students and prospective parents and will also build an adult education component.

The Technology Committee creates and supports City’s long-range and short-range technology plans, provides information technology support throughout the school, selects and approves technology systems and monitors their use. It is the goal of this committee to provide students with the computers and tools needed to supplement instruction in Mathematics, English Language Arts, and Foreign Language, and possibly to enable effective technology courses in computer programming.

Green Team works with teachers and children to create and help maintain the school garden areas and to increase environmental awareness in the community. The Green Team focuses on landscaping, gardening, recycling, composting, waste management, environmental awareness and appreciation for nature.

The School Ambassadors - Outreach Committee is responsible for hosting the monthly Town Hall meetings, overseeing room parent volunteers, establishing relationships for City with other schools in our community, setting up food drives and organizing City open houses for prospective families.
ELEMENT #5: Employee Qualifications

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

A. Staff Selection

All City personnel must commit to the mission, vision, and educational philosophy of the school. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The job descriptions will be based on the job duties and work basis as outlined in the charter. All requirements for employment set forth in applicable provisions of law will be met.

The Executive Director hires the Principal, subject to final board approval (The Board of Directors will be responsible for hiring and evaluating the principal, until year 3 when an Executive Director is hired). The Principal then, in turn, hires staff and faculty. A personnel committee may be formed as needed by the Principal or the Executive Director in order to make recommendations on hiring employees for any vacant positions. Individuals that wish to apply for a position will be required to submit a resume and a City employment application. Staff will be selected on an application and interview basis. Selection will be based on the demonstrated ability to perform required job duties. Candidates that are offered employment will receive a written notice from City.

City is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students. Regardless of their role in the school, every person hired by City will actively help to promote the curricular philosophy, instructional program and the school community’s guiding principles. All requirements for employment set forth in applicable provisions of law will be met.

Salaries can be found in the budget.\(^\text{14}\)

The administrative positions for City include:

- Executive Director/
- Middle School Principal
- A Dean for each grade of the middle school will hold both teaching (a maximum of 2 classes)\(^\text{15}\) and administrative responsibilities related to academic advising, family/school communication and discipline.

\(^{14}\) The average teacher salary is assumed to be $50,000, allowing for a range between $38,000 and $60,000. The average part-time writing teacher salary is assumed to be $25,000. The Principal salary is estimated at $120,000. The office manager at $40,000, additional office and supervisor staff is estimated at $35,000. Benefits for teachers (STRS) is 8.25%, while other employees’ retirement plans will be a 403B funded at 3%. Health benefits are estimated at a quoted price of $6,000 per employee.

\(^{15}\) This position will be added prior to the end of the charter term
• A Department Chairman for each of the 5 core subjects who also teaches a minimum of 3 classes (to be chosen by principal with input from all relevant subject-specific teachers). Depending on the specifics of the chosen non-core program, there will also be a Department Chair of Music, Study Skills, Advisory, Speech & Debate, each Major, and Physical Education.

B. Key Personnel Qualifications

Given our emphasis on a mixed SES and ethnically/racially diverse student body, every effort will be made to recruit similar diversity in our staff.

Executive Director/Head of Schools
The Executive Director is the chief executive of City Charter Middle School. The ED holds responsibility, accountability and authority for the school’s overall performance and success in fulfilling the City mission. It is the primary responsibility of the ED to ensure that the organization meets its strategic plan goals of opening high performing schools in areas of need throughout Los Angeles and ensure that the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the school’s long-term sustainability.

The ED reports to the Board of Directors and if the organization establishes plans to expand in the future to open additional schools, will be responsible for the launching of City schools and the ongoing overall operations of the schools. The ED hires and assesses the school's Principal. Until such time that this position is filled, around year three of the charter term, the duties will be fulfilled by the Principal.

Responsibilities include:
• Secure permanent site(s) for school
• Extend fundraising beyond the school community to include outside sources of funds
• Facilitate strategic planning with the Board of Directors
• Respect the autonomy of the Principal in fulfilling the educational mission of the school while evaluating the Principal in reaching goals enumerated in the Charter
• Diagnose the gaps between where the school is versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps
• Develop and retain high-performing individuals who are passionate about the school and its mission
• Ensure that the annual fundraising target is met as well as additional funds to ensure long-term financial sustainability
• Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive nonprofit (specifically charter school) funding environment
• Work with the Board on a capital campaign to secure and develop permanent site(s)
• Oversee and manage the operating budget
• Ensure that City has suitable school site(s) until a permanent site is found
• Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
• Ensure that an effective performance management system is in place for all staff under his/her direct supervision
• Represent the school as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as a community leader to maintain support from the local communities
• Develop and maintain effective relationships with the LAUSD Charter Office, local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
• Ensure effective communication to diverse constituents, including multiple platforms, multiple languages, and including brochures and “collateral” that effectively represent the mission and vision of the school

Qualifications include:

Management and Leadership Experience: The ideal candidate will have extensive management experience with a record of success in leading and sustaining a reputable organization, fundraising, budgeting, government relations, and marketing. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork.

As the charter landscape is changing quickly, there will be many opportunities to take a leadership role in shaping the future of the charter school movement through partnering, innovation, and persuasion. The ideal candidate will have experience forming, cultivating, and expanding partnerships within the public and private sectors.

Passion for Educational Excellence: While experience in educational leadership and, specifically, in the charter school movement are pluses, they are not required. However, the candidate must demonstrate an ability to raise funds, communicate a genuine passion for advancing educational achievement in diverse communities and embody the mission and vision of City. Knowledge of the California and LAUSD education, government, and nonprofit funding environment would be valuable in this position.

The ED must be able to make a compelling case for resources in an increasingly competitive environment. S/he must see building and maintaining relationships with individuals, foundations, members of the private sector and government grant-makers as an essential part of his/her role. Staying abreast of changing funding opportunities and challenges and working them to the school’s advantage will be a critical component of this position. The ideal candidate will demonstrate significant past success with fundraising.
Principal

The Middle School Principal of City will be the educational and instructional leader and will also oversee school finances, budget, operations, communications, and compliance under ED guidance.

Responsibilities
The responsibilities of the principal include:
1. Educational Leadership:
   • Provide hands-on guidance to teachers as they create and implement a curriculum that utilizes problem-based learning and integrates California state standards;
   • Provide hands-on guidance to teachers in data driven instruction: the development of multiple assessments and use of multiple sources of student achievement data that influence pedagogical and curricular decisions;
   • Help teachers develop their pedagogy in light of recent research on brain development and in keeping with a constructivist approach to teaching and learning;
   • Work with teachers to develop a faculty evaluation process;
   • Develop partnerships with university researchers to support teacher's action research endeavors;
   • Develop partnerships with Global Learning Portals, as much as funds allow;
   • Lead the design and implementation of the school’s programs for Special Education, EL, and GATE students;
   • Hire and retain high quality faculty;
   • Promote the school’s values throughout the school community;
   • Day to day site management with a commitment to ensuring the health and safety of students, faculty and staff.

2. School and Community Relations:
   • Support the Executive Director/Head of School in all aspects of Charter renewal, review and compliance;
   • Lead the Site Council;
   • Schedule and participate in regular family and community meetings;
   • Encourage and develop parent/guardian involvement/partnerships;
   • Support fundraising activities;
   • Maintain positive relationships with LAUSD and its related entities;
   • Actively participate in Charter organization activities (CCSA, CSDC, IC-LA, etc.) and become an active leader in the Charter community;
   • Maintain a positive, collaborative relationship with our landlord;
   • Work effectively with the media, under the direction of the Executive Director/Head of School;
   • If the school does not have an ED, assume the responsibilities of the ED.

Qualifications
Our ideal principal is a visionary whose experience, knowledge, and drive will set the tone for a
supportive school climate that challenges our motivated students, teachers, and families to achieve academic excellence, character growth, and social change. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. It is essential that the principal be able to lead faculty in implementing Data Driven Instruction linked to action research and be able to guide faculty in implementing the backward design process to ensure standards-aligned, problem-based learning with multiple assessments.

The ideal candidate will have (these are preferable but not required):

- Teaching experience in grades 6-8 at a high achieving program whose graduates (at least 40% of students) excel on Advanced Placement exams in high school and attend top 20 colleges across the country;
- A Master's Degree in Education and/or Administrative Credential (prior administrative experience desirable);
- Track record and experience in ensuring the health and safety of students, faculty and staff;
- Knowledge of or experience with diverse populations, English learners and GATE;
- Strong computer skills;
- Excellent communication skills, experience fundraising and/or grant writing, and experience motivating and working with parent volunteers; and
- A track record as a successful and progressive educator.

Teaching Staff

City teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. These documents will be maintained on file at City and made available to LAUSD upon request.

The department head, deans, and department teachers will interview and provide formal feedback on teaching candidates. The principal will provide the final answer on hiring but will not hire a teacher if the department head does not approve, since the department head is the official supervisor of the teacher. Selection of teachers will be based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities. All candidates will be required to teach a model lesson to students at the school – and in the case of the creation of a new grade, teachers can teach the model lesson at their current place of work. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Inexperienced teachers will be paired with mentor teachers for their first two years at the school. The school will actively recruit credentialed teachers to minimize the use of teachers holding emergency credentials.

The ideal teaching candidate will have:

- 2+ years experience teaching the subject to middle school students
• Experience at a high performing school whose graduates excel on A.P. exams in high school and ultimately attend top 20 colleges
• Enthusiasm for the school’s values, mission and educational philosophy
• Proven commitment to constructivism, multiple assessments, data driven instruction and a collaborative approach to teaching and learning

**Responsibilities will include:**

• Backward design curriculum construction and implementation of subject-specific lessons that incorporate the school’s definition of an educated person and emphasize active learning strategies and problem-based learning
• Assessing student progress and maintaining accurate records
• Taking the lead in developing their individualized action research professional development plan
• Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders
• Maintaining regular, punctual attendance

**Other Certificated Staff:** A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

**Financial Administration:** In order to run the administrative financial functions of the school, City will hire California CharterWorks, or a similar vendor. The accounting systems that City adopts will adhere to generally accepted accounting principles, giving City strong internal controls within the system.

**Office Personnel:** Clerical staff will be selected by the Principal on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.

**Responsibilities will include:**

• Answering phones
• Filing reports
• Enrolling students
• Managing and monitoring office operations
• Ordering and purchasing supplies and vendor management
• Developing and implementing clerical and administrative procedures for daily school operations
• Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
• Bilingual translation and communication with parents
C. Performance Evaluations

Evaluations will be performed twice a year. Performance measures will be used to evaluate all school personnel.

The Executive Director will be evaluated by the Board based on:

- Completion of required and enumerated (from job description) job duties
- Reaching objectives and benchmarks on the path to permanent school site, fundraising and financial sustainability
- Choice and oversight of school administration in regards to:
  - Implementing the charter and maintaining adherence to its guiding principles and requirements
  - Overall successful school academic program and achievement of educational goals
  - High parental and community involvement
- Fulfilling the mission and vision of the school, including our commitment to diversity, community and academic excellence

The principal will be evaluated by the ED (the Board of Directors will be responsible for hiring and evaluating the principal until year three when the Executive Director is hired) based on:

- Completion of required and enumerated (from job description above) job duties
- Implementing the charter and maintaining adherence to its guiding principles and requirements
- Overall successful school academic program and achievement of educational goals
- High parental and community involvement
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties
- Fulfilling the mission and vision of the school, including our commitment to diversity, community and academic excellence

Assessment tools will include staff and parent surveys, site visit, portfolio presentation and a rubric.

Teachers will be evaluated by the principal based on:

- Student progress as referenced from assessment measures
- Effectiveness of teaching strategies
- Performance of job duties

Classified and other personnel will be evaluated by the principal or the ED (depending on the reporting structure for each staff member) based on completion of assigned job duties and regular, punctual attendance. Terms and conditions of employment are subject to the policies
contained in the Employee Handbook. If an employee disagrees with an evaluation, a written objection may be appended to the review.

D. Assurances and Background Checks

City believes that all persons are entitled to equal employment opportunity. City 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.

All staff will be expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

City will require each employee to submit to a criminal background check as required by Education Code Section 44237. City will adhere to California laws, including fingerprinting, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. City agrees to comply with the provisions of NCLB as they apply to certificated and paraprofessional employees of charter schools, including maintaining current copies of all teacher credentials so that they are readily available for inspection. Prior to employment each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status. The Principal and/or administrative designee will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and federal law, for all City employees. The principal and/or administrative designee will monitor teacher credentials.

City will perform all the required background checks on fingerprinting according to existing California State Law. Prior to the first day of work for every employee, City will process all background checks through LiveScan, administered by the Department of Justice. City will adhere to school policy pertaining to the safety and health of all employees and students, as described in Element 6.

E. Child Abuse Reporting

See Element 6, Section D.
ELEMENT #6: Health and Safety of Pupils and Staff

“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 describes in Section 44237.” Education Code Section 47605(b)(5)(F)

A. Health and Safety Policies

The health and safety of City students and staff is a high priority. The school follows all required safety regulations including emergency policies and procedures. City complies with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, Education Code Section 44237, and the EPA. City operates as a drug, alcohol, and tobacco free workplace.

Each new employee or long term volunteer who will work in contact with students must submit to a fingerprint scan for the purpose of obtaining a criminal record summary. This requirement is a condition of employment. Also, employees hired by City are required to have a Mantoux tuberculosis test per Education Code 49406. In addition, other assurances of our compliance with requirements include but are not limited to the following:

- As a condition of school attendance, all enrolling students must provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations will be maintained.
- As a condition of employment, each employee of the school must submit to a criminal background check and furnish a criminal record summary as required in Ed Code section 44237.
- All faculty and staff are required to provide proof of periodic Tuberculosis (TB) testing as described in Education Code section 49406.
- The school will provide vision, hearing, and scoliosis screening to students to the same extent as would be required if students attended a non-charter public school.
- The school will provide Instructional and administrative staff training in emergency response, including appropriate “first responder” training or its equivalent.
- The school will be housed in facilities that have received State Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections will be undertaken, as necessary to ensure such safety standards are met.
- The facility meets the Los Angeles Uniform Building Code.
- Any mandated reporter to report any suspected case of child abuse or child neglect. Teachers and classified employees must make the report to the appropriate law enforcement agency and notify an administrator that a report has been made. An employee may ask an administrator to assist but the employee is responsible for making
the report. City administration reviews the reporting procedures at the beginning of the year with the staff through inservices.

- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by ADA (Americans with Disabilities Act), CAL/OSHA, the California Health and Safety Code, the Healthy Schools Act, and EPA.

In addition:

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes, shall be clearly articulated and maintained and updated as needed (see below for current draft).
- The School Safety Plan will be kept on file for review, and school staff will be trained annually on the safety procedures outlined in the plan (see below).
- Policies will be clearly articulated in the handbook relating to the administration of prescription drugs and other medicines (see below).
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- Reporting child abuse is mandated by the California Penal Code.

In keeping with these assurances, the school has adopted a set of health, safety, and risk management policies that are reviewed and updated annually, in consultation with staff and a specified Sub-Committee. This policy is distributed to all staff and parents. It includes all assurances listed above and the following:

Emergency Situations

**Fire Drills**

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.
**Disaster Drills (I.E. EARTHQUAKE)**
Disaster drills will be conducted at least once every two months. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff. In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

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

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.
If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

**Evacuation Plan**

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

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff. Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

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

**Staff Responsibilities**

All employees are responsible for their own safety, as well as that of others in the workplace. City will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on City's premises, or in a product, facility, piece of equipment, process, or business practice for which City is responsible, the employee will bring it to the attention of their supervisor, the Education Director, or principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the principal regarding the problem.
Employees will be encouraged to report any workplace injury or accident to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

Periodically, City may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

**Prescription Medications**
Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medications are needed.

**Food Service Program**
City will maintain its own Child Nutrition Program and obtain its own LEA status from the State and Federal Child Nutrition Program. Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.

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

**Safety Plan**
City will develop facility specific policies and procedures for response to natural disasters and emergencies, including fires and earthquakes, once we have secured our facility. The following is a draft of the types of policies that will be detailed in that plan. The school will train instructional and administrative staff in basic first aid. The school safety plan will be kept on file for review and school staff will be trained annually on the safety procedures outlined in the plan. The following is an excerpt from the draft safety plan which will be specifically developed once we know our facility: the Table of Contents, followed by a few sections:

**CONTENTS:**
INTRODUCTION ....................
CAMPUSSAFETY AND SECURITY ....................
Entrances and Exits

TRAFFIC AND PEDESTRIAN SAFETY

Safe Passages To and From School

Responsibility of Administrator

Releasing Students

Visitors Policy

Fingerprinting

Registered Sex Offender Policy:

Drills

Civil Defense Procedures

Alert Signals

Staff Responsibilities

Director

Teachers

Office Manager

Aides, Volunteers and Other Adults

Disaster Plans

Fire Drills

Earthquake

Flood/Severe Weather

Electrical Failure

Gas Line Break

Water Main Break

Water Contamination

Chemical Spill/Incident

Lockdown/Shooting Incident

Death/Suicide

Suicide Prevention

Intruders/Vicious Animals

Anti-discrimination and Anti-harassment Policy

Students

Employees – Sexual Harassment

A. Definitions

B. Sexual Harassment Prohibited

C. Reporting, Investigation and Sanctions

D. Filing with State and Federal Agencies

Employees-All other Kinds of Discrimination or Harassment

Complaint Procedure

Liability for Harassment

Prevention of Child Abuse Policy

Reporting Suspected Abuse/ Neglect

Reporting Problems at the School Site

Student Discipline

Discipline in General

Suspension

Authority to Suspend
**Fire Drills**
Fire drills will be held at least twice a semester.

- Office personnel will maintain a record of fire drills held and total required time for complete evacuation.
- When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose.
- Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them.
- Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.
- Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers.
- Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students.
- Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

**Earthquake/Disaster Drills**
Disaster drills will be conducted at least once every two months.

- Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear, “This is an emergency drill. Duck and cover.”
- During the classroom “duck and cover” routine, teachers will turn off the lights and instruct students to position themselves under a desk, table, or against the wall where they will be away from windows.
- Students will remain quiet and orderly in order to hear additional instructions when given.
- All drills will be concluded with an “all clear” announcement, or a visible signal from the administrative staff.
- In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building.
- If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone.
- If students are on the playground or other outdoor area when a disaster drill is called or in the event of an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and assume the “duck and cover” position.
- They are to remain in that position until given additional instructions.
B. Site Compliance

City has applied for Prop 39 and is currently in negotiation for a facility. We have identified several acceptable sites and are waiting for charter approval to complete the negotiations.

Dependent on the facility lease requirements, City will outsource all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

C. *Insurance Requirements – LAUSD-Specific Language

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

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

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

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

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

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

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

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

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

**LAUSD-Specific Language**

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

**Evidence of Insurance (LAUSD-Specific Language)**

The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows: “The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

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

**Hold Harmless/Indemnification Provision (LAUSD-Specific 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 attorney’s 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 attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by 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.

City will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. City 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.

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

City shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

**D. Child Abuse Reporting**

In accordance with state law, all teachers and staff at City are mandated to report any suspected child abuse. The procedure for the mandated individual is to immediately make a call to the Department of Children and Family Services. The mandated reporter will then file a report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children.
and Family services. The mandated individual will meet with the appropriate authorities accordingly and inform the administrator that a report has been made. Staff members receive in-service training and sign a document verifying notification and understanding regarding this responsibility.
ELEMENT #7: Means to Achieve Racial/Ethnic Balance

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

A. Assurances

*Court-ordered Integration*

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The City Charter Middle 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 30:70 ratio.

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

*No Child Left Behind—Public School Choice (NCLB-PSC) Traveling Students*

The District and City 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. 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 City 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 City shall have the right to continue attending City until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to City shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

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

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

**Federal Compliance (LAUSD-Specific Language)**

As a recipient of federal funds, including federal Title I, Part A funds, City 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. City understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. City 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
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
City also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

B. Means of Recruiting a Diverse Student Body:

Diversity is a core value of City Charter School. We will recruit students from various racial and ethnic groups so as to achieve a balance that is reflective of Los Angeles and the general population residing within the territorial jurisdiction of the school district. City will also endeavor to recruit an economically diverse student population. City will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation of the efforts the school makes to achieve racial and ethnic balance.

Prior to submitting this document, City set out to establish both community interest and support for the future school’s missions and educational model. A diverse and dedicated committee of founding parents and community participants went to great lengths to reach out to community-based organizations (CBOs) that served young children and their families.

We will foster and maintain an ongoing outreach effort throughout the term of our Charter. In the two months leading up to the lottery, we will analyze our current recruiting data and increase our recruiting efforts. We will achieve this goal by attending meetings and events held by the organizations that we have MOU’s with, especially St. Elmo’s Village, which is in our target area, in order to disseminate information about City to interested parents in the community. We will also send representatives of City to local churches, grocery stores, and shopping venues to circulate information on a regular basis throughout our charter’s term to ensure a steady influx of racially and socio-economically diverse students into City. We will have intent to enrollment forms printed and distributed, in multiple languages, by City volunteers during our outreach efforts.

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

- Community events/fairs/festivals: the principal, in conjunction with parents who are trained by the principal to be “School Ambassadors” (friendly individuals who are conversant about the school’s mission, programs, and plans) will attend local events including fairs, festivals, farmers markets, and others in order to meet potential families.

- Multi-Lingual Park Information Sessions: To ensure that all potential families are included, every effort will be made to ensure that school representatives are present that speak a variety of languages. In addition, prior to the lottery each spring, school representatives will hold multilingual park events at local parks, near playgrounds. School Ambassador parents will volunteer to set up tables with food, will decorate to draw attention, will advertise 3 weeks in advance through free venues, will organize and
run activities for kids, will speak with potential parents about the school, and will hand out school brochures/registration information.

o Meet & Greets/Town Hall Meetings: Principal will lead Meet & Greet sessions for prospective parents to learn more about the school, and ask questions of our staff and Board members. These Meet & Greets will evolve into Town Hall Meetings as the group of parents and involved members of the community grows larger.

o Internet: website, yahoo-type groups, message boards, and other virtual communities that could be contacted and/or created

Once City Charter Middle School is in operation, the Principal will work in conjunction with the Executive Director to create an Outreach calendar that will track and help schedule outreach events with potential future families. In addition, the calendar will determine the other outreach events such as Multi-Lingual Park Information Sessions and fair/festival events, etc. The Principal will also set up workshops to train more parents who are volunteering for outreach.

It will be the responsibility of the Principal to continually monitor the greater mid-city area for new community organizations and businesses with which to form relationships. It will also be the Principal’s responsibility to make the first contact with the leadership of these organizations and businesses in order to pave the way for meetings and outreach events. It will be the Principal’s responsibility to plan meetings and events with future families and prepare registered parents to be volunteer for outreach. In addition, the principal will work with local organizations and businesses in supporting the school and its families. The outreach efforts are specifically designed to attain a racial and ethnic balance at the charter school that is reflective of the city of Los Angeles and the District, as well as socio-economic diversity of the city and the district.
ELEMENT #8: Admission Requirements

“Admission requirements, if applicable.” Education Code Section 47605(b)(5)(H)

Assurances

City will not discriminate against any student on the basis of disability, gender, 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.

As a charter school, City is a school of choice. City 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 a single 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. Admission to City Charter Middle School will not be determined according to the place of residence of the pupil or his/her parent.

McKinney-Vento Homeless Assistance Act

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

City actively recruits a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the school’s educational philosophy and instructional practices.

The efforts the school employs to recruit economically disadvantaged students are described in Element #7. For example, as stated in Element #7, City has partnered with local community based organizations, such as St. Elmo’s Village, in order to recruit economically disadvantaged students in the after school programs there. In order to recruit academically low-achieving and special education students, one of the primary duties of the Principal is that of public relations. The Principal leads outreach efforts and communicates to all potential families that the school’s program emphasizes differentiated instruction that supports all students in achieving excellence.
Furthermore, enrollment and recruiting advertisements for the school will clearly state that the ‘school services students with disabilities in the least restricted environment.’ The Principal will also be held accountable for ensuring that the program is consistent with the mission and does, indeed, enable all students to learn and grow as students and responsible citizens.

City admits all pupils who wish to attend (Education Code Section 47605 (d)(2)(A)), in compliance with all laws regarding minimum age for public school attendance. Enrollment to the school shall be open to any resident of the State of California.

City will accept intent to enroll forms until a predetermined date in late February. The dates will be clearly indicated on the City Charter Middle School website, on the flyers and posted at our school site, and with our partner organizations. An explanation of the enrollment process and the rules to be followed during the lottery will be available at all times on our web site in English and Spanish and in the office (in English, Spanish, Korean and Russian, and additional languages if needed). The process is also verbally explained to any families who calls, or hands in their paper intent to enroll forms in-person.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, intent to enroll forms shall be counted to determine whether any grade level has received more intent to enroll forms than availability of space. If the number of students applying for enrollment exceeds the charter school’s capacity, admission shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

**Public Random Lottery**
Public notice will be posted at the school location, school web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing, encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the school site). Parents who turned in intent to enroll forms prior to the deadline will be notified of the date and time of the public drawing. Each year, City will conduct a lottery prior to March 31st, publicizing the date, time and location with reasonable notice of at least two weeks before the lottery date.

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

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

Note: The petitioners have included an admissions preference for Founding Parents and the petitioners will work with CSD staff to update the petition administratively regarding this issue, following the board’s decision establishing a Founding Parents policy.
In addition, admissions preference will be given first to residents of the District. During any period of funding for the Public Charter Schools Grant Program, this admissions preference will be given a 2:1 weighting factor or as otherwise agreed upon with the District during the single weighted public drawing.

Lottery spaces will be pulled in order of grade level by the Principal or office manager. The lottery procedure will be monitored by the Board Chair to ensure fair and accurate implementation. As names are pulled, students will be assigned a number corresponding to the number of enrollment slots. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. Students who are not granted enrollment for the next school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year.

**Enrollment Process**

Within two weeks of the lottery, families will be notified in writing of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The school will hold a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

The waiting list will include contact information of the families wanting to still be considered for admission should a position open. If a position opens during the course of the year, the administrative office will contact the family of the student on the top of the waiting list by phone or email to offer their student admission to the school. If a family is notified by phone or email prior to August 15th, the family has ten (10) days to confirm enrollment return a completed enrollment packet. If a student is notified after August 15th, they will have five (5) days to confirm enrollment and submit an application by mail or email.

Should the family decline the position, the next family on the list will be contacted until the open position is filled. In no circumstance will a wait list carry over to the following school year, and students who remain on the wait list must apply for enrollment in the following year.
A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the administrative office and will be readily available for inspection by district representatives.

_School Orientation and Parent Compact_

Interested parents of prospective students are strongly encouraged to visit the school and meet with a staff member to learn more about our goals and philosophy. A designated staff member will explain the program model to prospective parents, provide a tour of selected classrooms and deliver an overall orientation of expectations. Once a student has been enrolled in City, a parent and/or guardian will be encouraged to sign a non-binding Parent Compact, which is a voluntary agreement between families, school, and student. The provisions of the non-binding Parent Compact are described further below.

- Work with staff to provide an optimal learning environment at home and school
- Contribute a minimum of 50 hours per school year in a volunteer capacity

The intent of the non-binding Parent Compact is to create a strong relationship between families of City students and school personnel. Parents of students enrolled in City will be encouraged to consider the benefits of strong parental support to their children’s education. Opportunities to meet the commitments of the non-binding Parent Compact will be flexible in order to provide for varying parent schedules and needs. Although the fulfillment of the non-binding Parent Compact is highly recommended, children whose parents are unable to complete the agreement will not be excluded from the program, nor will School personnel penalize them in any way. In addition this in no way impacts the student’s admission or enrollment.

Prior to admission all parents/guardians and their children will be encouraged to attend an orientation. A parent’s decision not to attend in no way impacts students admission or enrollment. After a student is admitted to the school parents are encouraged to sign a pledge indicating they understand the City philosophy, program and outcomes. Pledge agreements for parents/guardians of all students will encourage their involvement in and support of their child/children’s educational experiences. A parent’s decision not to sign the pledge in no way impacts student’s admission or enrollment. The pledge agreement will ask a parent/guardian to commit to:

- Working with the child at home with homework, projects, etc.
- Maintaining a positive and effective communication with the teacher and staff.
- Ensuring that their child attends school on a regular basis and on time.
- Enforcing the school code of conduct with their child
- Ensure their child attends the prescribed academic enrichment and intervention programs if the school deems it necessary at no cost to the student.
- Completing 50 hours of service to the school during the year\(^\text{16}\)

\(^{16}\) Not a condition for enrollment. We will work with families to make it a positive experience, and waive for those who need it waived.
• Attending at all student-led parent/teacher conferences and at least two parent workshops during the school year.

Attendance at Orientation Sessions is strongly encouraged for students and their families, and City strives to make accommodations for families with individual hardships, such as allowing families to bring children, providing translators and holding sessions after work hours and on weekends.
**Element #9 Annual Audit**

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

**District Oversight Costs (LAUSD-Specific 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 supervisiorial oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Balance Reserves**

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services (LAUSD-Specific Language)**

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

**Audit and Inspection of Records (LAUSD-Specific Language)**

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

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

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

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

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

City will develop and maintain internal fiscal control policies governing all financial activities.

**Annual Audit**

Each fiscal year an independent auditor will conduct an audit of the financial affairs of City to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

City will engage an independent public accountant with education finance experience certified by the State of California and approved by the State Controller on its published list as an educational audit provider, to audit the school's financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. City Board of Directors will be responsible for contracting and overseeing the independent audit. The school's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the auditor, who will be a Certified Public Accountant, will be submitted to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. Upon receipt of any audit exceptions or deficiencies from the independent public accountant, the Principal/ED will determine the appropriate
corrective action and report the recommendations to the Charter School Board of Directors. The corrective action will then be taken in a timely manner and fully implemented prior to the end of the fiscal year following the year under audit. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. The independent financial audit of the Charter School is public record to be provided to the public upon request.

Pursuant to AB1137, City will provide any necessary financial statements to LAUSD, the Los Angeles County Office of Education (LACOE), and California Department of Education. Additionally, the following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- Provisional Budget – Spring prior to the operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month
- P1 Report - first week of January
- P2 Report - first week of April
- Calendar and Bell Schedule – annually by November
- Other reports as requested by the District
**Element #10: Pupil Suspension and Expulsion Procedures**

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

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 ensure 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 Support Unit, Division of Special Education.

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

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 Support Unit, Division of Special Education Charter School shall utilize alternatives to suspension and expulsion 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 Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice 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.
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability; B) Was the misconduct a direct result of the Charter’s failure to implement 504 Plan?

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

**Rehabilitation Plans**
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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

**Readmission.**
The Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. The charter school is responsible for reinstating the student upon the conclusion of the expulsion period.

**Special Education Students**
In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter 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 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’s failure to implement 504?

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

**DISCIPLINARY POLICY**
Students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, City has developed a comprehensive set of student discipline policies through the work of a committee that includes input from interested parents/guardians, students and staff and is compliant with California Education Code Section 48900 and LAUSD guidelines. These policies are detailed in the City Parent & Student Handbook (Appendix 8). Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

Policies regarding suspension or expulsion follow LAUSD guidelines and conform to applicable state and federal laws regarding all students, including California Education Code 48900, Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, the modified consent decree and the Chanda Smith Consent Decree.

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

**Mandatory Expulsion/Suspension:** It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:
- causing serious physical injury to another person
- brandishing a knife
- possession, selling, or furnishing of a firearm, knife, explosive, or other dangerous object
- robbery or extortion
- offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
• committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)
• Assault or battery upon any school employee.
• Violation of the Federal Guns Free School Act

**Discretionary Expulsion/Suspension:** In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

• Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
• Hate violence (defined by Section 48900.3)
• Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
• Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
• Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
• Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
• Disrupted school activities or otherwise willfully defied the valid authority of teachers, administrators, or other school officials or personnel engaged in the performance of their duties.
• Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
• Caused or attempted to cause damage to school property or private property.
• Stole or attempted to steal school property or private property.
• Committed an obscene act or engaged in habitual profanity or vulgarity.
• Knowingly received stolen school property or private property.
• Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
• Aided or abetted the infliction or attempted infliction of physical injury to another person.
• Engaged in sexual harassment as defined in Education Code Section 48900.2.
• Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
• Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
• Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

**Expulsion And Suspension Procedures**

**Expulsion**
An administrative panel and the Board of Directors have the authority to expel. Students will be recommended for expulsion if the school administrative staff finds that at least one of the following findings may be substantiated:

a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
b) 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.
c) Due to the nature of the violation, state or federal law requires mandatory expulsion.

Students recommended for expulsion are entitled to a hearing, to determine whether the student should be expelled. The hearing will be held within 30 days after the school Principal determines that an act subject to expulsion has occurred. The hearing may be presided over by an administrative hearing panel appointed by the Board. The expulsion decision can be appealed to the Board of Directors. The panel will be an impartial panel of 5 individuals who are administrators from other charter schools (who are not on the Board and not employed on the staff of the City Charter Middle school). The panel will be selected by the Chairman of the Board.

Written notice of the hearing will be forwarded from the Principal to the student and the student’s parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

a) The date and place of the hearing (if neither parent is available, another time will be found within the following week)
b) A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
c) A copy of City’s disciplinary rules which relate to the alleged violation.
d) The opportunity for the student or the student’s parent/guardian to appear in person at the hearing.
e) Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
f) Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil’s behalf.
Suspension

Prior to suspension, an informal conference will take place between the Principal, with the student and his/her parent/guardian. The pupil shall be informed of the reason for the conference, the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in defense. The conference may be omitted if the administrative staff determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be scheduled as soon as possible.

At the time of suspension, the Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person, to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice will state the date and time the student may return to school. If the school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents/guardians are required to respond to this request without delay and that violation of school rules can result in expulsion from school.

The length of suspension for students may not exceed a period of 5 consecutive days each school year. The maximum number of days of suspension for the school year is 20 days. Arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. All materials that were distributed to students including homework and handouts will be available for pickup at the school office. Specific arrangements will be made to make up any missed tests.

Record of Hearing

A record of hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation to expel must be supported by substantial
evidence that the pupil committed the expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the City Board of Trustees or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public.

The expulsion decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

**Written Notice Of Expulsion**

The principal, following a decision to expel shall send written notice of expulsion, by mail including the findings of fact, to the pupil or parent/guardian. This notice shall include the following:

a) The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”

b) Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with City.

c) The reinstatement eligibility review date.

d) A copy of the rehabilitation plan.

e) Type of educational placement during the period of expulsion.

f) Notice of appeal rights/procedures.

g) Effective date of expulsion.

e) Date that the student may be reviewed for readmission.

The principal shall send written notice of the decision to expel to the pupil’s district of residence, the Chartering District (LAUSD) and the County Office of Education. This notice shall
include the following:

a) The pupil’s name;

b) The specific expellable offense committed by the pupil;

c) Disciplinary Records.

**Suspension Appeals**

Decisions to suspend students will be made at the sole discretion of City’s Principal. In addition to the procedures detailed in the previous section that are designed to ensure proper parent notification and due process, parents/guardians may appeal a decision of suspension within 3 days, in writing to a 3 member panel of Board members. An appeal meeting will be held within 10 working days of the parents’ written request to the Board.

An appeal will not reinstate the student in school for the day(s) to be suspended. In reviewing the appeal, the Board member panel, with a majority vote, may remove the suspension from the student’s records.

**Expulsion Appeals**

Decision to expel students will be made at the sole discretion of the Administrative Panel and the Board of Directors. In addition to the procedures detailed in the previous section that are designed to ensure proper parent notification and due process, parents/guardians may appeal the Administrative Panel’s decision of expulsion within 10 days, in accordance with Education Code Section 48919, in writing to the Principal. The Principal will forward the appeal to the Board of Directors. An appeal hearing will be held within 15 working days of the parent’s written request.

In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. City will strive to schedule the hearing to accommodate the parents’ presence. The Board of Directors will make a decision regarding the expulsion within 5 days of the appeals hearing. The decision of the Board of Directors is final.

**ASSURANCES REGARDING LIST OF OFFENSES**

In preparing the list of mandatory and discretionary expulsion and suspension offenses, City has consulted a variety of sources in addition to applicable laws to ensure that our policies comply with “best practices” at similar schools, including non-charter schools within LAUSD. Our primary purpose, of course, is to ensure the health and safety of our students, staff and community. Beyond that however, we also aim to ensure that students understand clear standards for conduct and are treated at all times in a respectful manner by their peers, teachers, administrators and other members of our community.
PERIODIC REVIEW OF DISCIPLINE POLICIES
City’s Board of Directors will assume responsibility for considering recommended changes in our Foundation policies (to the extent permitted by law) suggested by students, parents and other members of the community, voiced through the Advisory Board. The Advisory Board will review the Parent & Student Handbook at least once annually to determine whether changes are warranted.

GENERAL DISCIPLINE POLICIES
If a student violates school policies enumerated in the Parent & Student Handbook that are not specified as grounds for immediate suspension or expulsion, possible disciplinary actions include:

- Warning
- Loss of Privileges
- Notices to parents by phone/letter
- Referral to the Principal
- Request for Parent Conference
- Suspension
- Expulsion

The Principal will bear primary responsibility for overseeing all student discipline.

DATA COLLECTION AND REPORTING - SPECIAL EDUCATION STUDENTS
City will collect and produce data regarding the suspension and expulsion of special education students as required by the Modified Consent Decree. City will adhere to all provisions of the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, the modified consent decree and the Chanda Smith Consent Decree.
Element #11: Retirement System

“The manner by which staff members of the charter schools will be covered by the State Teacher’s Retirement System, the Public Employees’ Retirement System, or Federal Social Security.” Education Code Section 47605(b)(5)(K)

A. RETIREMENT BENEFITS

- Staff at City participates in the federal social security system and has access to other school-sponsored retirement plans according to policies adopted by the Board of Directors for the school’s employees. The committee to recommend retirement plans to the Board of Directors must include representatives of the administrative, teaching, and clerical staff should members of these groups wish to be represented on the committee.

- City teachers participate in the State Teachers Retirement System and City coordinates such participation, as appropriate, with the social security system or other reciprocal systems. City, as a participant in STRS, will work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. Eligible certificated employees as participants in the State Teacher Retirement System (STRS) will contribute the required percentage (currently 8%), and City will contribute the employer’s portion required by STRS (currently 8.25%). All withholdings from employees and City are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. City reports STRS contributions to LACOE in a timely manner and in a format acceptable to LACOE.

- Non-certificated employees participate in the Social Security system. A 403B retirement program will be offered to employees who cannot participate in STRS, with City contributing 3% of salary.

- The Principal in coordination with on-site office manager and ExEd ensure appropriate arrangements for STRS, 403B, and Social Security coverage.

B. OVERSIGHT OF BENEFITS

City has contracted with ExEd to handle our payroll and accounting services. The Executive Director (or, before an ED is hired, Principal) is responsible for ensuring appropriate arrangements for coverage have been made.

C. EMPLOYEE POLICIES

Employee Policies relating to the terms and conditions of employment are included in Element 13, and in the Employee Handbook. Employment at City will be "at-will." City is committed to
employment policies and practices -- including policies against discrimination and harassment -
that are consistent with California law. We also our committed to providing all employees
with salary, benefits and work conditions that help build a professional and successful working
environment for the success of all children.

D. Other Issues

Work Basis & Benefits can be found in the budget. The process for staff
recruitment, selection, evaluation, can be found in element #5 and
and termination can be found in the Employee Handbook.
Element#12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Education Code Section 47605(b)(5)(L)

Pupils who choose not to attend City 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: Description of Employee Rights

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Education Code Section 47605(b)(5)(M)

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

Job applicants for positions at City will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at City will not be covered by his or her respective collective bargaining unit agreement, although City may extend the same protections and benefits in individual employee contracts. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted rating in at a level competitive to the district’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations. Employee contracts are at-will, renewable each March 1st.
Element #14: Dispute Resolution Procedures

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code Section 47605(b)(5)(N)

A. Disputes arising between City and the District - LAUSD-Specific Language

The staff and governing board members of City agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and City, 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 City 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: City Charter Middle School
c/o School Principal

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th 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 5:00 p.m., or otherwise on the business day following
personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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 attorney’s 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.

B. Disputes Arising from within the School

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.

City 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. The Parent & Student Handbook and Faculty Handbook, attached in Appendix 8, provide a first draft for these procedures.

City 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.

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, Board members, and partner organizations, will be resolved pursuant to policies and practices developed by the school. The following Dispute Resolution Process will be used for INTERNAL disputes – as indicated by the subheading above B. Disputes Arising Within the School, so named to identify the subject of this INTERNAL dispute resolution process:

- First attempt to discuss one’s conflict with the people directly involved and try to resolve it without turning to uninvolved parties
- If discussion does not resolve the conflict, ask a CORE SUBJECT CLASSROOM TEACHER to act as an objective mediator (unless the situation involves a classroom teacher who prefers privacy for any reason, who may then request the next level of mediation)
- If CLASSROOM TEACHER mediation does not resolve the conflict, ask the PRINCIPAL (aka Middle School Director) to serve as mediator or, if mutually agreeable, as arbitrator.
- If the conflict is between two teachers or a parent and teacher, they should go to the PRINCIPAL only after discussion between the two initial parties is deemed unsuccessful.
- If the conflict is between the principal and a parent or the principal and a teacher, the parent or teacher may submit a complaint within the following procedures:
  - Complaint must be written, dated, and submitted to the Principal
  - The Principal must provide a written response within 10 school days.
  - If the parent or employee is not satisfied with this response, s/he may submit a written and dated complaint to the Board of Directors. The Board members may answer the complaint directly in writing within 10 school days, or may confirm the Principal’s response.
  - If the complaint is against the Principal, it must be written, dated, and submitted to the Board of Directors who will provide a response within 10 school days.
Element #15: Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code).” Education Code Section 47605(b)(5)(O)

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

As such, City will comply with all provisions of the Educational Employment Relations Act ("EERA"), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
Element #16: Closure Procedures

“A description of the procedures to be used of 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.” Education Code Section 47605(b)(5)(P)

Revocation
The District may revoke the charter if City 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 City if the District finds, through a showing of substantial evidence, that the charter school did any of the following:

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

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

*Closure Procedures (LAUSD-Specific Language)*
The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined
below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action
The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the City will be issued by City 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 City 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 City 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 City 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
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 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_

City 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 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 Innovation and 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 over 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.

City shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.
The financial closeout audit of the Charter School will be paid for by the City. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by City will be the responsibility of the City and not LAUSD. City understands and acknowledges that City will cover the outstanding debts or liabilities of City. Any unused monies at the time of the audit will be returned to the appropriate funding source. City 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 City participates, and other categorical funds will be returned to the source of funds.

City shall ensure the completion and filing of any annual reports required. This includes:
1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.

2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the City 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 City Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end City’s right to operate as a Charter School or cause City’s to cease operation. City and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16.

The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to
the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

*Facilities – **LAUSD-Specific Language**
Proposed Charter School to be located within the boundaries of LAUSD.

**Facilities**
Proposed Charter School Location [TBD]
Names of District school sites near proposed location: Berendo MS, Cochran MS, Leichty MS, Virgil MS, Audobon MS, Burroughs MS
Proposed Charter School to be located within the boundaries of LAUSD: YES

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

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

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

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

- **Use**: Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment**: LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
· **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

· **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  
  (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

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

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

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

· **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.
Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

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

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

Asbestos Management: The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Charter Renewal
City Charter Middle School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.