City Charter Elementary School
Charter Petition
October, 2012
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Affirmations

City Charter Elementary School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
Introduction

The Board of Directors for the City Charter School respectfully submits this charter petition to the Los Angeles Unified School District for a five (5) year charter to establish, City Charter Elementary School ('CCES') a grades K-5 project-based, technology-enhanced, dual language immersion, site-based program that will serve a diverse student population in the greater West Adams area.

Our Mission

The CCES School 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, dual language learning, and the written word, CCES students are prepared for a lifetime of meaningful work and ongoing service to a cause greater than themselves.

- Providing a constructivist, project-based learning environment in which teachers guide students through active learning processes to develop conceptual understanding and critical thinking.
- Implementing a dual language immersion program that develops bilingual fluency and multi-cultural understanding.
- 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. We will strive to be a model of teacher innovation, collaboration, and professionalism. We will strive to develop and communicate best practices, and mentor others as we have been mentored. We believe communities can come together to build great schools, bringing parents back to the public school system and creating a future where academic excellence is available to all children.

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. CCES 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.”) CCES 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, City Charter Middle and now CCES can 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. 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**

CCES 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:

**Valerie Braimah**, (Board Member) Vice President of Instruction at Teach for America and former Vice President of Instruction for 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, Ms. Chariton 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, Ms. Chariton taught 6th grade at LCS. Ms. Chariton currently serves on the school’s Leadership Cadre, heading up the intervention program. During her time at Larchmont, Ms. Chariton has served as a Teacher Representative for the Board of Directors and the school-wide Assessment Committee. Ms. Chariton 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. Ms. Chariton received her BA at Washington University, her Masters of Education at UCLA and is CLAD certified. Prior to teaching, Ms. Chariton served as Marketing Manager for Vivendi Universal’s Education.com.

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


**Dvora Inwood** is the part-time Executive Director of the CCES School. She is the Founding Educator of seven 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 (K-6, K-8 West Hollywood), Valley Charter Schools (K-5, 6-8), Los Feliz Charter School for the Arts (K-6), 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. Additionally, she served as an administrator and mathematics teacher at respected private schools including Elisabeth Morrow School, 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) 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. Former high school English and poetry teacher at Los Angeles Schools (Campbell Hall, Polytechnic, and New Roads). Teacher of the “Writing and Imagination” class to gifted students through the John Hopkins Center for Talented Youth. 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. University of Michigan, BA. University of Maryland, MFA in poetry. Michelle is recipient of the Virginia Voss award for poetry, and scholarships to the Bread Loaf and Squaw Valley Writers’ Conferences.

Individuals experienced in school operations and management include:

**Lindsay Sturman** is the Founder of CCES Charter Schools, Larchmont Charter Schools, and Valley Charter Schools, and has served as an advisor to numerous charter schools across the State. 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.

Our Community: Target Student Population
We have already begun our recruiting efforts and are targeting several neighborhoods through the center region of District 1 and into District 2 along a 3.9 mile West/East stretch from Mid-City to the west (Pico Blvd. and West Blvd.) and Downtown to the East (Jefferson Blvd. and Figueroa Blvd.) The targeted zip codes for our outreach include: 90019, 90016, 90018, 90006, 90015, 90007. The school will not have specific boundaries and will be open to all children in the State of California.

These neighborhoods represent a genuine diversity of families. There are neighborhoods that are comprised of nearly 75% Hispanic and 20% Asian, and others are 50% Hispanic and 36% African-American. The percentage of White in these neighborhoods range from 3% to 19%. 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 great linguistic diversity is shown in the percent of families that speak English only in these neighborhoods, which ranges only from 11% to 55%.

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 community we intend to serve can be found in Element One, Subsection A.
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 CCES 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, Founder

The term of this charter shall be from 2013 to 2018.

The grade configuration is K-5.
The number of students in the first year will be 144.
The grade level(s) of the students the first year will be K-2.
The scheduled opening date of the Charter School is 9/3/2013.

The admission requirements include:

CCES will enroll all pupils who wish to attend (Education Code Section 47605 (d)(2)(A)) to the extent that space allows. If the number of students applying for enrollment exceeds the 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. CCES affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. CCES shall not charge tuition. CCES will not discriminate against any person on the basis of race, ethnicity, national origin, gender, religion, or disability as set forth in Education Code Section 47605(d)(1) or other applicable state, local or federal law. (See also Element 8: Admissions)

The operational capacity will be 408 students.
The instructional calendar will be: 177 days (see calendar Element One, Section E).
The bell schedule for the Charter School will be: 8:50-3:30 (details in Element One, Section E)

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

A. Who will CCES serve?

CCES intends to open in September 2013 with 144 students, 24 in 2nd grade, 48 in 1st grade and 72 in Kindergarten. In year 2, the school will grow by 72 students as it adds a new Kindergarten class. If space allows, we anticipate the
student population will increase in the following increments over the next five years:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>72</td>
<td>72</td>
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<td>72</td>
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<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>48</td>
<td>72</td>
<td>72</td>
<td>72</td>
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</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<td>24</td>
<td>48</td>
<td>72</td>
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<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>24</td>
<td>48</td>
<td></td>
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<tr>
<td>Total</td>
<td>144</td>
<td>216</td>
<td>288</td>
<td>360</td>
<td>408</td>
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</tbody>
</table>

The following information is derived from data referring to zip codes 90019, 90016, 90018, 90006, 90015, 90007 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.

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>90019</th>
<th>90018</th>
<th>90016</th>
<th>90015</th>
<th>90007</th>
<th>90006</th>
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<td>29,312</td>
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<td>12,875</td>
<td>22,522</td>
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<td></td>
<td>46.1%</td>
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<td>53.5%</td>
<td>67.8%</td>
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<td>74.5%</td>
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<tr>
<td>White</td>
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<td>1,833</td>
<td>2,127</td>
<td>1,944</td>
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<td></td>
<td>12.5%</td>
<td>3.7%</td>
<td>4.5%</td>
<td>10.2%</td>
<td>19.2%</td>
<td>3.1%</td>
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<tr>
<td>Black or African American</td>
<td>14,712</td>
<td>15,111</td>
<td>17,291</td>
<td>1,240</td>
<td>4,441</td>
<td>1,862</td>
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<tr>
<td></td>
<td>22.8%</td>
<td>30.6%</td>
<td>36.3%</td>
<td>6.5%</td>
<td>10.1%</td>
<td>3.1%</td>
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<tr>
<td>American Indian and Alaska Native</td>
<td>113</td>
<td>98</td>
<td>103</td>
<td>22</td>
<td>40</td>
<td>77</td>
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<td>0.1%</td>
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<tr>
<td>Asian</td>
<td>10,047</td>
<td>1,777</td>
<td>1,434</td>
<td>2,638</td>
<td>7,353</td>
<td>10,822</td>
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<td></td>
<td>15.6%</td>
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<td>13.9%</td>
<td>16.7%</td>
<td>18.3%</td>
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<tr>
<td>Native Hawaiian and other Pacific</td>
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<td>34</td>
<td>9</td>
<td>36</td>
<td>32</td>
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<td>212</td>
<td>146</td>
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<tr>
<td>Two or More Races</td>
<td>1,429</td>
<td>810</td>
<td>898</td>
<td>198</td>
<td>1,055</td>
<td>311</td>
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<td></td>
<td>2.2%</td>
<td>1.6%</td>
<td>1.9%</td>
<td>1.0%</td>
<td>2.4%</td>
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<tr>
<td>TOTAL</td>
<td>64,458</td>
<td>49,310</td>
<td>47,596</td>
<td>18,986</td>
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## Educational Attainment

<table>
<thead>
<tr>
<th></th>
<th>90019</th>
<th>90018</th>
<th>90016</th>
<th>90015</th>
<th>90007</th>
<th>90006</th>
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</thead>
<tbody>
<tr>
<td>Less than 9th Grade</td>
<td>8,202</td>
<td>6,902</td>
<td>5,483</td>
<td>3,959</td>
<td>7,062</td>
<td>15,193</td>
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<td></td>
<td>19.1%</td>
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<td>44.1%</td>
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<td>Some High School, No Diploma</td>
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<td>5,825</td>
<td>5,331</td>
<td>1,649</td>
<td>3,981</td>
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<td></td>
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<td>18.4%</td>
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<tr>
<td>High School Graduate (Includes Equivalency)</td>
<td>7,534</td>
<td>5,525</td>
<td>6,075</td>
<td>1,246</td>
<td>2,611</td>
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<td>Some College, No Degree</td>
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<td>5,619</td>
<td>6,003</td>
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<td>Associate Degree</td>
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<td>1,347</td>
<td>1,683</td>
<td>236</td>
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<tr>
<td>Bachelor's Degree</td>
<td>6,308</td>
<td>2,071</td>
<td>2,392</td>
<td>625</td>
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<td>2,409</td>
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<tr>
<td>Master's Degree</td>
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<td>596</td>
<td>797</td>
<td>213</td>
<td>1,136</td>
<td>587</td>
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<td>2.1%</td>
<td>2.8%</td>
<td>2.4%</td>
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<tr>
<td>Professional School Degree</td>
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<td>274</td>
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<td>Doctorate Degree</td>
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<td>0.5%</td>
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<tr>
<td>TOTAL</td>
<td>42,988</td>
<td>28,188</td>
<td>28,186</td>
<td>8,977</td>
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<td>100.0%</td>
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</table>

## Household Income

<table>
<thead>
<tr>
<th></th>
<th>90019</th>
<th>90018</th>
<th>90016</th>
<th>90015</th>
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<tr>
<td>Less than $15,000</td>
<td>5,987</td>
<td>5,199</td>
<td>4,218</td>
<td>2,335</td>
<td>5,546</td>
<td>6,871</td>
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<tr>
<td></td>
<td>24.7%</td>
<td>33.4%</td>
<td>26.2%</td>
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<td>44.2%</td>
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<td>$15,000 - $24,999</td>
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<td>2,309</td>
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<td>15.8%</td>
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<td>$25,000 - $34,999</td>
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<td>2,337</td>
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<td>Income Range</td>
<td>Total</td>
<td>English</td>
<td>Spanish</td>
<td>Indo-European Languages</td>
<td>Asian and Pacific Island Languages</td>
<td>Other Language</td>
</tr>
<tr>
<td>--------------</td>
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<td>---------</td>
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<tr>
<td>&lt;$35,000</td>
<td>3,402</td>
<td>2,271</td>
<td>2,595</td>
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<td>$35,000 - $49,999</td>
<td>3,819</td>
<td>1,893</td>
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<td>1,030</td>
<td>1,383</td>
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<td>12.1%</td>
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<td>$49,000 - $74,999</td>
<td>1,613</td>
<td>730</td>
<td>1,013</td>
<td>153</td>
<td>474</td>
<td>566</td>
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<td>6.7%</td>
<td>4.7%</td>
<td>6.3%</td>
<td>2.9%</td>
<td>3.8%</td>
</tr>
<tr>
<td>$75,000 - $99,999</td>
<td>1,268</td>
<td>428</td>
<td>712</td>
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<td>222</td>
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<td>5.2%</td>
<td>2.7%</td>
<td>4.4%</td>
<td>1.5%</td>
<td>1.8%</td>
</tr>
<tr>
<td>$100,000 - $149,999</td>
<td>666</td>
<td>143</td>
<td>193</td>
<td>87</td>
<td>89</td>
<td>170</td>
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<td>2.8%</td>
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<td>1.2%</td>
<td>1.6%</td>
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</tr>
<tr>
<td>$150,000 - $249,999</td>
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<td>32</td>
<td>24</td>
<td>53</td>
</tr>
<tr>
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<td></td>
<td>0.7%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.6%</td>
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</tr>
<tr>
<td>$250,000 - $499,999</td>
<td>36</td>
<td>1</td>
<td>16</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>$500,000+</td>
<td>7,015</td>
<td>817</td>
<td>1,019</td>
<td>1,237</td>
<td>3,163</td>
<td>7,762</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11.2%</td>
<td>1.9%</td>
<td>2.4%</td>
<td>8.9%</td>
<td>7.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62,912</td>
<td>42,922</td>
<td>43,063</td>
<td>13,944</td>
<td>41,615</td>
<td>56,726</td>
</tr>
<tr>
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<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Language Spoken at Home

There are the following educational open-enrollment options for elementary school in those zip codes:
CCES will be non-sectarian in its programs, admission practices, employment practices and all other operations. CCES 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. CCES will prepare an educated citizenry for the 21st century

CCES’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 CCES:
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) as well as another language;
- 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. CCES’s educational philosophy: How learning best occurs**

In keeping with our respect for the ‘backward design’ technique\(^1\) 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 CCES, we have concluded that a constructivist approach to teaching and learning is the most effective way of developing student mastery of both Common Core and State standards and habits of heart and mind described as learning outcomes in this charter.

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\(^1\) *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.
1. **Model Schools.** The following table identifies schools with similar educational philosophies. These schools approach teaching and learning in the same way as CCES and provide evidence that this approach is successful with diverse learners.

<table>
<thead>
<tr>
<th>School</th>
<th>Demographics</th>
<th>Test Results</th>
<th>Statewide/Similar Schools Ranking</th>
<th>API all</th>
<th>API Hispanic</th>
<th>API Socsec Disadv</th>
<th>API ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi Cultural Learning Center</td>
<td>72% Hispanic, 6% African-American, 57% FRL 39% ELL</td>
<td>Proficient &amp; above on 5th gr CST ELA (73%) Math (58%)</td>
<td>4 / 4</td>
<td>787</td>
<td>763</td>
<td>745</td>
<td>742</td>
</tr>
<tr>
<td>El Sol Academy</td>
<td>96% Hispanic, 75% FRL, 69% ELL</td>
<td>Proficient &amp; above on 4th gr CST ELA (74%) Math (81%)</td>
<td>8 / 10</td>
<td>879</td>
<td>876</td>
<td>867</td>
<td>848</td>
</tr>
<tr>
<td>Escondido Spanish Immersion Palo Alto</td>
<td>32% Hispanic, 46% white 15% Asian 5% African American 11% FRL 18% ELL</td>
<td>Proficient &amp; above on 4th gr CST ELA (95%) Math (93%)</td>
<td>9 / 10</td>
<td>911</td>
<td>837</td>
<td>783</td>
<td>786</td>
</tr>
<tr>
<td>El Marino Elementary School, Culver City CA</td>
<td>31% Mult or NR, 30% White, 19% Hispanic, 16% Asian, 5% African American, 12% FRL, 15% ELL</td>
<td>Proficient &amp; above on 4th gr CST ELA (93%) Math (94%)</td>
<td>10/10</td>
<td>931</td>
<td>891</td>
<td>853</td>
<td>851</td>
</tr>
<tr>
<td>Ernest R. Geddes Elementary School, Baldwin Park CA</td>
<td>93% Hispanic, 4% Asian, 1% White, &lt;1% Asian American, 76% FRL, 56% ELL</td>
<td>Proficient &amp; above on 5th gr CST ELA (74%) Math (80%)</td>
<td>7/10</td>
<td>838</td>
<td>832</td>
<td>834</td>
<td>813</td>
</tr>
<tr>
<td>Central Elementary School, Banning CA</td>
<td>70% Hispanic, 11% White, 10% African American, 3% Native American, 2% Asian, 80% FRL, 39% ELL</td>
<td>Proficient &amp; above on 4th gr CST ELA (79%) Math (81%)</td>
<td>8/10</td>
<td>870</td>
<td>855</td>
<td>858</td>
<td>840</td>
</tr>
<tr>
<td>Cahuenga Elementary School, Los Angeles CA</td>
<td>59% Hispanic, 30% Asian, 6% Filipino, 3% African American, 1% White, 81% FRL, 62% ELL</td>
<td>Proficient &amp; above on 4th gr CST ELA (70%) Math (77%)</td>
<td>8/10</td>
<td>867</td>
<td>812</td>
<td>849</td>
<td>863</td>
</tr>
<tr>
<td>Adelante Spanish Immersion School</td>
<td>78% Hispanic, 17% White, &lt;1% African American, &lt;1% Asian, 52% FRL, 44% ELL</td>
<td>Proficient &amp; above on 5th gr CST ELA (76%) Math (93%)</td>
<td>6/10</td>
<td>813</td>
<td>788</td>
<td>774</td>
<td>766</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Demographics</th>
<th>Test Results</th>
<th>Sta/Sim Schools Rank</th>
<th>Constructivist approach to teaching/learning</th>
<th>Project-Based</th>
<th>Multiple Intelligences</th>
<th>API All</th>
<th>API Hispanic</th>
<th>API Socsec Disadv</th>
<th>API ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larchmont Charter School</td>
<td>60% White, 15% Asian, 15% Hispanic, 8% African American, 27% FRL, 12% ELL</td>
<td>Proficient &amp; above on 5th gr CST ELA (96%) Math (94%)</td>
<td>9/10</td>
<td>x</td>
<td>x</td>
<td>931</td>
<td>840</td>
<td>890</td>
<td>871</td>
<td></td>
</tr>
<tr>
<td>North Oakland Community Charter School</td>
<td>48% White, 30% Multiple or no response, 16% African American, 4% Asian, 2% Hispanic, 3% ELA, FRL not reported</td>
<td>Proficient &amp; above on 5th gr CST ELA (88%) Math (76%)</td>
<td>8/10</td>
<td>x</td>
<td>x</td>
<td>900</td>
<td>862</td>
<td>870</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Ethnicity</td>
<td>Proficiency &amp; above on Tests</td>
<td>5th gr CST ELA (Pct)</td>
<td>Math (Pct)</td>
<td>9/10</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>919</td>
<td>889</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>Open Charter School</td>
<td>36% White, 25% African American, 17% Hispanic, 17% Asian, 15% FRL, 9% ELL</td>
<td>Proficient &amp; above on 5th gr CST ELA (93%) Math (79%)</td>
<td>9/10</td>
<td>x</td>
<td>x</td>
<td>919</td>
<td>889</td>
<td>872</td>
<td>902</td>
<td></td>
</tr>
<tr>
<td>Edwin Rhodes</td>
<td>46% Hispanic, 26% White, 16% Asian, 3% African American, 20% FRL, 7% ELL</td>
<td>Proficient &amp; above on 5th gr CST ELA (96%) Math (97%)</td>
<td>9/10</td>
<td>x</td>
<td>x</td>
<td>933</td>
<td>890</td>
<td>889</td>
<td>876</td>
<td></td>
</tr>
<tr>
<td>Country Springs</td>
<td>38% Asian, 25% White, 16% Hispanic, 12% No Response, 2% African American, 5% FRL, 8% ELL</td>
<td>Proficient &amp; above on 5th gr CST ELA (93%) Math (87%)</td>
<td>10/10</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>935</td>
<td>876</td>
<td>849</td>
</tr>
<tr>
<td>University of Houston Charter School (TX)</td>
<td>39% African American, 34% Hispanic, 19% White, 9% Asian, 28% Econ disadvantaged, 2% ELL</td>
<td>Proficient &amp; above on 5th gr TAKS Reading (95%) Math (86%)</td>
<td>5/10</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery Charter School (Newark, NJ)</td>
<td>not reported</td>
<td>Proficient &amp; above on 5th gr NJ ASK ELA (91%) Math (82%)</td>
<td>6/10</td>
<td>x</td>
<td>x</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Enota Multiple Intelligences Academy (GA)</td>
<td>41% Hispanic, 38% White, 18% African American, 3% Asian, 65% Econ disadvantaged, 29% ELL</td>
<td>Proficient &amp; above on 5th gr CRCT ELA (95%) Math (81%)</td>
<td>5/10</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Visions Elementary School of Exploration and Discovery (NY)</td>
<td>52% Hispanic, 37% African American, 8% White, 3% Asian, 52% FRL, 17% ELL</td>
<td>Proficient &amp; above on 4th gr NYSAS ELA (74%) Math (80%)</td>
<td>7/10</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. **Research.** Evidence from research in the fields of cognitive science, brain function and education lead us to conclude that learning best occurs when educational programs:

1. Develop and implement curricula that is relevant, age appropriate and meaningful.
2. Create learning environments in which representations of world experiences and knowledge serve to 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, pp. 5, 1999)

3. Ensure teachers continually strive to teach students at their instructional level (ZPD-Zone of Proximal Development) based on ongoing formal and informal assessments.

4. Articulate and establish high expectations. Engage students in rigorous academic studies to continually improve their capacity and performance, reaching beyond their own perceived limits.

5. Model and guide early learners in developing high level thinking skills.

6. Consistently provide a variety of modalities for access to learning, including visual, auditory, and kinesthetic that inspire children to engage in ongoing practice of self-reflection and self-assessment, that facilitates their taking responsibility for their own learning.

7. Offer students a degree of choice in terms of what they read, what they write, and what they construct as evidence of having met learning objectives.

8. Incorporate language learning and multi-cultural education; celebrate and bring relevance to cultural and individual diversity with a commitment to equity, by providing open exchange of perspectives, talents, and ideas to include everyone and inspire educators, students, and their families to reach for the highest level of social, ethical and intellectual integrity.

9. Cultivate a caring community of learners, where teachers, parents, and students share dynamic interactions, build warm, trusting relationships and work together in a safe, stable, supportive learning environment where character development is taught and high moral/ethical behavior is recognized and celebrated.
Research underlying our program is summarized in the table below:

<table>
<thead>
<tr>
<th>Research</th>
<th>Dual Language</th>
<th>Integrated Curriculum</th>
<th>School Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jean Piaget</strong></td>
<td>The dual language model CCES is implementing integrates the best of bilingual</td>
<td>Different Ways of Knowing is based in constructivist learning theory. Students begin</td>
<td>School community members—including staff, parents, students and members of the</td>
</tr>
<tr>
<td></td>
<td>education for native Spanish speakers with second language acquisition for</td>
<td>by exploring what they already know, learn more through research, become experts, and</td>
<td>community at large—participate in school decision-making from the very beginning—</td>
</tr>
<tr>
<td></td>
<td>native English speakers. Language minority students (Spanish speakers)</td>
<td>make connections and reflect on applications of their learning. Students follow a</td>
<td>allowing them to construct meaning for themselves, make choices and decisions, and</td>
</tr>
<tr>
<td></td>
<td>develop literacy in their first language before acquiring their second,</td>
<td>learning process of Coming to Know, Showing you Know and Knowing you Know. CCES</td>
<td>be empowered to contribute. CCES staff and committees plan meetings and events that</td>
</tr>
<tr>
<td></td>
<td>resulting in higher levels of proficiency in both. Teachers differentiate</td>
<td>classrooms are student centered with accessible resources for independent and group</td>
<td>help parents understand and become familiar with the CCES philosophy and vision.</td>
</tr>
<tr>
<td></td>
<td>instruction for children at different levels of language fluency and</td>
<td>learning. Children move about the classroom to investigate, conduct research, and</td>
<td>During these events, parents meet as a whole group and in their child’s classroom to</td>
</tr>
<tr>
<td></td>
<td>literacy. CCES teachers have developed a literacy academic checklist for</td>
<td>collaborate with peers. CCES teachers use a developmental Benchmark Learning</td>
<td>engage in powerful learning activities that help them understand what and how their</td>
</tr>
<tr>
<td></td>
<td>each grade level to evaluate student progress year by year based on</td>
<td>Continuum to monitor student progress throughout his/her years at CCES</td>
<td>children are learning at CCES and how they can support them.</td>
</tr>
<tr>
<td></td>
<td>developmental benchmarks and State and National (Common Core) Standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Howard Gardner</strong></td>
<td>Language skills in two languages emerge by developing students’ multiple</td>
<td>Different Ways of Knowing integrates content learning with the visual and performing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>intelligences through interaction with things/ideas (musical instruments,</td>
<td>arts and fosters a variety of teaching strategies and learning styles and development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>visual arts media, storytelling/reading) and through instruction and</td>
<td>of multiple intelligences. Guided by teachers, students use the visual and performing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>coaching from “experts” in each intelligence. Opportunities to explore the</td>
<td>arts to enhance understanding and show what they know across all subjects. Teachers</td>
<td></td>
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<tr>
<td></td>
<td>media of each intelligence and to work with peer and adult “experts” is</td>
<td>team-teach at their discretion and provide instructional support in areas of expertise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>critical for learners to develop an intelligence.</td>
<td>with one another. Students work independently and in small and large groups. Artists-</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>in-Residence provide support for teachers and students.</td>
<td></td>
</tr>
</tbody>
</table>

The CCES school community recognizes and utilizes the knowledge, talents, and resources of every member of the school community. The CCES school community shares a set of values, beliefs, and behaviors, which create an environment that nurtures innovation and collaboration.
<table>
<thead>
<tr>
<th>Lev Vygotsky</th>
<th>Leslie Hart</th>
<th>Benjamin Bloom</th>
<th>Elliot Eisner</th>
</tr>
</thead>
<tbody>
<tr>
<td>When a task is too difficult to accomplish alone coaching is needed.</td>
<td>Children need time and many different learning experiences in order to develop structures in the brain that allow them to “make sense” or understand the ideas/concepts. The child’s previous experiences are considered when planning instruction.</td>
<td>To develop higher-level thinking skills, learners must be asked questions and encouraged to participate in activities that allow them to gain knowledge, comprehend, apply knowledge, analyze, synthesize, and evaluate.</td>
<td>The development of multiple forms of representation or symbol systems (i.e. numbers, words, pictures), to represent knowledge is an integral part of teaching and learning.</td>
</tr>
<tr>
<td>Dual language instructors are fully bilingual in English and Spanish. Classrooms are balanced between native English and Spanish speaking children, allowing for peer interaction and support. Beginning at kindergarten and first grade levels, Spanish is the primary language for a significant portion of the instructional day; English speakers look up to and are helped by the Spanish-language speakers; during English time, the situation is reversed.</td>
<td>Repetition and multiple experiences are key to developing language skills and new vocabulary. First graders for example, experience understanding of —what is a neighborhood through group discussion, reading stories, taking a neighborhood walk, creating maps, interviews with community helpers, journal writing, etc.</td>
<td>Children engage in experiences that build their language facility in order to think and reason in both languages.</td>
<td>Artistic experiences, in which students paint pictures to deepen understanding of concepts learned in social studies or through literature lead to richer, more detailed writing. By expressing and learning through the arts, students access vocabulary and language. This is especially helpful for students learning in a second language.</td>
</tr>
<tr>
<td>CCES provides teachers with professional development workshops and on-site coaching in the implementation of the arts-integrated curriculum. In addition, artist educators are available weekly to support arts integration goals and strategies. Students sit at tables, facing one another and engage in collaborative group work, take turns leading group activities, demonstrate learning through oral reports and presentations, and are assessed through Teacher/Student conferences.</td>
<td>The Different Ways of Knowing curriculum model begins with accessing students’ prior knowledge and building on it to deepen and check understanding. Social studies themes are reinforced through experiences in math, art, science, and music, for example.</td>
<td>Teachers are guides in the child’s learning process, asking questions and encouraging students to ask questions and discover their own answers through research and creative problem solving. Students learn math concepts and applications through MATH TRAILBLAZERS, a balanced mathematics program. CCES students learn the skills needed to conduct scientific investigations—observing, classifying, communicating, measuring, gathering data, predicting, and inferring. Higher-level skills include identifying and controlling variables, communicating data with charts, graphs, and tables, and designing investigations.</td>
<td>The arts are tools for learning and understanding in addition to demonstrating knowledge. Students at CCES learn in the arts in order to learn through the arts. Students use shape and form to describe systems, create movements to personify events in history, and draw pictures to understand symmetry and proportion.</td>
</tr>
<tr>
<td>Faculty, Staff, Board members all embrace a coaching approach to support each other (and bring in outside coaches as needed). Valuing continual growth and improvement, we seek to find our own and each other’s ‘zone of proximal development’ and tailor our coaching experiences accordingly.</td>
<td>During weekly assemblies children experience the meaning of becoming creative and productive citizens who exhibit CCES’s agreed upon behavior standards such as honesty, respect, listening and consideration, and responsibility.</td>
<td>School community members work together to guide the school’s program through a process of inquiry and problem solving utilizing school data to identify challenge areas in need of improvement. The emphasis in Challenge Committees is on long-range planning to achieve school goals.</td>
<td>School community members all embrace a coaching approach to support each other (and bring in outside coaches as needed). Valuing continual growth and improvement, we seek to find our own and each other’s ‘zone of proximal development’ and tailor our coaching experiences accordingly.</td>
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</tbody>
</table>
Nancy Cloud, Fred Genesee and Else Hamayan

Essential to the continuing success of a dual language program are administrative support and instructional leadership; a positive school environment; high quality instructional personnel with an instructional design promoting biliteracy; an ongoing program of professional development for teachers; a balance of English and Spanish speakers in each classroom; parent involvement, long-term parent commitment, and home-school collaboration.

Language minority students are integrated with native English speakers in an environment that explicitly values the language and culture of the student and that treats equally all students regardless of language or ethnic background. Teachers are certified and are bilingual in English and Spanish. Teachers openly engage in peer support activities to help each other improve language skills by correcting each other and discussing syntax and morphology of language. Teachers hold conferences with parents corresponding with reporting periods to discuss progress and are available daily by phone, voice-mail, and e-mail. CCES hosts a Portfolio Night so parents can fully understand internal assessments.

The Different Ways of Knowing curriculum features a discovery model in which students investigate deeply into enriching and engaging social studies themes. These themes are interwoven into learning in all academic subject areas and enriched through experiences in the arts. Because the content and learning process embedded in the curriculum is so engaging, it stimulates students to express themselves—in both their first and second language. CCES offers high quality professional development for teachers including full-day workshops, on-site coaching and support study sessions.

Frequent communication (in two languages) is sent home to parents to keep them informed and involved—school memos, newsletters, teacher correspondence, etc. Before parents enroll their children in the dual language program, they are required to attend information meetings and school tours to learn about the requirements of the program, the impact on their child’s learning, and parent commitment levels. Parent and community support is achieved through an inclusive school governance structure, professional development, monthly parent meetings and family events, and a shared vision among all school community members. In a home/school agreement parents are asked to commit to volunteering at CCES each year. Parent Education programs empower parents to be involved in the school.

Henry M. Levin

The Accelerated School is based on high expectations for students, powerful learning experiences, and empowering all members of the school community to achieve school wide goals.

Learning to read, write, and speak in two languages at or above grade level by fifth grade is the expectation of the dual language program in addition to mastering content learning in two languages for language arts, social studies, math, and science.

Students engage in hands-on, powerful learning experiences that are integrated and connected across all academic subjects and the visual, performing, and media arts.

Challenge Committees are created as needed to address areas of need thus giving all members of the school community an opportunity to be involved in the decision-making process and contribute their expertise. CCES ensures parent involvement in the governance of the school through a Family Council and Site-Based Council of elected representatives. Students are involved in decision-making through a Student Council, organized by faculty members.

Lois Bridges

Assessment is continuous and informs every aspect of instruction and curriculum; integrated with learning; involves what students know, do, and how they use what they know to learn more; is developmentally and culturally appropriate; invites collaboration among teachers, students, and parents

Literacy goals are assessed using a continuous progress record, which drives instructional decisions. Children reflect on both the process and content of their learning both orally and in journals

Many different tools are necessary to document children’s development, to keep students and parents apprised of progress, and to publicly account for setting and meeting high standards. These tools include: portfolios, ongoing teacher observation, exhibition projects, student-led conference, peer conferencing, parent/child/teacher interviews, and maintaining a Continuous Progress Record.

Analysis of this data reveals progress being made toward learning benchmarks and outcomes. Using this information, teacher teams identify their own needs for improvements in curriculum and instruction and identify appropriate professional development to address their needs. The data also provides direction for the CCES Board to create new policies and/or structures that support teaching and learning.
D. Goals to Enable Students to be Self-Motivated, Competent, Life-Long Learners

CCES originated from the dedication of a group of educators and former Larchmont Charter School (LCS) Board members who were inspired by the progress LCS was making toward achieving its vision of a smaller, alternative learning community in which all involved develop as 1) self-motivated, 2) competent, and 3) lifelong learners. A confluence of resources in the form of skilled individuals, funds, and a growing number of families seeking a diverse neighborhood school has given rise to the conviction that CCES can meet the objective of enabling students to develop these three qualities and meet other, specific academic goals.

- **Developing self-motivated learners:** CCES believes that self-motivation requires students to internalize the benefits of learning. CCES 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 academic projects that have personal meaning to them. By beginning with each student’s interests and questions, CCES can provide students with the means of making connections between their studies, themselves and life beyond the school’s walls. Furthermore, CCES’s emphasis on technology-enhanced educational experiences such as virtual 3-d investigations, interactive game-based learning, and multi-resource online activities will both engage students in the moment, and establish an intellectual exploration of technology-enhanced learning that will continue to serve students in school and outside, for years to come.

- **Developing competent learners:** The “Backward Design” approach that teachers will take in creating all lessons and curriculum, coupled with Data Driven Instruction efforts that guide teachers in refining their pedagogy in light of student assessment information, will ensure that learning objectives are met by students. In addition, the constructivist and project-based teaching methodologies require students to reflect after formative assessments, a practice considered essential in improving student’s understanding of the way they learn best. 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:** A lifelong learner is one who has both the interest in and the ability to continue to learn outside a formal school setting. Our program as described above in the context of developing competent and self-motivated learners is also expected to inspire lifelong learning. As described above, CCES’s thoughtful use of technology will serve students well as they will develop as independent learners who can use free online resources to teach themselves as older students and well into adulthood.

Additional academic goals include mastery of the Common Core and California State Standards, and the school’s definition of an educated person. All curriculum designs are directly aligned to the Common Core and California State 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 below in sub-section).

E. Description of the Learning Setting

Minutes of Instruction Assurances

The CCES daily schedule and annual calendar amounts to more than the minimum number of instructional minutes set forth in Education Code § 47612.5, and more than the required number of 175 school days. Furthermore, CCES will comply with the Education Code Section 51210(g) requirement of 200 minutes of physical education every 10 days for students in grades 1-6. See tables below in sub-section Daily Schedule that analyze schedule and calendar, confirming instructional minutes.

Proposed school calendar for 2013-2014

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

Holidays
- Labor Day: Sept 2
- Back to School Night: Sep 12
- Rosh Hashanah: Sep 5
- Fall Conference: Nov 18-20
- Thanksgiving: Nov 22
- Martin Luther King Day: Dec 23
- 3rd School Semester ends: Jan 15
- Graduation Day: Jun 11
- President's Day: Feb 17
- Winter Break: Dec 23 - Jan 3
- Second Semester begins: Mar 7
- Non-School Day: Feb 14
- Last Day of Instruction: Jun 11
- President's Day: Feb 17
- Martin Luther King Day: Jan 20
- Spring Break: Mar 31
- Memorial Day: May 26
- Last Instructional Day: Jun 11

Daily Schedule

8:20-8:40 Breakfast
8:50 - 9:00 Circle Time Opening Day
9:00 - 10:30 Language Arts / Literacy / Readers and Writers Workshop
10:30 - 10:50 Snack / Recess
10:55 - 11:55 Math
12:00 - 12:35 Lunch / Recess
12:40 - 2:15 Projects / Science / Social Studies
2:20 - 3:10 PE (2 - 3 days) / Arts Rotation
3:15 - 3:30 Circle Time End of Day
(320 minutes)

Friday Schedule
8:20-8:40 Breakfast
8:50 - 9:20 All School Community Meeting
9:25 - 10:30 Language Arts / Literacy / Readers and Writers Workshop
10:30 - 10:50 Snack/Recess
10:55 - 11:55 Math
12:00 - 12:35 Lunch/Recess
12:40 - 2:00 Projects / Science / Social Studies
2:05 - 3:00 PE (2 - 3 days) / Arts Rotation
3:05 - 3:30 Circle Time End of Day
(320 minutes)

Shortened Day Schedule
8:20-8:40 Breakfast
8:50 - 9:00 Circle Time Opening Day
9:00 - 10:30 Language Arts / Literacy / Readers and Writers Workshop
10:30- 10:50 Snack/Recess
10:55 - 11:55 Math
12:00 - 12:35 Lunch & Recess
12:40 - 1:50 Projects / Social Studies / Science
1:50 - 2:00 Circle Time End of Day
(240 minutes)

Conference Day Schedule
8:20-8:40 Breakfast
8:50 - 9:00 Circle Time Opening Day
9:00 - 9:50 Math
9:50 - 10:45 Projects / Social Studies / Science
10:45 - 11:05 Snack / Recess
11:10 - 12:10 Language Arts / Literacy / Readers and Writers Workshop
12:10 - 12:45 Lunch & Recess
12:50 - 1:00 Circle Time End of Day
(185 minutes)
<table>
<thead>
<tr>
<th>Type of Day</th>
<th>Instructional Hours</th>
<th>Code</th>
<th>Number of Days</th>
<th>Instructional Minutes Per Day</th>
<th>Total Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Day</td>
<td>8:50-3:30</td>
<td>X</td>
<td>135</td>
<td>320</td>
<td>43,200</td>
</tr>
<tr>
<td>Shortened Day</td>
<td>8:50-2:00</td>
<td>S</td>
<td>36</td>
<td>240</td>
<td>8,640</td>
</tr>
<tr>
<td>Conference Days</td>
<td>8:50-1:00</td>
<td>C</td>
<td>6</td>
<td>185</td>
<td>1,110</td>
</tr>
<tr>
<td>Staff Development</td>
<td></td>
<td>SD</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Holiday</td>
<td></td>
<td>H</td>
<td>27</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>52,950</td>
</tr>
</tbody>
</table>

### Required Instructional Minutes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>34,971 minutes</td>
</tr>
<tr>
<td>Grades 1 through 3</td>
<td>48,960 minutes</td>
</tr>
<tr>
<td>Grades 4 through 8</td>
<td>52,457 minutes</td>
</tr>
<tr>
<td>Grades 9 through 12</td>
<td>62,949 minutes</td>
</tr>
</tbody>
</table>

As a result of this scheduling, all students will experience 52,950 minutes of instructional time (not including lunch, recess, snack or passing period time), surpassing the required minutes for grades K-5. See above two (2) tables that summarize days and minutes at our school and state requirements by grade.

**A Typical Day**

All faculty will be in their offices or classrooms by 8 AM Tuesday-Friday. On Mondays they will be in a full faculty meeting focused on PD, data and action research, led by the Principal. All ‘administrative’ information dissemination will be done via internet in order to maximize efficient use of school time. On other days, faculty may schedule grade level or subject specific meeting topics during this time of day. Alternatively, they can meet with students to provide additional academic support, or prepare for the day, communicate with parents to discuss a particular student’s success and struggles, or collaborate with other teachers and administrators. Students who need to be at school prior to 8:50 will be in the library or technology center (supervised by a librarian and/or technology instructor), quietly studying, reading or otherwise occupied in their schoolwork, or playing freely in the gym (if on-site) and/or playground (weather permitting) under the supervision of aides. Administrators will be either in their offices attending to operations-related needs or circulating the campus to speak with students and parents as they arrive on campus.

At 8:50 the school day will begin and all students will begin a class meeting, except for Friday when this community-building time is extended to a Full School Meeting. The school day begins
with a circle time during which the day is introduced. Songs may be sung and music may be played. There are three possible main topics of discussion during this 10-20 minute period of time: character education, community service or cultural education. The character education piece involves the implementation of activities that utilize the UCLA Lab School’s Cool Tools program or a theme-based discussion that utilizes the Ojai Foundation’s Council process. The community service piece will encompass the planning of and then reflection upon a project of the class’s choosing (with faculty guidance) each semester. The implementation of the community service project will involve 1-2 half day-long field trip/s that occur/s after the shortened day’s (Tuesday) academic schedule has ended. The cultural education piece will involve families of students at the school and provide opportunities for students to share their cultural heritages, traditions, beliefs and celebrations.

Students will then segue to the Language Arts/Reading/Writing block. These courses will comply with the school’s active learning strategies in the block schedule (described in Element 1, Section F).

Administrators will be regular visitors in the classrooms; they will observe students and teachers and take copious notes to review with faculty later. Administrators will also be communicating with parents on an as-needed basis to ensure all are working together to help the students succeed at school. In addition, they will be attending to the components of effective school operations, compliance and community building, including meeting with stakeholders such as Board members, Site-Based Council members and parents.

After the first core course, students will transition to a staggered 15-20 minute recess/snack period that will enable the young students to get fresh air, eat a healthy snack, enjoy exercise and stretching and return to class, refreshed and ready to learn. During this time, aides and volunteers will supervise students while faculty take a moment to reflect on student learning and alter upcoming lesson plans in response to specific student needs.

Following the recess period, students will experience either an hour of Math, an hour of PE or an Arts rotation, or a 95 period of interdisciplinary project-based learning with an alternating emphasis on social studies or science. To transition students from recess to academic (math or projects) investigations, one of several activities will be implemented: a hands-on mathematics lesson or CGI problem-solving experience, OR a Read-Aloud or student-chosen literature selection that is associated with a project-based learning experience. In this manner, students will calm down, quietly begin examining an interesting problem (math) or an interest of their own (reading material, project-based exploration), and transition from free play to focused inquiry.

To allow a staggered lunch period, different grade levels will have a different rotation of these blocks. It should be noted that, just as during recess, faculty will have the lunch period to meet or reflect on student learning and prepare for upcoming lessons. It should also be noted that all volunteers, aides or staff that supervise students during recess and lunch will experience
regular Professional Development related to our school culture and community norms to ensure students treat each other kindly and respectfully during their ‘free’ time.

At 3:30, students may leave campus or remain in a subsidized after-care program or a fee-based enrichment program that is implemented on campus through partner organizations to provide students with a variety of extra-curricular learning opportunities until 6:00.

The school day of administrators rarely ends when the students leave campus. There are myriad of after-school and evening meetings that may occur including Board meetings, orientation meetings and family education events. However, in keeping with the school’s valuing of all its community members, it is expected that most evenings will be free of meetings to enable administrators and faculty to spend quality time with their loved ones, just as we hope our students will enjoy their evenings with their families.

F. Instructional Design and Methodologies

We intend to utilize a variety of instructional methodologies to ensure all students are achieving academic success and developing the qualities CCES deems essential for an ‘Educated Person’:

1) Data Driven Instruction: Teacher inquiry and research to guide curriculum development and pedagogical choices
2) Backward Design and Multiple Assessments
3) Family participation and community involvement in the educational process
4) Constructivism
5) Project-Based Learning
6) Problem-Based Learning
7) Looping

The seven strategies listed above and described below are critical to effectively serving the diverse population that CCES 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. However, these strategies are also particularly effective for language learners - who will represent a significant portion of our projected student population, whether they are learning English in our English-only program or learning additional languages in our Dual Language Program. Karen Carrier in, “Key Issues for Teaching English Language Learners in Academic Classrooms,” (Middle School Journal, November 2005) identifies three key issues ELLs face in the academic classroom:

2 This Charter describes two programs - a standard track comparable to the programs our team has implemented at Larchmont, Valley, Los Feliz and Citizens of the World AND a Dual Language Immersion Track. While the charter focuses on Spanish, we may want to expand to other languages as the need and demand arises in our matriculating students.
The CCES instructional model addresses all three of these issues directly. Students are afforded extra time through the block schedule longer block periods allow teachers to frontload key vocabulary and concepts, and engage in multiple modes of instruction within one class period, therefore meeting the needs of diverse learners. The very nature of a constructivist education is designed to be student centered and build on student interests and prior knowledge. This approach will allow the teacher to easily tailor the learning experiences to individual students, and to allow students to acquire new content at a pace that is appropriate for them. Finally, the ELL student’s need for multiple modes of input and output is directly addressed by problem-based learning, which provides students with real-world applications and built-in visuals and realia to contextualize new learning.

1. **Data Driven Instruction**

Our instructional program will be driven by student data through two distinct data analysis processes: Administrator-led Data Conferences and teacher-led action research.

a) **Data Conferences**

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. For example, the school may implement diagnostic assessments such as the NWEA MAPS or Pearson G•RADE and G•MADE. The selected 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 either have access to standards-based test item banks, 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 technology accelerator (to be determined) such as spreadsheets (e.g. Excel) and data management systems (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.

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.

b) Action Research
All teachers will participate in collaborative action-research in their classrooms to make informed decisions about assessment, curriculum, pedagogy, and student services. Our definition of action research is “a process in which participants systematically examine their own educational practice using the techniques of research, for the purpose of increasing learning of students, their teachers, and other interested parties.”

Rather than send teachers to a variety of informative yet disconnected professional development seminars throughout the year, CCES will place teacher inquiry, research and student assessment data at the center of its professional development model. Informally, teachers will look at student work and questions in order to inform their instructional practice. Formally, teachers will be trained to take an analytical approach to teaching, learning, and the analysis of student assessment data. Teachers will act as researchers in their classrooms to test hypotheses, gather data, and draw conclusions about their instructional practices. Teachers will then be expected to base their pedagogical decision-making on collective research and to share best practices regularly both within their grades and across grades with their department.

The five steps to action research include:

1. Problem Identification

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3 Since the process of becoming National Board Certified for teachers is “similar to action research” according to the nbpts.org website, CCES will support teachers in every way possible in their pursuit of National Board Certification and will consider this pursuit to be the fulfillment of this instructional methodology goal.
We focus on teacher research because implementing this model of teacher development has three necessary outcomes. First, our educational program will be focused on students needs, constantly modified in response to research findings. Second, our teachers will form a true community of learners as they take a more reflective and analytical approach to their instruction. Third, by supporting teachers who wish to become published researchers, we may begin to bridge the gap between educational theory and classroom practice.

Benefits of action research include:
• Creates a system wide mindset for school improvement – a professional problem-solving ethos.
• Enhances decision making – greater feelings of competence in solving problems and making instructional decisions. In other words, action research provides for an intelligent way of making decisions.
• Promotes reflection and self-assessment
• Instills a commitment to continuous improvement
• Creates a more positive school climate in which teaching and learning are foremost concerns
• Impacts directly on practice
• Empowers those who participate in the process. Educational leaders who undertake action research may no longer, for instance, uncritically accept theories, innovations, and programs at face value.
• Promotes student achievement

2. Backward Design and Multiple Assessments
CCES 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: Using educational standards and additional goals, teachers will determine a three-tiered hierarchical set of learning expectations:
   a) Information and skills worth being familiar with
   b) Important knowledge and skills
   c) Enduring understandings

5 Adapted from the St. Louis Action Research Evaluation Committee
Teachers will 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 forms of evidence that can be assessed throughout the unit of study and include: informal checks, observation/dialogue, 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) Plan learning experiences and instruction: Now that the learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals.

Backward design of instructional units is a critical precursor to differentiating 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. In the backward designed environment, teachers are knowledgeable about their curriculum and “can more effectively support the academic language development of our ELLs” by providing them with “the main ideas, the content specific vocabulary, and the sentence structures related to upcoming lessons.” (Carrier, 2005). Furthermore, that intent of Backward Design is to build units that focus on meaningful, real-world, and authentic content. Such content has been shown to better engage middle-level learners as well as students in minority subgroups (Mayday, 2008).

3. 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 and Spanish (and any other languages found to be the Home Language of our students), 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 preschool age children to enable them to help their children develop in mathematics and language arts before they reach our school. Through partnerships with community-based organizations, we will build an adult education component that will serve the needs and desires of parents and community members in reaching their own academic and career goals. CCES 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
Upper Elementary students will co-lead, with their teacher, a conference two times a year in order to demonstrate complete understanding of their academic achievements, challenges and plans. Primary students will take part in the second conference of the year.

• Parent volunteers
Parents will always be welcome and encouraged to volunteer in the classroom, 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 CCES, a degree of parent involvement will be requested. This arrangement will be made 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. CCES recognizes that parents cannot be mandated to volunteer at the school site. Furthermore, CCES recognizes that parents do not necessarily have time to give to the school and will never attempt to place a hardship or burden on families (nor will it determine enrollment status).

• Family Committee & Site-Based Council (“Site Board”)
All parents and guardians will be considered voting members of the Family Committee (FC). They will vote for parent representatives to the Site-Based Council. The parent representatives will then be responsible for working with the Principal to set up Town Hall style meetings as needed to ensure parent concerns are aired and addressed and to communicate school events, policies and news.

This council is based on similar structures that exist in schools that share educational goals, curricular choices and student demographics. The Aspire Schools and a collection of successful, rigorous schools in Arizona provide the main models for this council, which we define as follows:

The Site-Based Council is a policy-making, advisory body that determines all items related to school operation. The Site Council includes an equal number of teachers and parents (representing each grade level) and will report directly to the principal, only
reporting directly to the Board when encountering serious, unresolved issues. An individual Board member will be publicly identified as the Council’s main contact should Board attention be desired. The council:

- acts as an initial discipline review board;
- addresses school safety issues;
- reviews parental concerns;
- determines budget priorities; and
- sets policies that are unique to the school.

4. Constructivism
CCES teachers will implement learning experiences grounded in constructivist learning theory, as described in previous sections of this charter. Numerous independent researchers have documented the success of the constructivist model of education with historically underserved populations, including at such schools as Sanger Academy Charter School in Sanger, Discovery Charter School in Newark, NJ, and the model schools on page 16. These schools and countless others have long demonstrated that when children from disadvantaged neighborhoods, including recent immigrants and ELL, are given the opportunity to attend a school like CCES, 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 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.

It should be emphasized that CCES believes that guidance 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.” Student discussion is essential to learning since the mental processes involved in formulating one’s thoughts into words contribute to development and concept-formation. However, research has shown that purely discussion-based or collaborative learning can be ineffective if no student acts as a capable guide, if students treat each other with disrespect, or if students are reluctant to share their thoughts (Lewis, C. 1999). CCES is aware of these potential problems and intends to sidestep them by always ensuring that appropriate guidance is taking place. One way is to model effective cooperative group and conflict resolution strategies, such as those used in programs such as Cool Tools (gseis.ucla.edu), Tribes (tribes.com) and Council (ojaifoundation.org).
Furthermore, 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* 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)

*Source: Lesh et al. (2003)*

This active engagement of students in their own learning through highly structured yet creative learning experiences is the foundation of the CCES understanding of constructivism.
5. Project-Based Learning

We define project-based learning (PjBL) as a curricular and pedagogical strategy that organizes learning around projects. In this framework, students are involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, receive feedback and incorporate the feedback; they are guided by teachers’ facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained, which fulfill explicit educational goals (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999). The effectiveness of this approach has “led to recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned ‘schoolwork’ with its emphasis on comprehension, to student-initiated, goal-driven, independent, ‘intentional learning’ models with an emphasis on knowledge building (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991; quoting Thomas, 2000).

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

Furthermore, PjBL aligns well with a standards-based curriculum. Educators in several research studies (Dresden & Lee, 2007; Helm & Gronlund, 2000; Schuler, 2000) have demonstrated that standards can easily be met using the Project Approach, and Dixon (2001) found that even some standards that had not been included in the original plan were addressed when the Project Approach was implemented.

In order for us to consider a PjBL project, its central activities must involve the transformation and construction of knowledge (by definition: new understandings, new skills) aligned to state standards on the part of students (Bereiter & Scardamalia, 1999). If the central activities of the project represent no difficulty to the student or can be carried out with the application of already-learned information or skills, the project is an exercise, not a PjBL.

Our teachers will use preexisting curricular materials and also develop their own projects and lessons that are aligned to state standards. Their process will follow two basic steps:

1) BEGINNING OF UNIT: Teacher elicits questions and problems from students and rephrases as needed to pose developmentally-appropriate challenging questions or problems that become the “driving” question for the project (Krajcik, Blumenfeld, Marx, & Soloway, 1994; Marx, Blumenfeld, Krajcik, Blunk, Crawford, Kelly, & Meyer, 1994).
2) PROJECT TIME EACH DAY: In line with the “master-apprentice relationship,” VCES’ teachers will then “scaffold” instruction: breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991).

In the first step, teachers have a broad interdisciplinary topic in mind, with a rubric of learning goals aligned with state standards (for example, history of California for 4th grade or a FOSS module on Air and Weather for 1st grade that involves maps and weather). By beginning with discussion, teachers allow students to express their curiosity and interests, as well as their past knowledge. This allows the teacher to tailor projects for multiple points of entry, as some students may already know a great deal about the topic and wish to explore in greater depth while other students may have a very broad question in mind.

In the second step, students have honed their “driving” question, and begin to work individually or in small groups of students who share the same “driving” question. During the project time of the day, the students experience a variety of lessons, sometimes in whole class instruction and sometimes one-on-one and sometimes in a small group, depending on their needs. This is a time of independent inquiry, supported by scaffolded, differentiated instruction.

Through this form of project-based instruction, we will create a self directed learning environment in which teachers are facilitators and students are learners and doers.

It should be noted that teachers will learn effective PjBL at no additional cost to the school. It is essential that the Principal be an expert in PJBL and excellent, free, online resources will form the basis of professional development (pbl-online.org).

6. Problem-Based Learning
CCES intends to infuse problem-based learning (PBL) experiences into the classroom as much as it is appropriate to do so because it is entirely consistent with a constructivist approach to teaching and learning. CCES accepts the definition of PBL advocated by the Project on the Effectiveness of Problem Based Learning (PEPBL). This consortium of educational researchers organized by professors at England’s Middlesex University, established criteria for defining the PBL instructional model in 2000 as follows:

- 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 study, 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)
Research thus far indicates that PBL is effective with diverse students in the K-12 context. In K-12 science instruction, for example, research has supported that problem-based instruction benefits *English Learners* significantly (Amaral, Garrison, & Klentschy, 2002; Bredderman, 1983; Gibbons, 2003; Valadez, 2002). As students move beyond primary grades and into middle elementary and middle school, the impact of problem-based learning is even more significant. 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).

7. Looping

After examining research and speaking with parents and teachers at model schools, we have concluded that ‘looping’ - process whereby students stay with the same teacher for two years in a row - will be implemented. Our K and 5th grade teachers will not loop, and looping will, therefore begin in 1st grade.

To summarize the benefits of looping:

- Students experience increased comfort with school during the looping cycle
- Closer relationships exist among teachers, parents, and students
- Students experience consistent and established discipline and management systems
- Students receive academic benefits
- Teachers have a better ability to meet students’ needs, both academic and social

6 Despite these findings, effective PBL practices are generally lacking in schools that serve lower SES populations (Banks & McGee Banks, 1989; Chamot, 1983; Jones, 1985; Kessler, Quinn, & Fathman, 1992).

Research attesting to these benefits is described below:

**ACADEMIC BENEFITS**

- Teachers gain extra teaching time. “Getting-to-know-you” time becomes virtually unnecessary during the second year.
  
  *We don’t lose several weeks each September learning a new set of names, teaching the basic rules to a new set of students, figuring out exactly what they learned the previous year; and we don’t lose weeks at the end of the year packing students back up.* (Ratzki, 1988).

- Teacher knowledge about a child’s intellectual strengths and weaknesses increases in a way that is impossible to achieve in a single year.
  
  *I had watched my students’ skills emerge and solidify. I was able to reinforce those skills in a style that was consistent over two years.* (Jacoby, 1994).


  *Standardized test scores have gone up since the school opened six years ago. While these results can’t be linked to a particular program, certainly program consistency is one contributing factor.* — Joe Belmonte, principal, in Multi-Year Education: Reaping the Benefits of Looping. (Checkley, 1995b).


  *According to Maryann Pour Previti, principal of Worcester (MA) Central Catholic Elementary School, the teachers spending two years with the same students are “the happiest people in my building.”* (Burke, 1996).

- Multi-year teaching offers tremendous possibilities for summertime learning, such as summer reading lists, miniprojects, and field trips.
The thought of being able to ‘keep the ball rolling’ during the summer recess seemed a logical and educationally sound idea. (Killough, 1996).

SOCIAL ADVANTAGES

■ Students have reduced apprehension about the new school year and the new teacher after the first year. (Hanson, 1995; Checkley, 1995a).
  *This is the best first day of school. I can be with my teacher from last year. I can see my friends. I like school.* — Larry, a fourth grader (Hanson, 1995).

■ Students reap benefits from time spent on developing social skills and cooperative group strategies in subsequent years. (Hanson, 1995).
  *After being together for two years, some of the kids I didn’t know as well, or get along with as well, I get along with better now than I did before.* — Jason, an eighth grader (Grant, et al., 1996).

Looping permits students to get to know one another well, facilitating social construction of knowledge. (Zahorik and Dichanz, 1994).
  *Students are better able to resolve conflicts and they are more skillful in working as team members to solve problems.* (Hanson, 1995).

■ Long term relationships result in an emotional and intellectual climate that encourages thinking, risk-taking, and involvement. (Marzano, 1992; Zahorik/Dichanz, 1994).
  *The students have learned to take risks because they trust each other.* — April Schilb, teacher (Checkley, 1995).

■ English language learners adjust to their new school and become comfortable with their teacher, developing confidence in their newly acquired language. (Haslinger, Kelly & O’Lare, 1996).
  *They [the students] begin to share stories and customs from their countries, resulting in global understanding and respect among all the students.* (Haslinger, Kelly & O’Lare, 1996).

■ Looping encourages a stronger sense of community and family among parents, students, and teachers. (Checkley, 1995).
  *It’s a big school, and having the same parents for two years makes it easier to think of the school as a neighborhood school, because you get to know the families that much more.* — Phyllis Sisson, teacher (Grant, et al., 1996).

■ Parents embrace looping once they understand its benefits.
  *It was a very pleasant experience. I just hope the rest of our school years can be as nice as this one has been.* — Sheila Green, parent (Grant, et al., 1996).
G. Curriculum – Scope and Sequence
In designing the elementary school curriculum, CCES educators will utilize the ‘backward design’ approach. The ends will be the learning goals enumerated in the Common Core and California state standards as well as school-designed outcomes derived from our definition of an educated person.

CCES believes that certain textbooks and published curricular materials are essential as guiding resources in core courses, but all educators should be given the support and freedom to bring additional resources into the classroom in order to provide curriculum that is appropriate in meeting student needs.

Process for Selecting Curriculum, Materials, Instructional Activities
Curriculum, materials, and instructional activities will be selected by a committee of teachers (self-selected) after a minimum of a year-long study and analysis. All materials that will be considered primary resources must be able to be aligned to Common Core and California state standards. They must also be compatible with the school’s emphasis on:

- Student-centered, active learning strategies,
- problem-based and project-based learning,
- Spanish\(^8\) language editions,
- cognitive science research that proves the curriculum and its recommended pedagogical methods develop conceptual and in-depth understanding, and
- multiple assessments, including projects.

Secondary, or enrichment, resources can be chosen at the discretion of the teacher, with Principal approval and must be used in a way that is compatible with the school’s educational philosophy. The curriculum for the first years of the school has been chosen and includes:

- **LANGUAGE ARTS:**
  - Leveled books (Heineman, publisher)\(^9\)
  - Authentic literature choices (see footnote 8);
- **SOCIAL STUDIES:** Different Ways of Knowing (Galef Institute, publisher)
- **MATHEMATICS:** Math TrailBlazers (Kendall Hunt, publisher)
- **SCIENCE:** Full Option Science System developed by Lawrence Hall of System (Delta Education, publisher)
- **ARTS (DRAMA):** selected plays and speeches to be chosen by faculty in keeping with student interests/culture

What follows are the descriptions of all core courses (Language Arts, Social Studies, Mathematics, Science) and our Dual Language Immersion Program.

\(^8\) For our dual language immersion program/s, the target language.

\(^9\) Book titles and authentic literature titles can be found online at:
http://readingandwritingproject.com/resources/classroom-libraries/current-classroom-libraries.html
Language Arts Curriculum

CCES has adopted as our core reading and writing curriculum the nationally-acclaimed, widely-respected Columbia University-based Teachers College Reading & Writing Project (TCR&WP), directed by Lucy Calkin, published by Heineman.\(^\text{10}\) Acquisition and application of oral, reading, writing, and comprehension skills [in English for the English-only track and in both languages for our Dual Language program] are considered during instruction of social studies, science, math, and the arts. Through a print-rich environment, we will provide a balanced literacy program that includes oral language development, reading and writing, decoding and encoding skills (phonics, structural analysis of words and sentences, sight vocabulary, context analysis, visual clues, use of references), and comprehension skills in multiple content areas. Word Study will be developed using Month-by-Month phonics, Word Walls, and teacher-created lessons using the California State Standards and Common Core standards as a guide.

This balanced literacy approach in reading is designed around the following major components:

- **Read Aloud**: The teacher reads aloud to the children from a carefully selected body of literature. Students interact through a variety of strategies such as turn and talk, stop and jot, sketch to stretch, and symphony of talk.
- **Shared Reading**: The teacher and children read in unison, usually from an enlarged text. Text is written on the instructional level for most students.
- **Guided Reading**: The teacher guides a small group of readers who are on the same instructional level, to talk, think, and question their way through a book.
- **Mini-lesson**: The mini-lesson is the direct teaching component of reading workshop. Each daily mini-lesson begins with a connection to a previous lesson. Modeling is employed to teach process strategies that enable students to read with greater accuracy, fluency, and comprehension. Students are given opportunities to practice what has been taught in the mini-lesson with teacher support.
- **Independent Reading**: Children read self-selected reading material at their independent reading level and practice the mini-lesson topics taught. Teachers conference with students and provide individual instruction according to the reading needs of each student.
- **Sharing**: Students talk to one another to share what they have been working on in their own reading in order to process their thoughts and gain insight from each other.

Writing workshop incorporates the following major components:

- **Mini-lesson**: The mini-lesson is the direct teaching component of writing workshop. Each daily mini-lesson begins with a connection to a previous lesson. Modeling is employed to teach process strategies that enable students to write with greater focus, content, style, organization and correct conventions. Mentor texts are used to provide professional models of writing. Students are given opportunities to practice what has been taught in the mini-lesson with teacher support.
**Independent Writing**: Children write pieces on self-selected topics and practice the mini-lesson topics taught. Students work on the various stages of the writing process including drafting, revising, and editing. Teachers conference with students and provide individual instruction according to the needs of each student.

**Sharing**: Students talk to one another to share what they have been working on in their own writing in order to process their thoughts and gain insight from each other.

Educational leaders and teachers at Multicultural Learning Center (a dual language immersion program in Canoga Park) and Los Feliz Charter School for the Arts (a constructivist, project-based program in Northeast Los Angeles) have begun sharing their expertise in aligning this program to Common Core and California State Standards and will provide professional development and mentorship to CCES faculty prior to school opening and throughout the first years of the school.

For our Dual Language (two-way) Immersion program, we will be guided by the Multicultural Learning Center and for our standard English-only language arts program, we will follow the published TCR&WP program, modified as needed to ensure Common Core and California State standards (under the guidance of Los Feliz Charter School for the Arts staff who attended workshops in August 2012 at Columbia University and are qualified to disseminate the information to us).

This Reading curriculum draws upon more than 17,000 leveled reading books in both English and Spanish. We have begun collecting these books and will continue throughout the years of the school to compile a sizable library for our students.

CCES will use the Units of Study for Primary Writing Grades K-2 and Units of Study for Writing Grades 3-5, also created by TCR&WP for our core writing curriculum.

**A note on Dual Language and English Language Arts**

For students in our Dual Language Immersion Program, Language Arts means developing language skills in two languages simultaneously. Multicultural Learning Center teachers have aligned the Units of Study for both Readers and Writers workshop at each grade level with the California reading and writing standards for English Language Arts as well as ELD Standards and the Common Core standards. The curriculum units will be implemented in Spanish in Grades K-2 and in both languages beginning in third grade. In addition, primary (K-2) teachers will use Cancionero, to develop early literacy skills and phonemic awareness in Spanish. The goal of the K-2 program is to build literacy in Spanish and solidify the basics of reading and writing skills while building vocabulary in both Spanish and English. Beginning in second grade, non-transferable English Language Arts standards are introduced and continue to be taught throughout the grades. *Appendix One* includes charts demonstrating the transfer of literacy acquisition between Spanish and English.

**Reader’s Workshop and Writer’s Workshop**

The program design allows students to read and write at their own level and continue to grow and develop literacy skills in two languages (if in our Dual Language Program) and in English-
only (if in our English-only program). For our Dual Language program, Readers and Writers Workshop is taught in Spanish in grades K-2 and in both languages beginning in third grade.

The Reader’s and Writer’s program provides teachers with strategies, units of study, and mini-lessons to teach grade level language arts standards in a comprehensive and meaningful way. Components of this balanced literacy program include:

- Mini-lessons to demonstrate literacy strategies
- Independent reading and writing time
- Reading and writing with partners
- Small group instruction (guided reading, strategy lessons, special interventions)
- Shared reading and interactive writing (teacher engages in reading or writing with students)
- Word study (phonemic awareness, letter representation, pre-fixes and suffixes, word families, spelling and vocabulary)
- Collaborative reading structures (reading clubs, reading centers)
- Sharing and publishing writing
- Ongoing student assessment of reading and writing skills and,
- Development Reading at Home Program*

*Parents are asked to sign an agreement at the beginning of each school year to support their child’s reading success—failure to sign this agreement or adhere to its principles will have a negative impact on a child’s success in reading. Parent failure to sign agreement does not impact student admission or enrollment.

**Reader’s Workshop**

With Reader’s Workshop, students are able to read leveled books that are —just right‖ for them (in both languages). Beginning in kindergarten and continuing through 5th grade, teachers assess individual student reading levels using the DRA (Developmental Reading Assessment) tool. Students choose from a large selection of leveled books according to those results. During reading instruction, teachers provide the whole class with a mini-lesson focusing on reading strategies according to the units of study and students apply those strategies to the books they are reading at their appropriate level. This curriculum and teaching approach allows teachers to differentiate their instruction, to create small groups based on the level and needs of similar students, and it allows students to apply reading strategies to books that are appropriate for them as individuals.

For our Dual Language program, in grades K-2, Reader’s Workshop is implemented in Spanish and beginning in grade 3, it is implemented in both English and Spanish and students have leveled books in both languages.

Teachers in grades K-2 will receive training in Reader’s and Writer’s Workshop on site with a trained literacy coach as well as by attending the Early Literacy Institute at the UCLA Lab School. There will be a lot of flexibility in terms of unit design and appropriate mini-lessons to address the specific needs of students at each grade level. Our teachers will be supported in
collaborating to create and develop reading units and mini-lessons that build from year to year as students develop their early reading literacy. Model schools (Los Feliz and Multicultural Learning Center, especially) will provide detailed lesson plans and scope and sequences as a foundation upon which CCES teachers can build.

**Example of Reader’s Workshop Units (K-2) supported by Mini-Lessons and Aligned with Grade Level Language Arts Standards include:**

- Readers read and talk about concept books in reading centers
- Readers read emergent storybooks and think and talk about them to grow ideas
- Readers read—just-right-books and use print strategies to support conventional reading
- Readers use the patterns in their books to read with accuracy, fluency and comprehension
- Readers have strategies to read non-fiction and to learn about a topic in reading centers
- Readers read and think about texts gathered around an interest
- Readers talk and think about characters in their books and they can become experts about characters in character centers

**Examples of Reader’s Workshop Units (3-5) supported by Mini-Lessons and Aligned with Grade Level Language Arts Standards**

Building on the foundation of literacy in grades K-2, students continue to develop reading skills and fluency (in Spanish if in the Dual Language program, in English if in the English-only program). At this point for students in the Dual Language program, the program introduces and develops reading in English. We will continue to use the Units of Study for Teaching Reading created by Teachers College Reading and Writing Project for grades 3-5 (or, if students are ready, we can draw upon grades 6-8 as well). For each of the four units listed below, there are between 15 – 20 mini-lessons:

- **Unit 1: Building a Reading Life**
  - Volume 1: Stamina, Fluency, and Engagement
- **Unit 2: Following Characters into Meaning**
  - Volume 1: Envisionment, Prediction and Inference
  - Volume 2: Building Theories, Gathering Evidence
- **Unit 3: Navigating Non-Fiction**
  - Volume 1: Determining Importance & Synthesizing
  - Volume 2: Using Text Structures to Comprehend
- **Unit 4: Tackling Complex Texts (Historical Fiction in Book Clubs)**
  - Volume 1: Synthesizing Perspectives
  - Volume 2: Interpretation & Critical Reading

**Developmental Reading Assessment (DRA)**

With demonstrated reliability and validity, the DRA for grades K-5 measures accuracy, fluency,
and comprehension. For over 20 years, DRA has helped ensure students become independent, successful readers. The DRA helps educators:

- Identify students' reading achievement through systematic observation, recording, and evaluation of performance
- Analyze data, document progress, and communicate assessment information to administrators, parents, and students
- Drive effective reading instruction tailored to critical intervention points derived from assessment results

**Writer’s Workshop**

Writer’s Workshop follows a similar philosophy and allows students to write daily and to stretch their abilities as far as they can go. Students are exposed to a variety of genre following closely with grade level writing standards (for our Dual Language program this translates to: in Spanish in K-2 and in both languages beginning in 3rd grade).

The Units of Study listed below are integrated with writing and language arts standards to provide students with writing skill and knowledge, mastery of language conventions, as well as confidence as writers of different genre. The writing units are integrated into social studies and science during which there are many opportunities to write narratives, biographies, poetry, and research papers.

**Units of Study for Primary Writing Grades K-2**
The program starts with The Nuts and Bolts of Teaching Writing, which is followed by seven units:

1. Launching a Writing Workshop
2. Small Moments: Personal Narrative Writing
3. Writing for Readers: Teaching Skills and Strategies
4. The Craft of Revision
5. Authors as Mentors
6. Nonfiction Writing: Procedures and Reports
7. Poetry: Powerful Thoughts in Tiny Packages

**Units of Study for Writing Grades 3-5**
The program begins with the Guide to the Writing Workshop and is followed by six units:

1. Launching the Writing Workshop
2. Raising the Quality of Narrative Writing
3. Breathing Life into Essays
4. Writing Fiction: Big Dreams, Tall Ambitions
5. Literacy Essays: Writing about Reading
6. Memoir: The Art of Writing Well

**Word Study**

All teachers emphasize academic vocabulary development and the study of grammar (in both languages for the Dual Language program). Classrooms utilize word walls and personal
dictionaries to develop vocabulary and comprehension skills. In the Dual Language grades K-2 program, teachers use Cancionero, a Spanish language arts curriculum designed to develop early literacy. In the Dual Language upper grades, students begin comparing and contrasting the structures of both languages and study rules for Spanish grammar.

**Oral Language Arts**

Since a pillar of our definition of an educated person is “effectively communicates”, students will be both writing and presenting their analyses of literature, their interpretation of current events, and their creative writing and their research papers/projects. Rehearsals of presentations will take place before the whole class or in small groups throughout the year in order to give students the opportunities to both improve their own presentation skills and help their fellow students improve. Students will also be asked to respond to presentations, both orally and in writing, in order to develop their skills in aural analysis and comprehension.

**History/Social Studies**

CCES will use Different Ways of Knowing (DWOK), a research-based instructional design developed by the Galef Institute as the core curriculum. It is a thematic social studies and language arts curriculum infused with the arts and rich with opportunities to build multicultural understanding. It features a discovery model of learning that includes building on what you already know, doing research, developing expertise, and making connections. Students pursue answers to their own questions and develop important skills by utilizing a variety of primary resources and by working individually and in small groups. This engaging curriculum offers many opportunities to integrate all academic content areas as well as the arts, technology, and community service.

DWOK draws upon an extensive research base that includes a variety of disciplines and perspectives: cognition and representation (Eisner 1985; Bereiter 1990; Perkins, Jay, and Tishman 1993; Snow 1991); theory of multiple intelligences (Gardner 1983); prior knowledge (Langer 1984; Palinscar and Brown 1984); curriculum and instruction (Shulman 1986; Levin 1993); motivation (Weiner 1985; Stipek 1981); constructivism (Vygotsky 1978; Wittrock 1974) literacy development (Halliday 1984); second language acquisition (Krashen 1982; Cummins 1989); thematic, integrated instruction (Resnick and Klopfer 1989); story schema (Stein and Glenn 1979); and continuous assessment (Johnston 1990).

Research on best practices of dual language instruction is analogous with the best practices and philosophical base of Different Ways of Knowing (DWOK). Both models reinforce student-centered classrooms, hands-on learning, heavy reliance on the visual and performing arts, language development through content exploration, and multiple forms of authentic assessment.

Teachers build their yearly curriculum around the themes in DWOK so that learning is integrated and connected. In this way, higher order thinking skills are developed throughout the day as children make connections between what they are learning across all academic subjects, thereby deepening understanding and demonstrating knowledge through the visual
and performing arts. In the 2006 PERB Report, evaluators indicated that higher order thinking skills were most prominent in classrooms utilizing DWOK project-based social studies during social studies instruction and less prominent during other subject areas.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, visual art, music, dance, and drama. The DWOK learning activities engage students in reading rich literature as well as original source documents across all content areas. Our teachers will invite experts from the community to speak to students. For example, during the first grade study of the Neighborhood, we can have firemen, policemen, bankers, librarians, doctors, etc. —interviewed by our first graders. When third grade is studying government, field representatives from our councilman, assemblyman, and senator’s office can speak with students and share materials. The Internet will also be used as a guided source of research and information. Students will experience daily opportunities to develop listening, speaking, research, and writing skills across the content areas and to develop proficiency in the use of the arts as tools for learning, creative thinking, and problem solving as well as assessment. We will build on the instructional opportunities in the arts by assisting children to develop proficiency in the arts disciplines with the help of artists- in-residence and an After-School Arts Program.

Resources for this Curriculum
This curriculum utilizes a modular Teaching Planning Guide and bibliographies of literacy and non-fiction sources to build understanding in social studies and make connections to other academic areas. There is no textbook—rather use of Internet, biographies, literature, original sources, non-fiction books, etc. Please refer to Appendix One for a bibliography by grade level and a table highlighting History/Social Science Standards Alignment with Different Ways of Knowing.

Kindergarten: Families Caring for One Another
A rich selection of literature is used with other learning activities including creative arts expression to help students gain a clear understanding and appreciation for four major ways family members care for one another—by providing shelter, food, clothing, and protection. Students synthesize and relate their new understandings to their own lives as they’re challenged to identify and demonstrate quality caretaking.

First Grade: What’s Up in Your Neighborhood? This theme invites children to delve into the diverse patterns of life that characterize their school neighborhood. As cartographers they build on their growing sense of place and spatial relationships and develop new geographical understandings. As economists, they discover how neighborhood workers and businesses help residents meet basic living needs. As architects, the children document the different building styles that provide shelter for neighborhood residents. As ethnographers, they investigate the cultural diversity of their neighborhood and appreciate the many different people who
live and work together. As naturalists, the children closely observe the plant and animal life of the neighborhood and learn how human inhabitants impact the delicate balance of nature. As historians, the children learn more about how their school neighbors came to live in the neighborhood, and how and why the neighborhoods change over time. Finally, the children consider their own place and role in the neighborhood.

**Second Grade: America’s Family Stories**  As students progress through America’s Family Stories, they recognize similarities among families: love, respect, trust, and protection. They learn that families of long ago are much the same as today. They grow to appreciate that families from backgrounds vastly different from theirs share the same basic characteristics. At the same time they become aware of the richness inherent in our nation’s cultural diversity. Each historical group who has come to America has brought something unique to stitch into the great patchwork quilt that is America. Students learn that the history of America is contained within the stories of the lives of America’s families. By hearing and understanding the individual voices, the children will better understand the grand story of America and their place within it.

**Third Grade: Community Problem-Solving: Water, Air, Garbage**  As children progress through Community Problem Solving, they explore three ecological problems (water, air, and garbage) in the context of an imaginary community (they think it’s a real town) called Keytown. Guided by two investigative reports, Tina and Jake, children learn about each problem—the factors that contributed to it, how to track the environmental culprit, and how to work out possible solutions. The exploration of Keytown opens the door for students to make connections to their own community and to find that they have the power to change the way other people see and think about ecological problems.

**Fourth Grade: Discovering a Place Called State**  Building on children’s natural sense of wonder and the universal thrill of discovery, Discovering a Place Called State provides students with a unique framework for exploring the land and resources, history, and folk traditions of their state. As students study the land and resources of California they discover how their own lives and lives of those around them are affected by California’s climate, geography, and natural resources. Students also discover the ways their world had been shaped by the events and people of years past. In their exploration of the California folk traditions, they come to understand how their own traditions root them to the past and cement them in the present to their families and fellow Californians. They learn about how their state government works and what ordinary citizens can do to make a difference and deepen their knowledge of themselves and their place in the world.

**Fifth Grade: Choice, Chance, Change: America’s Story—to 1776**  This theme is designed to help students discover the is in history. It encourages students to run headlong into the investigation of the dreams and circumstances that fueled the choices of the past and connect them with what’s happening today. As they study the many changes that span the time between the coming of the first people to the American continent and the signing of the Declaration of Independence, students are invited to examine the events from as many different points of view as they can. Choice, Chance, Change is a curriculum that calls for
resourcefulness, compassion, problem solving, and a curious ever-questioning mind that will guide students toward their own goals and dreams as they continue this unending quest for knowledge called life.

Tables aligning curriculum, standards and assessment and a list of curricular resources can be found in Appendix 1.

Science

By participating in early experiences as young scientists, children develop the intellectual habits they need to understand and function within an increasingly scientific and technological society. The Full Option Science System (FOSS, developed by Lawrence Hall of Science) learning modules created for California will form the basis of science-heavy interdisciplinary projects. Since this program is aligned with both National and California science standards and many social studies, language arts and mathematics standards, we can ensure students have a standards-based education. Furthermore, this program is correlated to human cognitive development, utilizing research to match developmentally appropriate learning experiences with elementary students’ cognition at different stages of their lives. The research that guides the FOSS developers indicates that humans proceed systematically through predictable, describable years, and that students learn science best from direct experiences in which they describe, sort, and organize observations about objects and organisms. Upper elementary students construct more advanced concepts by classifying, testing, experimenting, and determining cause and effect relationships among objects, organisms, and systems.

CCES values the study of science for many reasons: the intrinsic value of scientific and technological understanding in our world, scientific process skills are the basis for conducting investigations in any field application, and the honing of scientific inquiry-related skills support students in developing as independent and life-long learners. To support the multi-use of science education, we expect students to use scientific skills in the study of all topics and in producing oral and written reports. Investigative science provides an especially meaningful experience for oral communication, writing, reading, and using numbers. Hands-on experiences also help students construct understanding of the big ideas or concepts of science, as well as practice the scientific skills or processes that enable them to investigate and solve problems both within and outside the realm of science. In addition, our program engages students in interpretive discussions based on their direct experiences both in small groups with peers and in discussions led by the teacher.

Funding permitting, we will provide a Technology Center that will enrich our science program with a STEM (science, technology, engineering, mathematics) course of study. Through these lessons we hope to enable students to develop primary programming/coding skills as well as software-enhanced robotics and engineering concepts.

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

The CCES mathematics program will utilize a variety of curricular materials. Homework assignments will be considered important formative assessments and windows into a student’s conceptual understanding of the topics at hand. The assignments will be collected by teachers and graded as pass/fail in accordance with the following explicit requirements:

1) Did students, in pencil, attempt each problem
2) Did students, when unable to complete a problem, ask for clarification during the daily, in-class homework review period, and then take notes on their homework in pen or colored pencil to demonstrate that they have gained understanding of the problem.

If we receive funding to develop our computer lab adequately, students will also have mathematics learning implemented through online programs, games and activities.

Teachers will be encouraged to create their own assessments that will change each year and can be kept by students. Students will be assessed in a summative manner on a weekly basis in the form of a quiz, a test, or a project. If a unit has a quiz and a test, the quiz will be considered in a more formative light, and students will be allowed to get “points back” on a quiz if they answer a comparable question correctly on a test.

Teachers will also be encouraged to seek out resources that they deem most appropriate to meeting their students’ needs.

The main curricular choices that form the foundation of our program will be Math Trailblazers, a program developed by the Teaching Integrated Mathematics and Sciences (TIMS) Project. This program uses investigations of everyday situations as the setting for learning mathematics and complements our instructional philosophy. It follows a conceptually-oriented curriculum that actively engages students; encourages instruction that promotes thinking, reasoning, and problem-solving; and uses appropriate technology beginning in the earliest grades. The curriculum is rich with connections to everyday, ‘real life’ situations and provides a pervasive emphasis on problem-solving that integrates mathematics with many disciplines, most often science and language arts.

We have chosen Math Trailblazers because of its pedagogical emphasis on problem-based and constructivist learning, its successful integration into other dual language programs, its efficacy with English language learners, gifted students and at-risk students, and because of its alignment to both the Common Core standards and the National Council of Teachers of Mathematics (NCTM) standards.

The Trailblazers emphasis on integrating mathematics with language arts, science, and problems relevant to K-5 students, coupled with its promotion of a cooperative learning environment result in a learning experience that supports language learning as well as mathematical concept development. For this reason, English language learners have thrived in this program and students in our dual language program will benefit from the multi-modal...
Trailblazers approach. Children at-risk of achieving proficiency, children who struggle to develop and retain conceptual understanding, and children challenged to focus and expend effort in their learning also benefit as research has shown this curriculum - with its cross-discipline and active learning strategies - increases motivation, knowledge retention, critical thinking and problem-solving skills (Musslewhite, Curriculum integration in a high stakes testing world, 2000).

This mathematics program involves a pervasive emphasis on problem solving that integrates mathematics with many disciplines, especially science and language arts. The curriculum supports our Dual Language program goals by exposing students to language skills used in problem-solving and questioning. Skills, procedures, and concepts emerge and develop as students solve complex problems. Through meaningful investigations, students develop and apply important mathematical skills and concepts and learn to use quantitative tools. As students advance through the curriculum, the investigations progress from simple to complex, building eventually to problems that require proportional reasoning, multiple-step logic, and algebra.

The instructional methodology for mathematics will be varied, in keeping with the constructivist educational philosophy, and will make use of research-based practices that have been shown to increase mathematics proficiency with similar students. The use of multiple representations and manipulatives, (a constructivist foundational approach) when used in the systematic ways described by experts in the field (Dienes, Lesh, et al), will be major components of mathematics instruction.

The illustration on page 52 depicts the Lesh model for multiple representations and will be referred to by teachers when planning their lessons.
Translations
To Build a Strong Conceptual Understanding
Build Bridges Between Multiple Representations With Translations

Symbolic / Numeric
3:2

Concrete / Realia
Students place three pennies for every two nickels given

Written Words
“A ratio of three to two”

Word Problems
The ratio of boys to girls is 3:2. How many boys are there if there are 6 girls?

Oral
The teacher claps three times and whistles twice.

Experiential
Students line up in groups of five, three boys for every 2 girls

Pictorial

Concrete / Manipulatives
Students use red and blue chips to represent the ratio of three pennies to two nickels
The use of manipulatives will take many forms. Examples are described in the tables below:

<table>
<thead>
<tr>
<th>Manipulative</th>
<th>Definition</th>
<th>Visual</th>
<th>Virtual (online)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base 10 Blocks</strong></td>
<td>Base 10 blocks consist of unit cubes (1/2” x 1/2” x 1/2”), ten rods (1/2” x 1/2” x 5”), and hundred flats (5” x 5” x 1/2”). Sometimes thousand cubes (5” x 5” x 5”) are also included.</td>
<td><img src="image" alt="Base 10 Blocks Image" /></td>
<td><a href="http://arcytech.org/java/b10blocks/b10blocks.html">http://arcytech.org/java/b10blocks/b10blocks.html</a> (English, Spanish) <a href="http://argyll.edc.ca/jreed/math9/strand1/divide_base10.swf">http://argyll.edc.ca/jreed/math9/strand1/divide_base10.swf</a></td>
</tr>
<tr>
<td><strong>Integer Bars or Cuisenaire Rods</strong></td>
<td>Rods of differing lengths and colors for which each shape represents a specific integer. Use on top of graph-like paper for which squares directly corresponds to 5X5 or 10X10 rods.</td>
<td><img src="image" alt="Integer Bars Image" /></td>
<td><a href="http://arcytech.org/java/integers/">http://arcytech.org/java/integers/</a></td>
</tr>
<tr>
<td><strong>Fraction Bars/Tiles</strong></td>
<td>Similar to Integer bars but labeled as fractions</td>
<td><img src="image" alt="Fraction Bars Image" /></td>
<td><a href="http://arcytech.org/java/fractions/fractions.html">http://arcytech.org/java/fractions/fractions.html</a> and <a href="http://coe.tamu.edu/~sozel/aect/">http://coe.tamu.edu/~sozel/aect/</a> and [<a href="http://nlvm.usu.edu/en/nav/frames_a">http://nlvm.usu.edu/en/nav/frames_a</a> sid_106_g_3_t_1.html?from=category_g_3_t_1.html](<a href="http://nlvm.usu.edu/en/nav/frames_a">http://nlvm.usu.edu/en/nav/frames_a</a> sid_106_g_3_t_1.html?from=category_g_3_t_1.html)</td>
</tr>
<tr>
<td>Manipulative</td>
<td>Definition</td>
<td>Visual</td>
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<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Acrylic Geometric</td>
<td>These lightweight, unbreakable figures can be handled by all students in order to help them gain understanding of concepts such as faces, vertices, edges, slant height, surface area, right triangles within shapes, shapes within shapes, et al.</td>
<td><img src="image" alt="Acrylic Geometric Solids" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is best to purchase a set that has string inside that can be manipulated to demonstrate slant height</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Squares</td>
<td>Graph-like square represents 1 unit, lines drawn can represent tenths, hundredths, thousandths. Shading can represent exact decimals. Or 2-3 cut out pieces can be placed on top of the thousandths square to solve problems. Used for decimal and fraction operations and comparisons.</td>
<td><img src="image" alt="Decimal Squares" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abacus</td>
<td>Each of the beads above the dividing bar represents 5 units, and each bead below the bar represents 1 unit. Thus each vertical &quot;wire&quot; shows a place-value for a number. Used for adding/subtracting, place value.</td>
<td><img src="image" alt="Abacus" /></td>
<td><a href="http://nlvm.usu.edu/en/nav/frames_asid_196_g_3_t_1.html">http://nlvm.usu.edu/en/nav/frames_asid_196_g_3_t_1.html</a> (English, Spanish)</td>
</tr>
<tr>
<td></td>
<td>To represent a number such as 546, starting at the right: 1. Click 1 bead down and 1 bead up to show 1+5=6 2. On the next wire, move 4 of the bottom beads up to show 4 3. On the next wire, move 1 top bead down to show 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Imagine making cuts along some edges of a solid and opening it up to form a plane figure. The plane figure is called the “net” of the solid. Students are taught to construct nets to facilitate their understanding of surface area and develop their visual/spatial skills.

### Nets
- Cube
- Pentagonal Prism
- Heptagonal Pyramid

### Geoboards
A physical board with a certain number of nails/pegs in a symmetrical array. Rubber bands placed around the pegs model geometric figures. Used to explore basic concepts in plane geometry such as perimeter, area, or characteristics of 2-D figures.

### Isometric Dot Paper
Paper with equally spaced dots. Facilitates 3-D drawings. Ideal for teaching students the fundamentals of 3-D space, modeling geometrically, and understanding the dimensions of 3-D shapes made from rectangular blocks.
| **Compass, Straight Edge, Protractor** | Fundamental tools of geometry: 1) the compass is used to draw a circle with a given center (where the “point” is placed) and passing through another given point (where the pencil tip is placed), 2) the Straightedge is used to draw a line through a given pair of points, and 3) the protractor is used to measure angles. “Compass and straight edge constructions” are activities that students traditionally learn and often include bisecting angles, creating equilateral triangles, drawing squares, et al. |
| **Linking Cubes** | Usually 2cm³ plastic cubes that fit together easily and come in 10 bright colors. Used for many purposes including developing spatial sense, students can: build 3-D shapes based on 2-D drawings, create 2-D drawings based on 3-D shapes, draw figures on isometric paper or non-lined paper, draw ‘views’ of 3-D objects, calculate surface area and volume, count faces/edges/vertices, et al. |

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

**Dual Language (Two-Way) Immersion**

To speak more than one language is to inherit a global consciousness that opens the mind to more than one culture or way of life. The Spanish Dual Immersion Program is designed to develop full bilingualism in both Spanish and English. English-speaking students and native Spanish speakers are taught together using both Spanish and English instruction to develop bilingual academic fluency. The program aims to:

- Develop bilingual proficiency and literacy in Spanish and English
• Promote academic achievement at or above grade level in both languages
• Foster positive cross-cultural attitudes in addition to increasing intercultural understandings
• Increase cognitive ability and intellectual flexibility

Dual language immersion, also known as Two-Way immersion, brings together native speakers of a minority "target" language, in this case Spanish, with native speakers of the majority language, in this case English, in the same classroom. The program begins in kindergarten and continues through fifth grade. The amount of English-language instruction increases as children progress through the grades. In kindergarten, 90% of the instruction is in Spanish and 10% is in English. Each year, the amount of English instruction increases by 10%. English-language instruction for this model typically reaches 50 percent by fifth grade. Parents do not need to be bilingual for their children to succeed in a dual-immersion program, and enrollment in such a program is always voluntary.

Language is the vehicle for instruction in immersion classrooms. A visitor would not find a class conjugating verbs or memorizing prepared "dialogues." Rather, one would see children using the language --speaking, reading, writing, adding, subtracting, experimenting, singing, arguing, whispering and shouting --all in Spanish, under the guidance of a teacher, who has been specially trained to teach the language while using it. In this setting, teachers follow the same standard based curriculum as the English-only classes.

In large-scale studies over many years, university researchers have documented a very high rate of success in achieving academic proficiency for both Spanish and English-speaking children in programs similar to ours. Typically, both Spanish and English speakers achieve native or near-native fluency in their new language. On standardized academic tests, both groups outperform their counterparts who have been educated in monolingual classrooms. Spanish speakers also outperform their counterparts who have been educated in traditional bilingual classrooms (Palo Alto Unified School District, 2012).

In a regular English-speaking classroom, the native Spanish-speakers are typically the students who feel as if they don't fit in. But in a Spanish Immersion program, these students gain self-confidence because, not only do they understand, but they are also challenged to help others by translating and leading during group activities. Meanwhile, the native Spanish speakers are learning English by interacting with their peers. Hence, two-way immersion supports an authentic exchange that takes place on both levels. Spanish-speakers get the chance to advance academically and socially while becoming bilingual. They can maintain their first language, Spanish, while learning a second language, English, at a time when their brains are most receptive to language learning. Spanish-speakers also gain socially by making friendships across cultural, ethnic and linguistic boundaries and are found to hold positive attitudes about people from other cultures. Similarly, English speakers get the chance to acquire a new language in the years when their brains are most receptive to language learning. Most become
highly proficient in the target language, a standard that most adult Americans, who typically began to study a foreign language in middle or high school, can never hope to attain. English speakers also gain socially by making friendships across cultural, ethnic, and linguistic boundaries. Researchers who study this phenomenon find that English speakers in language-immersion programs hold positive attitudes about people from other cultures.

**Educational Needs of 21st Century Students**

The California Department of Education has reiterated its commitment that California students become proficient in one or more foreign languages. As stated in the new World Language Content Standards for California Public Schools:

> In order to succeed in the 21st century, today’s students need to develop linguistic and cultural literacy, including academic knowledge, proficiency in English, and in several of the world’s languages and cultures. The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts. In order to succeed in our interconnected world, California’s students need to use language and cross-cultural communication skills effectively.

There are four major reasons for providing students with bilingual, bi-literate, and multicultural competencies in a dual language program. First, with unprecedented globalization, students who speak English and other languages and who possess an understanding of other cultures will have the competitive edge in the global marketplace (Committee for Economic Development 2007). Second, in response to the changing demographic landscape in the United States, with estimates of the Hispanic population expected to reach 24% of the general population by 2050, and an ever-increasing percent of English Language Learning (EL) students entering school (Cosentino de Cohen & Clewell, 2009), students who are bilingual, bi-literate, and possess multicultural competencies will have job skills that will enable them to take advantage of more career opportunities. Third, research clearly shows that students in bilingual programs – both EL and native English speakers – can benefit and develop on a par with, or superior to, comparison groups of monolingually-educated peers in English-only classrooms (August & Shanahan, 2006, 2010; Genesee & Lindholm-Leary, 2007; Genesee, Lindholm-Leary, Saunders & Christian, 2006; Howard, Christian, & Genesee, 2004; Lindholm-Leary, in press; Lindholm-Leary & Genesee, 2010; Lindholm-Leary & Howard, 2008). Fourth, research on bilingualism has shown that students with high levels of bilingual proficiency exhibit elevated levels of academic and cognitive functioning in comparison to students with monolingual or less well developed bilingual skills (August & Hakuta, 1997; Baker, 2001; Bialystok, 2006, 2008; Lindholm & Aclan, 1991; Peal & Lambert, 1962).

**Research on Dual Language Programs**

Dual language programs have surged in popularity over the past 20 years in the United States and internationally (Tedick, Christian & Fortune, in press). In the United States, dual language programs have proliferated from only 37 programs in 1987; to at least 370 programs in public
schools in 29 states and Washington D.C., with new programs added every year (Center for Applied Linguistics, 2010). In California alone, there are over 200 dual language programs (California Department of Education, 2010). While most of the United States programs are Spanish/English, other languages include Chinese (Mandarin and Cantonese), Korean, French, Portuguese, Navajo, and Russian. These programs serve a culturally, linguistically, and socioeconomically diverse population in an integrated environment.

The rise in popularity of dual language programs is likely due to the strong research support that has consistently shown positive outcomes associated with dual language programs. In research focused on language majority students (i.e., students who speak the dominant societal language as their native language, such as English speakers in the US), results are consistent in demonstrating that these students achieve at levels that are similar to or higher than their non-dual language peers and they develop functional proficiency in the second language at no cost to their primary language (e.g., Fortune & Tedick, 2008; Genesee, 2004; Genesee & Lindholm-Leary, 2007; Howard, Genesee, & Christian, 2004; Lindholm-Leary & Howard, 2008; Tedick, Christian & Fortune, in press). These results hold true even when the second language (e.g., Mandarin or Korean) is significantly different from the students’ primary language (English) (Lindholm-Leary, 2005; in press).

Most of the research on language education concerns the achievement of the language minority, or English Learning students. Research on EL students has been completed with findings converging on the consistent result that primary language instruction promotes the English language proficiency and achievement of EL students (August & Shanahan, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2005, 2006; Goldenberg, 2008; Lindholm-Leary & Genesee, 2010).

As part of the National Literacy Panel on Language-Minority Children and Youth, Francis and colleagues (2006) examined studies that compared programs that provided literacy instruction through a student’s native language (bilingual program) with programs that provided literacy and other instruction only through English:

> Overall, where differences between two instructional conditions were found in the studies reviewed, these differences typically favored the bilingual instruction condition. This is the case for studies conducted with students in both elementary and secondary schools, and with students possessing a range of abilities.

In their synthesis of available research on the achievement of English learners, Lindholm-Leary and Borsato (2006) and later Lindholm-Leary and Genesee (2010) found that there is strong convergent evidence that the academic achievement of English learners is positively related to sustained instruction that includes their first language, usually Spanish. Lindholm-Leary and
Genesee (2010) reported that student achievement was related to length of participation in the program and the time of the assessment.

Evaluations conducted in the early years of a program (kindergarten through grade three) typically revealed that students in bilingual programs scored below grade level (and sometimes very low), or either lower than or equivalent to comparison group peers (English learners or non-English learners in other types of programs). In contrast, almost all evaluations conducted at the end of elementary school or in middle and high school have found that the achievement of bilingually educated students, especially those in late-exit and two-way programs, was as good as and usually higher than that of comparison groups of students. All studies of middle and high school students found that students who had received bilingual instruction in elementary school were as or more successful than comparison group students. In addition, most long-term studies report that the longer students stayed in the program, the more positive their outcomes. These results were found for reading as well as mathematical achievement, overall GPA, attendance rates and high school completion rates.

**Oral Language and Literacy Development**

The empirical evidence concerning the first and second oral language development of students is limited and fragmented; nonetheless, some trends are discernible in the available evidence: 1) contrary to much popular opinion, the acquisition of oral language skills in a second-language is a complex process that can take two years, or more, to acquire proficient oral language skills for general communicative purposes and a minimum of five to seven years for academic language skills (for reviews, see Saunders & O’Brien, 2006; Saunders & Goldenberg, 2010); 2) Second, the available evidence also indicates that, despite the fact that most English learners in California are educated in English mainstream classrooms, the majority lack the academic language skills needed to be reclassified as English proficient even after 10 years of English instruction (Parrish, Linquanti, Merickel, Quick, Laird, & Esra, 2006); 3) studies that have looked at the oral language development of English learners in a dual language program indicate that ELs attain the same or higher levels of oral proficiency in English as ELs in all-English programs and, at the same time, they achieve higher levels of proficiency in their native language than similar ELs in all-English programs. Similarly, language majority students in dual language programs attain functional levels of proficiency in the second language with no negative consequences to their English proficiency.

Recent systematic and large-scale reviews of research on literacy development in both native English-speaking students (National Reading Panel (NRP), 2000) and ELs in the U.S. (August & Shanahan, 2006; Genesee & Geva, 2006) further shed light on the efficacy of dual language immersion. Literacy development is influenced by students’ oral language skills, and this is true for EL and native English-speaking students. However, the relationship between English oral skills and English literacy is more complex in English learners than it is in native speakers of English because of cross-linguistic influences from English learners’ first language on their acquisition of English reading and writing skills (see Genesee & Geva, 2006). English learners often use oral native language skills to assist them in developing English literacy prior to having acquired the necessary skills in English.
Thus, for ELs, the development of oral proficiency in the native language, as well as in English, and the development of reading-related skills in their first language can facilitate the development of literacy skills in English (Francis et al., 2006; Genesee & Geva, 2006; Lindholm-Leary & Genesee, 2010).

**Academic Achievement**

Research on dual language programs has focused on the achievement of students in such programs, and particularly on the achievement of ELs in English. As mentioned previously, overall, the research on dual language programs consistently demonstrates that students in dual language programs develop levels of English proficiency and demonstrate academic achievement at levels comparable to or surpassing their non-dual language peers (Genesee & Lindholm-Leary, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2006; Howard, Sugarman & Christian, 2003; Lindholm-Leary, in press; Lindholm-Leary & Genesee, 2010; Lindholm-Leary & Howard, 2008). Furthermore, studies of previous ELs who have reclassified as Fluent English Proficient have shown that these students attain higher levels of achievement than even other non-EL or native-English-speaking students (Kim & Herman, 2009; Lindholm-Leary, 2001, 2010; Lindholm-Leary & Hernandez, 2009; OELA, 2009); in fact, they are more successful on the California High School Exit Exam (Lindholm-Leary, 2010); in addition, their high school graduation rates were higher (OELA, 2009).

**Language Model Based on Research and Best Practices**

The dual language model has been carefully developed according to the theoretical and empirically-based literatures and best practices (see Lindholm-Leary, 2005) to more adequately address the cultural, ethnic and linguistic diversity represented in today’s classrooms. A substantial body of literature has been created about school or program effectiveness in mainstream programs and in bilingual and foreign language programs. There is tremendous consistency between the factors that define exemplary two-way bilingual immersion programs and practices that are found in effective mainstream education programs, although different labels may be used. The importance of these factors is evident from the frequency and consistency with which they are found in programs that produce more successful student outcomes in numerous studies with various populations, especially culturally and linguistically diverse students. These factors are elaborated in a recent document entitled *Guiding Principles for Dual Language Education*, which provides a comprehensive literature review (Lindholm-Leary, 2007) and a set of key indicators of program quality in dual language programs (Howard, Sugarman, Christian, Lindholm-Leary & Rogers 2007). These Guiding Principles consider the significant influence of several factors on culturally and linguistically diverse students’ educational outcomes, including: (1) School Environment; (2) Curriculum and instruction; (3) Program planning; (4) Assessment and accountability; (5) Staff quality and professional development; and (6) Family involvement.

Not only will a dual immersion program teach students to develop bilingual proficiency and literacy in two languages, it will also prepare students to succeed at the university level in the United States, Latin America and Abroad. It will train students to express themselves effectively in both English and Spanish. These skills can be used in their personal relationships as well as
future academic and job opportunities. Dual Immersion will ensure academic excellence in two languages as well as providing intellectual flexibility, increased cognitive ability, and strengthened executive functioning skills. It will cultivate an understanding and appreciation between cultures and encourage multicultural competency between students, friends, family and the community. Finally, it will foster a sense of leadership as students will have the opportunity to assist one another. Students will use their newfound skills to help others create understandings, break cultural barriers and bridge communication gaps throughout their community and the world.

Non-Core: Arts - Music

MIND Institute’s Math+Music Program – This research-based program combines computer math games and piano keyboard lessons to enhance student’s spatial and temporal reasoning skills (how they visualize images through a sequence of manipulations in space and time). Students in Grades K-5 will participate in this program, beginning in Year 3, unless additional funds become available prior to that time. Classroom teachers support students’ use of the math games (which can also be accessed on classroom computers) and our music teacher will work with the children during the keyboard component.

Research has discovered significant correlations between academic success and disciplined, consistent study of instrumental music. For example, a number of studies support the contention that students who participate in formal music education have higher academic achievement scores than students who do not participate in formal music education (Babo, 2001; Cardarelli, 2003; Cobb, 1997; Cox, 2001; Frakes, 1984; Huang, 2004; Linch, 1993; Miranda, 2001; Mitchell, 1994; Parrish, 1984; Schneider & Klotz, 2000; Trent, 1996; Underwood, 2000; Zanutto, 1997). Furthermore, being excused from nonmusic classes to attend instrumental lessons does not adversely affect academic performance (Corral, 1998; Cox, 2001; Dryden, 1992; Engdahl, 1994; Kvet, 1982).

Studies have also identified a cause-and-effect rather than coincidence relationship between instrumental music instruction and academic achievement. For example, Hoffman (1995) compared fifth graders who received keyboard instruction with those who received traditional text-based music instruction in the same urban school. After one year of instruction (at the end of fourth grade) the keyboard students had higher scores on only one measure, a subtest of language mechanics. However, after two years of instruction (at the end of fifth grade), the keyboard students outperformed their counterparts on total language, 3 R’s battery, concept of numbers, math computations, math applications, and total math. As another example, Whitehead (2001) examined the effect of music instruction (Orff-Schulwerk) on math scores of middle and high school students. Subjects were randomly placed into three groups: full treatment (which received music instruction for 50 minutes five times per week), limited treatment (which received 50 minutes of instruction once a week), and no treatment (which received no music instruction). After twenty weeks, the full treatment group showed a higher level of significant gamin in mathematics than the other two groups. The limited treatment
group showed limited mathematic improvements and the no treatment group had the lowest gain in mathematics improvement.

**Non-Core: Arts - Visual**

At CCES, the visual arts will be an integral part of everyday learning experiences in the classroom and the key to developing literacy in two languages and deepening understanding of academic subjects for our students. To meet our charter’s goal of dual literacy, teachers will implement a California and Common Core standards-based curriculum employing best teaching practices that integrate the visual and performing arts in social studies, language arts, science, math, and technology. Examples of ways students will experience arts-integrated, project-based learning may include a sketch to provide detail for their writing, to pantomime or improvise dialogue to express understanding of stories and historical events, and to explore historical periods, cultures, and themes through music and dance.

In this way, students will engage in hands-on projects that allow them to experience and utilize the arts (and technology) to both facilitate their interdisciplinary and academic learning and demonstrate their learning.

Furthermore, students will develop skills in visual and design arts, instrumental and vocal arts, engineering arts, dramatic arts, dance and other artistic forms of expression through courses implemented by part-time staff artist-in-residents.

In the Foreword of Third Space: When Learning Matters (Arts Education Partnership, 2005) Richard Deasy writes: “Among the important findings in Champions of Change was the capacity of the arts to reach students who otherwise were not fully engaged by other school subjects and experiences...Among the significant implications of the Critical Links studies (reinforcing what we first reported in Champions of Change) was that while the arts had effects on all students, they could be particularly beneficial to students from economically disadvantaged circumstances and for students who typically had difficulty learning in school....These so called high poverty schools often also include groups of students who are learning English for the first time, or who are assigned to special education classes, a percentage of whom are Black or Hispanic. These student groups tend to score lower on standardized tests and are the target of the efforts to close the achievement gap as measured by these tests.

**Non-Core: Character and Community**

In keeping with our Mission and with research that confirms a student learns best when emotionally/socially/psychologically safe, we will implement a comprehensive (implemented in every course and part of the school day, rather than simply in isolated and discrete curricular units) program to ensure a safe, nurturing, respectful and kind school community. External program components of this program include Cool Tools (primary grades) and Tribes Learning Circles (upper grades). Furthermore, our courses of study will incorporate an overarching curricular emphasis on interpersonal and intrapersonal intelligence as well as civic-mindedness,
consideration, and responsibility. This multi-modal and multi-prong approach serves several purposes:

- Continual and consistent reinforcement of appropriate norms and behaviors so that the entire school campus and day is a bully-free zone, and so that habits of mind and heart are formed to perpetuate these norms outside of school bounds.
- To guide students through Community Service project design, implementation, reflection and follow-up
- To engage students in reading, discussing, role-playing, and debating issues related to developing civic mindedness
- To involve students in an explicit Character Education program that supports them in developing empathy and integrity

**Community Service:** Our 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 their teacher 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 (at an age appropriate level), which will be graded against a rubric that will be made available to students prior to writing.

**Character Education:** In ‘homeroom’ groups, students will develop a safe ‘family’ community through community- and trust-building activities, Cool Tools, 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 as students grow older and 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 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 CCES 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>
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| | | | | | | |
| Points: 4 consistently and excellently, 3 occasionally excellent and always appropriate, 2 occasionally appropriate, 1 rarely, 0 never |

Our program encompasses standards from California’s Health content standards and mission-driven school goals. It involves class discussions, community service projects and learning activities. The curricular resources include the Cool Tools Safe Schools program designed by the UCLA Lab School (described below), the Ojai Foundation’s Council program (described below), faculty-designed activities, and faculty-led (in Council style) discussions. This non-core curricular program is process-oriented with the underlying intention of raising students’ interpersonal and intrapersonal intelligences, developing respect for and appreciation of others, and gaining a sense of personal and social responsibility. Students are given opportunities to reflect on their lives and examine the quality of their relationships to themselves, others, and the community. Students are taught techniques for focused listening and speaking, working cooperatively and behaving with respect towards themselves and others. Students will learn how to be introspective, learn about their strengths and how they can add value to their community.

This program occurs during the morning and afternoon close-of-day Circle/Whole Class times as follows:

I. Morning Circle Time: The underlying purpose of the morning contact time is to refocus the children and assist them in organizing and seizing control of their day from the start. We want to help the children put a positive spin on the start of their day. It is a time for health education-related information sharing and conversations, Cool Tools and character education discussions, community service planning and reflecting and global citizenship education that is age appropriate.

11 www.riverschool.org
A. Attendance
B. Note collection for office
C. Distribution of information regarding school programs/ community service/field trips, etc.
D. Review of the week’s schedule/review daily schedule
E. Reports by student council reps
F. Character Education – see Scope and Sequence below

II. Daily Close of Day Meeting
A. Review assignments and materials children need to take home
B. Preview the next day/upcoming special events
C. Follow-up with children with special needs
D. Review/discuss behavior (i.e., Cool Tools)
E. Send the children home on a happy note!

III. Friday Extended Morning Extended Periods
A. Character Education - see Scope and Sequence below

IV. Friday Close of Day Extended Period
A. Students (with faculty) review work of the week, identify samples for portfolio, check off learning goals/standards met
B. Character Education - see Scope and Sequence below

Appendix One contains tables that align learning outcomes (standards), teaching strategies, resources and assessments for each grade level. Below are narrative descriptions of the two research-based programs (Council and Cool Tools) that provide the basis for instructional methodologies. Other instructional strategies used for this program are defined in Appendix One.

1) The Ojai Foundation’s (TOF) Council program:
Research has shown that Council is a program that develops self-awareness and communication skills (The Way of Council, J. Zimmerman) as well as increases grade point levels (B. Ditch, West Ed, 2001).

Text below is from the TOF website:
THE WAY OF COUNCIL: Council is the practice of speaking and listening from the heart. Through compassionate, heartfelt expression and empathic, non-judgmental listening, Council inspires a non-hierarchical form of deep communication that reveals a group's vision and purpose.

Council offers effective means of resolving conflicts and for discovering the deeper, often unexpressed needs of individuals and organizations. Council provides a comprehensive means for co-visioning and making decisions in a group context. Council is about our personal and collaborative story.
Today the practice of Council is the core of The Ojai Foundation's programs in schools and in our peace and reconciliation work abroad. It is the major component of our youth and adult outreach to both public and private schools and businesses and is utilized by the Foundation staff and community regularly, both personally and professionally.

BACKGROUND: TOF’s Council in Schools Program includes numerous projects at various national and international cities and towns. In Southern California, we serve more than 6000 students with weekly councils in more than 60 public and independent schools. These students come from highly diverse cultural and socio-economic backgrounds. Our programs also serve the adult members of the school communities (teachers, counselors, administrators, parents, and community members) with opportunities to be trained to lead student councils and/or continue the practice of council.

The majority (nearly 40) of the Los Angeles public school programs are supported through the Los Angeles Unified School District’s (LAUSD) Council Practitioners Center (CPC), while independent schools and some of the other public school programs are internally funded and administered directly through the Ojai Foundation.

The core mission for Council in Schools is to provide a practice that addresses relationship (connection) and relevance (meaning) in education. These two "R's" have been increasingly neglected in public education, and in the culture at large, for some time. Council provides students and all participants a sense of "coming home."

Council does not teach values explicitly, but exposes students to a process through which values are formed. By learning how to listen "from the heart" to the stories and expressions of others, students and adult participants develop true empathy. They learn to "re-spect" or re-see each other. There are many programs that offer various forms of "social-emotional" education, but few that address this fundamental need in a way that comes from within each individual.

2) Cool Tools
Cool Tools is a conflict resolution program that is based on the idea of “cognitive reframing” in which key words or colors are used to elicit new responses to given actions. The goal of Cool Tools is to teach students to create internal resiliency and self-managing behaviors in the face of conflict. Developed under the leadership of Corrine A. Seeds University Elementary School (UES) health educators and a UCLA Department of Psychology faculty member, the system has been at UES since 2003 and has attracted interest from educators, parents and the national news media. Team members pilot-tested the system at one school in the Santa Monica Malibu Unified School District (SMMUSD) in 2008-2009. CONNECT is working with UES and SMMUSD to explore means for using Cool Tools in other schools in the district and to follow up with systematic research on the effectiveness of the methods. It is being used in Larchmont Charter School, Los Feliz Charter School for the Arts, Valley Charter School and other charter and private schools in Los Angeles.
Examples of Cool Tools:

- The Cool Tools toolbox includes inflatable toys, kaleidoscopes, mazes, ice cube trays, toothpaste tubes and a "BIG Mistake" eraser. It serves as the core learning component for Cool Tools.

Put Ups vs. Put Downs: Put Ups are affirmations, kind words, compliments, smiles, or thumbs-up. In contrast, Put Downs are insults, rumors, threats, unkind words, smirking, or laughing at someone. Put Downs are not okay anywhere at school, and they shouldn’t be okay at home either. Cool Tools teach the 5:1 rule: it takes at least 5 Put Ups to repair 1 Put Down. Squeezing toothpaste from a tube is a good visual that we use at school to explain the concept of a Put Down. Anytime someone says a Put Down, squeeze out some toothpaste. Then ask the person to put ALL of the toothpaste back in the tube. It’s impossible! The children are told to think of a Put Down as the paste—it hangs around with a sticky residue and you can never completely take it back.

- Bubble of Space: Cool Tools teach children that everybody has a Bubble of Space as the basic principle of being considerate. Keeping their bodies in check and keeping their hands, feet, and other objects to themselves also makes them aware of their own bubbles and how they should be respected by others. Awareness of their own Bubble of Space allows them to situate themselves to anticipate and avoid conflict whenever possible.

- Exit Shoes: Using Exit Shoes are a way to get out of a situation that is not right for you. It is a way to give your child permission to just walk away. When conflict heats up and the chance of compromise goes down, use your Exit Shoes and walk away. It is a cool way to deflate a situation. This tool can be used at home, at school and at the playground. Exit Shoes are a cue to help people stop and think about what they are doing before they act. They allow the person to make a choice and change the situation.

- Choice of Voice: Your child has been taught that there are Cool Blue Voices and Red Voices. The Cool Blue Voice is the one used when communicating calmly and speaking normally. If your voice and tone are Cool Blue, then you’re likely going to deflate a situation and help keep it calm. A Red Voice inflates a situation. Cool Tools suggest that when a Red Voice is coming, take deep breathes—and use those Exit Shoes to walk away and chill out until a Cool Blue Voice is ready to speak.

The character education piece involves the implementation of activities that utilize the UCLA Lab School’s Cool Tools program or a theme-based discussion that utilizes the Ojai Foundation’s Council process. The community service piece will encompass the planning of and then reflection upon a project of the class’s choosing (with faculty guidance) each semester. The implementation of the community service project will involve 1-2 half day-long field trip/s that occur/s after the shortened day’s (Tuesday) academic schedule has ended. The cultural education piece will involve families of students at the school and provide opportunities for students to share their cultural heritages, traditions, beliefs and celebrations.

Non-Core: Dramatic Arts/Public Speaking & Debate
This course emphasizes development of communication, public speaking and acting. The course includes theater games, improv, scene study, monologues/speech techniques, and character
study. Students view and critique theatrical performances, and apply the basics of playwriting to write and create scenes. Students also study speeches and presentations, writing and demonstrating their skills in both the context of this course and their core classes.

Given the CCES emphasis on public speaking, and the written word, this course will be offered to students in all grades, with increasingly higher expectations.

**Non-Core: Physical Education**

CCES is committed to a varied, challenging and standards-aligned physical education program for all students. Students will experience at least the required 200 minutes every 10 days of physical education. They will alternate between a week of 2 one-hour PE classes and a week of 3 one-hour PE classes, totaling 300 minutes every 10 days.

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.

**Note on Technology**

A singular-focused course on technology is not anticipated at this time. Technology can facilitate learning in remarkable ways, but not all technology actually improves upon non-technological methods of teaching and learning. CCES educators believe it is important to be critical consumers, always questioning what technology is bringing to the classroom. When technology has been proven to improve student understanding, CCES will utilize it. We also intend to develop in students a familiarity in teaching themselves to utilize software programs that facilitate their own future work and learning. CCES will, therefore, make best efforts to provide students with a computer lab and/or a laptop cart that teachers can guide students in using for the purpose of meeting course goals.
For example, students can gain understanding of data analysis, statistics and graphing through the use of simulation software programs (SimCalc MathWorlds)\(^{12}\) and spreadsheet programs (Excel). These same programs are helpful to students in their social studies and science 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 and in general ‘media literacy’.

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 CCES values a constructivist, problem-based educational program in which teachers utilize action research and ongoing assessment to inform teaching and curriculum, our special needs populations (ELL, Gifted, At-Risk of Low Achieving, Low Socioeconomic and Special Education) can receive differentiated instruction that focuses on their needs and capitalizes on their strengths. Coupling this with a number of other essential components can ensure that students with special needs receive the most effective education possible. These other components of the program assist in meeting the individual needs:

1) Small class sizes and block scheduling (middle) which allow the teachers to truly know their students
2) A minimum of 40 minutes planning time each day during which teachers can modify and create lessons and curriculum to meet the needs of individual students
3) A culture among teachers of openness and collaboration, allowing teachers to share their action research and learn from each other’s varying expertise in handling learning differences
4) Ongoing communication between teachers and parents and a commitment to work together for the education of their children
5) Various forms of assessment that are used to guide instruction
6) Learning goals that are clearly articulated
7) High expectations for all students

\(^{12}\) [http://www.kaputcenter.umassd.edu/products/software/]
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

CCES will comply with federal, state, and district mandates regarding ELL education and re-designation of ELL students. CCES will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners.

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 CCES’s educational program - whether enrolled in the Dual Language program or the English-only track. While all students will develop as English speakers, readers and writers, all cultures and languages will be honored and integrated as much as possible in the English-only track and embraced fully in the Dual Language Immersion program (if the student’s home language is aligned to the target language). 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.

CCES will be vigilant about timely redesignation of ELL students. Within 30 days of the beginning of the school year, the school will administer the state-required home language survey to identify students’ levels of English fluency. CCES will use this information, annual CELDT data, teacher assessments, and ELD and ELA standards to determine EL student levels and reclassify English Learners as English proficient when appropriate. This data will also be used to enable teachers to plan curriculum and instruction that will support and develop students’ ability to progress through the ELD levels.

Furthermore, CCES aims to provide primary language support to ELL in the form of teachers, aides, other students and/or parent volunteers.

CCES will hire faculty with fluent bilingual skills for the Dual Language program and faculty who are CLAD certified, experienced teachers with full understanding of Specially Designed Academic Instruction in English (SDAIE)\(^{13}\) for the English-only track. Alternatively (if outstanding teacher candidates are lacking in this training), we will 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.

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\(^{13}\) CCES 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 CCES 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)
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.  

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).
   - 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

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14 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.
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, CCES 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
CCES 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.”

Gifted children will be identified using the following observations: 1) They tend to get their work done quickly and may seek further assignments or direction. 2) They ask probing questions that tend to differ from their classmates in depth of understanding and frequency. 3) They have interests in areas that are unusual or more like the interests of older students. These students potentially differ from their classmates on three key dimensions (Maker, 1982):

1. the pace at which they learn
2. the depth of their understanding
3. the interests that they hold.

In addition, staff will utilize the research of Renzulli (1986) who concluded that giftedness involves the interaction of three sets of characteristics: above average intellectual ability, creativity and task commitment. This interaction may result in giftedness in general performance areas such as mathematics, philosophy, religion or music, or in the performance areas as specific as cartooning, map-making, play-writing, advertising or agricultural research. CCES faculty will actively seek to identify students that possess these characteristics, as further described by Treffinger (1986):

**Above Average Intelligence**
• Advanced vocabulary
• Good memory
• Learns very quickly and easily
• Large fund of information
• Generalizes skillfully
• Comprehends new ideas easily
• Makes abstractions easily
• Perceives similarities, differences, relationships
• Makes judgments and decisions

Creativity
• Questioning; very curious about many topics
• Has many ideas (fluent)
• Sees things in varied ways (flexible)
• Offers unique or unusual ideas (original)
• Adds details; makes ideas more interesting (elaborates)
• Transforms or combines ideas
• Sees implications or consequences easily
• Risk-taker; speculates
• Feels free to disagree
• Finds subtle humor, paradox or discrepancies

Task Commitment
• Sets own goals, standards
• Intense involvement in preferred problems and tasks
• Enthusiastic about interests and activities
• Needs little external motivation when pursuing tasks
• Prefers to concentrate on own interest and projects
• High level of energy
• Perseveres; does not give up easily when working
• Completes, shares products
• Eager for new projects and challenges
• Assumes responsibility

Another educational researcher (Kaplan, 1986) suggested the following ways for teachers to enhance the curriculum for a gifted student:

1. Present content that is related to broad-based issues, themes or problems.
2. Integrate multiple disciplines into the area of study.
3. Present comprehensive, related and mutually reinforcing experiences within an area of study.
4. Allow for the in-depth learning of a self-selected topic within the area of study.
5. Develop independent or self-directed study skills.
6. Develop productive, complex, abstract and/or higher level thinking skills.
7. Focus on open-ended tasks.
8. Develop research skills and methods.
9. Integrate basic skills and higher level thinking skills into the curriculum.
10. Encourage the development of products that challenge existing ideas and produce "new" ideas.
11. Encourage the development of products that use techniques, materials and 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, CCES reserves the right to create a more comprehensive GATE program, should a student population emerge that would clearly benefit from such courses.

CCES 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 teachers and parents working together. The music aspect of our program has been shown to be effective at engaging and developing these students, but we will not rely on our standard program alone to reach these children. 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.

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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 learning. *In addition, we intend to form a partnership with an organization that provides effective after-school tutoring to provide additional, individualized support for these students.*

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.

**Peer Tutoring and Cross Age Tutoring:**
Tutoring students in one’s own classroom and at other grade levels is an effective strategy for enhanced learning in literacy as well as in academic areas. Benefits are the tutor and the student being helped. A variety of both cross-age and peer tutoring models can be used successfully, and teachers can use these in our multi-age classrooms.

**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:**
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.

4. Socioeconomically disadvantaged students
CCES will offer a whole day program: school schedule from 8:50 AM-3:30 PM, and a before- and
after-care program from 7:30-8:50am and 3:30-6pm, respectively, to accommodate working
families. 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. In running
statistical regression analysis on data from the model schools above as well as schools throughout LAUSD, we found that socioeconomic status was not statistically significant in impacting test scores when adjusted for coinciding subgroup identifications.\(^{16}\)

While CCES will be sensitive to socioeconomic differences and ensure all students have full access to the educational, extra-curricular, and social activities at the school, CCES has not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. 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, CCES will utilize strategies described in other sections of this petition.

5. Special Needs
Action research, which will be fundamental to CCES teachers in formulating appropriate differentiated instruction, is of particular benefit with regards to children with special needs. Inclusion is a priority and the preferred method of educating all students at CCES. Therefore, special needs students will be integrated into the mainstream classroom to the extent possible. At CCES special needs students will be given consistent support for his or her unique learning style, which facilitates and nurtures learning. Special needs students will receive daily support and necessary, individual instruction on a case-by-case basis. Special needs can vary widely, and may range from classroom modifications, interventions, special instructional strategies and special programs. If teachers and/or parents determine that a student may need additional support or resources, then an IEP (individual education program) or declaration of intent process will begin. The CCES general program of instruction for students with disabilities shall be responsive to the required courses and related curricular activities provided for all students in the school. CCES shall conduct assessment and standardized testing of students with disabilities using state and district guidelines. Meetings will be arranged with parents to monitor progress and concerns. Individualized Educational Plans will be designed and revised as data from testing and assessments is gathered. CCES 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.

I. Charter School Special Education Program; LAUSD-Specific Language

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at

\(^{16}\) Upon further sub-dividing the subgroup identification ‘economically disadvantaged’ into subgroups related to English Learner and parent education subgroups, these two particular subgroups were more significant than the economic indicator itself.
charter schools.

Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, CCES will either execute a Memorandum of Understanding ("MOU") by and between LAUSD and CCES 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 or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s Modified Consent Decree ("MCD") requirements (see MOU execution requirements below). Charter schools who are considering joining another SELPA shall provide the required notification of intent to leave the SELPA at least one year and one day prior to the anticipated exit date (Education Code § 56195.3 [b]).

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a MOU by and between the LAUSD and the charter school (if considered a Local Educational Agency ("LEA") regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the Chanda Smith MCD requirements.

A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

**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. 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 will 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.

District-operated schools will continue to receive the supports and services that they currently receive from the Division of Special Education. Charter schools not meeting the criteria for admission to the Charter-operated Program section of the SELPA will remain under the District operated Program section of the SELPA and will have two options for membership. These schools may act as a District-operated school for the purposes of special education or may chose to provide their own programs and services and be reimbursed for these services for
these services based on a percentage of their general education fund contribution.

The reorganization of the SELPA will retain a central Administrative Unit to include Due Process, Fiscal/Program Accountability, Compliance and Nonpublic Schools and Agencies. The reorganization would not create a new administrative branch of the Division of Special Education but would utilize existing resources. An Advisory Board consisting of five members appointed by the Board of Education (three recommended by the District-operated Programs; and two recommended by the Charter-operated Programs) provides charter-operated schools with a voice in the governance of special education in LAUSD. This Advisory Board will provide input, guidance and support to the SELPA Administrator in the Administrative Unit in coordinating programs and services across both District and charter schools. The Advisory Board will also inform the Superintendent and Board of Education regarding special education issues. The Advisory Board will operate by a set of by-laws approved by the Board of Education.

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; LAUSD -Specific Language

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

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

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

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

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

- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The 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

1) **Present-Charter Approval: Hire Principal:** the process of identifying this individual is ongoing, proposed leader has been identified and will be finalized upon charter approval.

2) **Present-Ongoing: Raising Funds, Locating Site.** Board of Directors and Founding Parents will lead fundraising, development and grant seeking efforts. When the Principal is in place, the bulk of these efforts will be led by him or her and the Board will be focused on high level development efforts. A Founding Parent committee, under the guidance of the Board of Directors, is seeking an appropriate site.

3) **January 2013-June 2013: Outreach:** Principal and Founding Parent Outreach Committee will lead efforts to recruit students and work with families to conduct outreach events and distribute information about the school to potential students and families. By spring, 144 students (72 in K, 48 in 1st and 24 in 2nd grades) will have been confirmed. If more applicants than spaces, a lottery will take place in the spring, no later than May 15, and the Wait List will be referred to, as needed, until the school opens in the fall.

4) **Post-Charter Approval – April 2013: Staff/Faculty Hiring:** Principal will recruit and hire staff and faculty.

5) **Spring – Summer 2013: Site/Facility preparation:** Since the site has not been finalized under CCES management, it is unclear when the process will begin. However, several warehouses are under CCES management and currently storing furniture, fixtures, and equipment that have been donated.

6) **August 2013: Faculty Professional Development:** a two week teacher institute will enable all faculty and administration to prepare curriculum, pedagogical practices, assessments, and other logistical processes to ensure a smooth first year of school.
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, CalWest, 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 pedagogy and elementary multiple subjects, a commitment to project-based learning, data driven instruction and backward design curriculum construction, and (for the Dual Language Program) bilingual fluency.

CCES has put aside $30,000 (recently raised from donors) for the professional development August Teacher Institute, to be designed by the Principal in light of faculty strengths and weaknesses, and in light of student needs. Experts from Multicultural Learning Center and Los Feliz Charter School for the Arts (as described above) will guide our teachers in implementing the Language Arts (Columbia Teachers College Reading & Writing Workshop) and Social Studies (DWOK) program. Teachers in our English-only program will receive Project GLAD training during the August institute and throughout the year as needed to support English Language Learners, while teachers in the Dual Language Program will have meetings with their assigned ‘mentor teacher’, who will be experienced in similar programs in California (from Multicultural Learning Center, El Sol Academy, Bishop’s Dual Language program and the Spanish Immersion program in Palo Alto’s Escondido Elementary School). All teachers will be trained in data driven instruction and the use of action research as a tool for improving student learning. They will be guided in utilizing the backward design process of curriculum construction described in this charter. They will also learn about arts-integrated, project-based learning.17

Other professional development activities will be provided to deepen teacher’s pedagogical and curricular knowledge about specific content areas during the year. For example, NCTM resources and possibly conferences. and National Science Foundation’s Problem-Based Learning Project (http://pbl.educ.msu.edu/), and CUE (computer-using educator) conferences and webinars.

We intend to utilize the talents of staff to provide professional development and/or guide the staff in thinking about new practices and mastering our program’s components. For example, if

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17 Buck Institute for Education. Free online, comprehensive tutorial can be followed by teachers working in groups or at their own pace. http://www.pbl-online.org/
we identify faculty with expertise in Dual Language Immersion, Project Glad, Lucy Calkin’s Reading & Writing Workshop (Columbia Teacher’s College) or any other aspect of our program, we will support and empower them to lead us in school-wide discussion and action. Time for Professional Development includes:

- 8 days of August Institute prior to school opening
- Tuesdays (shortened days) 1:30-4:00 PM
- Designated morning meetings (prior to school opening at 8:50)
- Weekly grade-level faculty meeting (7:45-8:45 AM on TBD day of week)
- Five Staff Development days over the course of the year (see the calendar in Element 1 subsection E)

The official Professional Development calendar is below:

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<td>Summer</td>
<td>1st sem</td>
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<tr>
<td>Data management system is on line and being used in all content areas. Data on student progress is available and being analyzed monthly to inform instruction</td>
<td>Knowing the client: Analyzing CST, CELDT, and Diagnostic Data</td>
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<td>Monthly Data Conferences</td>
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<td>Generating and analyzing benchmark test data</td>
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<td>All units and lessons and assessments are aligned to Common Core and CA standards and at an appropriate level of rigor.</td>
<td>Understanding By Design: Creating standards-based units (backward design)</td>
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<td>Reading &amp; Writing Workshop training</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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<td>Every parent event maximizes parent ability to support student academic success</td>
<td>Parent communication strategies</td>
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<td>Parent education events</td>
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<td>Student-involved parent conferences</td>
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<td>All units center on student-driven investigations of essential questions designed by teachers and students. Students independently use</td>
<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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<td>FOSS curriculum training</td>
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After our initial starting year, we realize the need to revisit professional development topics to keep returning staff growing and to refine and develop practices. We also value personalizing professional development plans based on the needs of students and teachers, in light of data such as test results, student work, teacher surveys, classroom observations, and peer review to determine specific professional development needs each year. For this reason, we intend to implement a tradition of “Reflection Day”, less than a week after the last day of school in June - a time for each teacher to share his/her reflection on the year’s curriculum, student learning and his/her individual professional development, as well as to identify goals for the next year. We intend to formalize our practice of self-analysis on professional development efficacy and goal-setting, tied into student data, and present a bi-annual summary to City’s Board of Directors. The Board will consider the results of this data in terms of approving budgets to support professional development plans each year.

L. No Child Left Behind

As required under No Child Left Behind, CCES 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. CCES is committed to reducing the education gap for all students. CCES 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, CCES 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 forms.

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 $500.00 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, CCES 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. CCES 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. CCES 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 CCES 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 CCES students. The Principal is ultimately responsible for meeting target goals, and will be held accountable by the Executive Director and the Board of Directors. The Principal will also be accountable for meeting Adequate Yearly Progress as required by NCLB.

A. Pupil Outcomes

CCES 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 CCES 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. In-class drafts and work 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, milestone/draft of a long-term writing piece, research paper, presentation or project.

In addition to the measurable student and school outcomes described in Element 2, CCES 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 One.)

CCES 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>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>- Students read, understand, and critique a variety of grade-level appropriate text</td>
<td>- CST (2nd-5th grade)</td>
<td>A minimum of 50% of students will score Proficient or Advanced on ELA CST</td>
</tr>
<tr>
<td></td>
<td>- Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.</td>
<td>- CAT 6 (in the event it becomes a state evaluation measure in the future)</td>
<td>75% of students will make significant gains (1.25 years) on MAP annually</td>
</tr>
<tr>
<td></td>
<td>- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science.</td>
<td>- NWEA MAP</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teacher observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Performance tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Written responses and critiques</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>- Students communicate effectively through a variety of written forms, showing consideration for audience and purpose</td>
<td>- CST (4th grade)</td>
<td>A minimum of 65% of 4th graders will Score Proficient or Advanced on the CST Writing Assessment</td>
</tr>
<tr>
<td></td>
<td>- Students write clear, coherent, focused essays that contain formal introductions, supporting evidence, and conclusions</td>
<td>- CAT 6 (in the event it becomes a state evaluation measure in the future)</td>
<td>75% of students will score Proficient or Advanced on rubric scored quarterly writing prompts</td>
</tr>
<tr>
<td></td>
<td>- Students write narrative, expository, persuasive, and descriptive texts of at least 250-500 words in each genre.</td>
<td>- NWEA MAP (language usage)</td>
<td>75% of students will make significant gains (1.25 years) on MAP annually</td>
</tr>
<tr>
<td></td>
<td>- Students progress through the stages of the writing process</td>
<td>- School-designed writing assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Student writing demonstrates a command of standard English conventions appropriate to grade level.</td>
<td>- Rubrics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students use a variety of research strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening and Speaking</td>
<td>- Students plan, organize, and deliver focused, coherent formal presentations that employ traditional rhetorical strategies (e.g., narration, exposition, persuasion,</td>
<td>- Performance assignments</td>
<td>75% of students will be at proficient or above based on a quarterly progress report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teacher observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rubrics</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Description</td>
<td>Assessments</td>
<td>Goal</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **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 75% of ELLs will increase by 1 ELD level per academic year. Among the ELL students attending GCMS 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 thinking | -Teacher assessment  
-Performance tasks  
-Publisher tests | No CST test in History for K-5 to utilize at this time  
65% of students will be at proficient or above based on a quarterly progress report. |
| **Science**                  | -Students possess foundational skills and | -Teacher assessments  
-Publisher tests | 60% of 5th grade students will score |
More specific internal assessment schedules will be utilized at each grade level for each subject. The table above illustrates a detailed assessment plan for English Language Arts in the elementary grades. (See also Appendix 1.)
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. CCES 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

CCES 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 CCES 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. CCES 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/CAT-6 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.
- CCES students scoring proficient or above in Math and Language Arts will exceed the average proficiency of the Comparison Resident Schools.

CCES will meet or exceed Adequate Yearly Progress goals for our school, as required by NCLB. In addition, CCES 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:** English Learners will progress at least one grade 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:** CCES will maintain at least 96% Average Daily Attendance.

**Teacher Retention and Satisfaction:** CCES will realize a higher teacher retention rate and higher teacher attendance rate than the average LAUSD elementary school, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year conferences and surveys.

**Parent Satisfaction:** CCES 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. 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: Outcome Measurement Process

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, 4th graders will take an essay test in writing and 5th grade students will take Science sections of the test. We 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 and mathematics in grades 3 through 5, and CMA for science in 5th grade instead of the corresponding grade-level and content-area CSTs.

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 K-5 until they are reclassified. This test includes a Reading and Writing section, which is administered in a whole class setting, as well as a Listening and Speaking section, which is administered individually. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed.

The results from this test will be examined alongside other assessments by CCES 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 5) will be scheduled and adopted as a measurement of physical fitness for CCES students.
CCES 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 60602.5 and 60851 and/or pupil assessment applicable to pupils in non-charter public schools.

If CCES decides not to test (i.e., STAR, CELDT, CAHSEE) with the District, the 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.

*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. CCES 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, CCES students will prepare and present at least two formal oral presentations each quarter, with one assigned in the math/science block. CCES 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:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Beginning</th>
<th>Mid-Year</th>
<th>Year End</th>
<th>Quarterly</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publisher-designed math assessment</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publisher-designed language arts assessment</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading fluency</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Standards-based baseline assessment (math and language arts)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Designed Writing Prompt</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Fitness</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>STAR Testing</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CELDT</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
In addition to benchmark assessments, we intend to closely monitor student growth and gaps through ongoing formative and summative classroom-based assessments. The tables below list ‘measurable student outcomes’ as well as the means and frequency of assessing students. The assessment approaches in the grades change over the grades, but K-1, 2-3, and 4-5 are grouped together below since they are similar in their approaches.

### Kindergarten and First Grade

<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – K</th>
<th>Skills, Knowledge, Attitudes – 1st</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td><strong>Reading:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Uses appropriate reading behaviors when looking at books. Recognizes that print and/or pictures convey messages by retelling or rereading. Demonstrates one-to-one correspondence when working with text.</td>
<td>1. Uses a variety of reading strategies to make meaning of what they encounter in print: cueing systems, semantic, syntactic, graphophonic.</td>
<td>classroom observations and anecdotal notes (qualitative documentation)</td>
<td>• Every 2 weeks per student, on staggered schedule</td>
</tr>
<tr>
<td>2. Self-motivated: Views self as a reader and chooses to read independently.</td>
<td>2. Makes personal connections to literature. Self-motivated: Views self as a reader and choose many types of books.</td>
<td>book choices: recorded in student’s portfolio</td>
<td>• ongoing on daily basis</td>
</tr>
<tr>
<td>3. Develops phonemic awareness (sound structure) as demonstrated by stating sounds heard in beginning, middle and end of short words.</td>
<td>3. Increases phonemic awareness by identifying sounds heard in beginning, middle and end of limited number of words.</td>
<td>checklists from CELL Balanced Literacy Program (quantitative documentation)</td>
<td>• Every 2 weeks</td>
</tr>
<tr>
<td>4. Recognizes and identifies letters of the alphabet.</td>
<td>4. Identifies logos and signs from print environment. Recognizes and identify a minimum of 50 high frequency words (sight words, anchor words). Recognizes vocabulary words in context.</td>
<td>children interviews: one-on-one by teacher during project time and Writers Journey time (filling in any qualitative and quantitative blanks)</td>
<td>• Every month</td>
</tr>
<tr>
<td>5. Applies concepts of story to his or her own experiences. Demonstrates understanding of story elements</td>
<td>5. Recognizes the basic elements of a story.</td>
<td>portfolios including a great variety of children’s work - portfolios analyzed using teacher-created rubric that incorporates Seeds’ checklists, state standards, and additional learning goals</td>
<td>• Updated in ongoing manner. Progress is reported quarterly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing:</th>
<th>Writing:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognizes that writing is used for various purposes and audiences.</td>
<td>1. Writes for a variety of purposes, audiences and formats. Selects pieces for portfolio.</td>
<td>classroom observations and anecdotal notes (qualitative documentation)</td>
<td>• Every 2 weeks per student, on staggered schedule</td>
</tr>
<tr>
<td>2. Recognizes that text contains a message and distinguish it as separate from the illustration. Will be aware of the connection between picture and print in his/her own writing.</td>
<td>2. Completed by end of K</td>
<td>Performance on teacher-generated quiz/test that prompts students to write specified words and/or ideas</td>
<td>• Every 2 weeks</td>
</tr>
<tr>
<td>3. “Writes” (squiggles, letters</td>
<td>3. Forms upper and lower case letters.</td>
<td>Writing assignments</td>
<td>• Every 2 weeks</td>
</tr>
<tr>
<td>4. Writes first and last name and a few other names or words either accurately or with approximate invented</td>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and/or words) to represent meaning. Approximates appropriate letter formation of upper and lower case letters.
4. Writes name with appropriate upper and lower case letter formation.
5. Moving toward 1st grade standards by asking questions to facilitate learning.
6. Experiences different stages of the writing process throughout the year to create original stories or reports either in whole or small group activities, as collaborator and as leader.
7. Writes a timed first draft in response to a prompt.
8. Analyzes writing samples with the teacher and re-writes in response to constructive criticism.

### Speaking & Listening:
Expresses ideas, by contributing regularly in small group, partner and classroom discussions.

Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends.

Demonstrate polite and respectful quiet while classmates ask questions and share thoughts.

Demonstrate consistently honest and respectful communication among peers in all settings during the school day.

Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise.

When working in a group or during a group lesson, students attempt to help other students learn by answering questions and sharing their own understanding of concepts.

### Mathematics:
1. Counts with understanding (up to 30), recognizes "how many" in sets of objects and whether sets are equal, greater, less than other sets.
2. Emerging understanding of U.S. money values.

<table>
<thead>
<tr>
<th>Mathematics:</th>
<th>Mathematics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counts with understanding (up to 100), uses multiple models to demonstrate understandings of place value and the base-ten number system, represents numbers by composing/decomposing.</td>
<td>Quiz/Test formative and summative assessments derived from Investigations in Numbers and Space curriculum: chosen for portfolio inclusion.</td>
</tr>
</tbody>
</table>

| Classroom observations and anecdotal notes (qualitative documentation) | Quiz/Test formative and summative assessments derived from Investigations in Numbers and Space curriculum: chosen for portfolio inclusion. |
| Classroom observations applied to checklists and rubrics generated by faculty to document student behavior and interactions (quantitative documentation) | In-class written examples. |

### Speaking & Listening:

- Classroom observations and anecdotal notes (qualitative documentation)
- Classroom observations applied to checklists and rubrics generated by faculty to document student behavior and interactions (quantitative documentation)

### Mathematics:

- Quiz/Test formative and summative assessments derived from Investigations in Numbers and Space curriculum: chosen for portfolio inclusion.
- In-class written examples.

### Evaluation:
- Every 2 weeks
- Daily review of written work: choose weekly sample for
<table>
<thead>
<tr>
<th>3.</th>
<th>Manipulate concrete objects (plastic pie chart pieces, different length blocks, etc.) to represent different fractions.</th>
<th>2.</th>
<th>Understanding of U.S. coin values as added up to a dollar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Use concrete objects and estimate to solve basic addition and subtraction.</td>
<td>3.</td>
<td>Recognize, compare and show flexibility of applications for common fractions.</td>
</tr>
<tr>
<td>5.</td>
<td>Sort, classify, and order objects by size, number, and other properties. Compare length, weight, and capacity of objects.</td>
<td>4.</td>
<td>Use a variety of methods to add and subtract one and two-digit numbers.</td>
</tr>
<tr>
<td>6.</td>
<td>Understand concepts of time. Understand relative distance.</td>
<td>5.</td>
<td>Identify, describe, compare, and classify geometric shapes, plane and solid objects. Recognize, describe, extend, and utilize patterns such as sequences of sounds, shapes and numeric patterns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.</td>
<td>Tell time to nearest half an hour. Describe location and directions.</td>
</tr>
</tbody>
</table>

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

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

**Science:**
1. Explores basic concepts of physical, life and earth sciences.
2. In the Physical Sciences,
3. Classroom observations and anecdotal notes (qualitative documentation).
4. Classroom observations applied to checklists and rubrics generated by faculty to document student understanding of social studies content and concepts (quantitative documentation).
5. Completed projects that communicate understanding of social studies content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression.
6. One-on-one child interviews in which teacher elicits demonstrations of student’s understanding of social studies content and concepts, measured against a rubric or checklist.
7. As needed.
Second and Third Grade

<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – 2nd Grade</th>
<th>Skills, Knowledge, Attitudes – 3rd Grade</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts:</strong></td>
<td><strong>Language Arts:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrates fluency in recognition of 150 high frequency words and will recognize vocabulary words in context. Uses reading strategies to make meaning of text. Will apply cueing systems: semantic, syntactic, graphophonic, to make meaning. 2. Recognizes the basic elements of a story and will make personal connections to literature. 3. Writes to express an idea or feeling, with some elaboration. Will write for a variety of purposes, audiences and formats. Will re-write after receiving constructive criticism. Demonstrates a developing understanding of the conventions of language, including spelling and handwriting.</td>
<td>1. Will use a variety of reading strategies which demonstrate comprehension. 2. Makes personal connections to literature, thinking critically about the story when reading. Will recognize use of literary elements and story structure. Will read often from a variety of genre. 3. Learns and applies the conventions of language, including spelling and handwriting. Will write to express an idea, opinion or feeling with supporting reasons. Will write for a variety of purposes, audiences and formats to demonstrate knowledge and critical thinking. Will re-write after receiving constructive criticism in order to better communicate their ideas. 4. Will write a timed first draft connected to a piece of literature</td>
<td>• classroom observations applied to checklists and rubrics generated by faculty to document student understanding of science content and concepts (quantitative documentation)  • Completed projects that communicate understanding of science content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression  • one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of science content and concepts, measured against a rubric or checklist</td>
<td>• Every two weeks  • Every five to eight weeks  • every 3 – 5 weeks, to coincide with mid-point and close of units</td>
</tr>
</tbody>
</table>

**Second Grade**

- learns about change and properties of solids, liquids and gases.
- In Life Science, focuses on plant and animal behaviors and structures.
- In Earth Science, identifies characteristics of landforms and identifies resources from Earth that are used in everyday life.
- In Earth Science, understands that many Earth's resources can be conserved.
- In addressing these three strands of the science curriculum, performs investigations and experiments.
- Develops science skills such as predicting, observing, recording observations and synthesizing data.
- Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.
- Will read often from a variety of literature, thinking critically about the story when reading. Will recognize use of literary elements and story structure.
- Will write to express an idea, opinion or feeling with supporting reasons. Will write for a variety of purposes, audiences and formats to demonstrate knowledge and critical thinking. Will re-write after receiving constructive criticism in order to better communicate their ideas. Will write a timed first draft connected to a piece of literature

**Third Grade**

- Classroom observations applied to checklists and rubrics generated by faculty to document student understanding of science content and concepts (quantitative documentation)
- Completed projects that communicate understanding of science content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression
- One-on-one child interviews in which teacher elicits demonstrations of student’s understanding of science content and concepts, measured against a rubric or checklist

**Assessment**

<table>
<thead>
<tr>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS, NWEA MAPS or DRA (Developmental Reading Assessment), DIBELS, NWEA MAPS</td>
<td>Every two weeks, on staggered schedule</td>
</tr>
<tr>
<td>Full Report card (standards-based)</td>
<td>ongoing on daily basis</td>
</tr>
<tr>
<td>photographs/video taping</td>
<td>Every two weeks</td>
</tr>
<tr>
<td>Observation by additional faculty</td>
<td>At the close of each unit of study (every 5 – 8 weeks)</td>
</tr>
<tr>
<td>DRA (Developmental Reading Assessment), DIBELS, NWEA MAPS</td>
<td>Updated in ongoing manner. Progress is reported quarterly</td>
</tr>
<tr>
<td></td>
<td>Twice per year</td>
</tr>
<tr>
<td></td>
<td>Twice per year</td>
</tr>
<tr>
<td></td>
<td>As needed</td>
</tr>
<tr>
<td></td>
<td>Ongoing and formally triannually</td>
</tr>
</tbody>
</table>
4. Will write a timed first draft in response to a prompt.
5. Will reflect on his/her writing by self selecting pieces for his/her portfolio and giving evidence for selection.

<table>
<thead>
<tr>
<th>Speaking &amp; Listening:</th>
<th>Pearson Grade/Gmade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks questions to facilitate learning, asking both faculty and classmates.</td>
<td>classroom observations and anecdotal notes (qualitative documentation)</td>
</tr>
<tr>
<td>Expresses ideas with supporting reasons regularly in small group, partner and classroom discussions.</td>
<td>classroom observations applied to checklists and rubrics generated by faculty to document student behavior and interactions (quantitative documentation)</td>
</tr>
<tr>
<td>Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends.</td>
<td>Observation by additional faculty and staff (both qualitative and quantitative as described above)</td>
</tr>
<tr>
<td>Demonstrate polite and respectful quiet while classmates ask questions and share thoughts.</td>
<td>teacher comments sent home</td>
</tr>
<tr>
<td>Demonstrate consistently honest and respectful communication among peers in all settings during the school day.</td>
<td>Full Report card (standards-based)</td>
</tr>
<tr>
<td>Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise.</td>
<td>photographs/video taping</td>
</tr>
<tr>
<td>Demonstrates changes in opinion or ideas when faced with reasonable alternative opinions and ideas. When working in a group or during a group lesson, students attempt to help other students learn by answering questions and sharing their own understanding of concepts.</td>
<td>Systematic, ongoing, updated every two weeks.</td>
</tr>
</tbody>
</table>

| Mathematics 1. Understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000 2. Estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers and solve simple problems involving multiplication and division 3. Solve problems involving operations with money 4. Tell time to the nearest quarter hour and know relationships of time 5. Identify and describe the attributes of common figures in the plane and of common objects in space 6. Formulate questions that can be answered by calculations. | Quiz/Test formative and summative assessments derived from Investigations in Numbers and Space curriculum: chosen for portfolio inclusion |
| Mathematics 1. Understand the relationship between numbers, quantities, and place value in whole numbers up to 10,000 2. Understand the relationship between whole numbers, simple fractions, and decimals 3. Calculate and solve problems involving addition, subtraction, multiplication, and division 4. Represent and analyze mathematical situations and structures using algebraic symbols 5. Understand measurable attributes of objects and the units, systems, and processes of measurement 6. Describe and compare the attributes of common figures in the plane and of common objects in space | In-class written examples of student’s mathematics communication: chosen for portfolio inclusion |
| Classroom observation documented against rubrics and checklists (quantitative): all documentation in student portfolio | Classroom observation documented in anecdotal, narrative form (qualitative): summarized |
| Quiz/Test formative and summative assessments derived from Investigations in Numbers and Space curriculum: chosen for portfolio inclusion | Every 2 weeks |
| In-class written examples of student’s mathematics communication: chosen for portfolio inclusion | Daily review of written work: choose weekly sample for portfolio |
| Classroom observation documented against rubrics and checklists (quantitative): all documentation in student portfolio | Every 2 weeks |
| Classroom observation documented in anecdotal, narrative form (qualitative): summarized | Every month |
| Quiz/Test formative and summative assessments derived from Investigations in Numbers and Space curriculum: chosen for portfolio inclusion | Twice per year |
| In-class written examples of student’s mathematics communication: chosen for portfolio inclusion | Twice per year |
| Classroom observation documented against rubrics and checklists (quantitative): all documentation in student portfolio | As needed |
| Classroom observation documented in anecdotal, narrative form (qualitative): summarized | As needed |
addressed with data, and collect, organize, and display relevant data to answer them.

7. Understand measurable attributes of objects and the units, systems, and processes of measurement.

8. Understand how patterns grow and describe them in general ways.

9. Communicate their mathematical thinking coherently and clearly.

attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.

7. Understand and apply basic concepts of probability.

8. Apply and adapt a variety of appropriate strategies to solve problems.

in student portfolio
• teacher comments sent home
• Full Report card (standards-based)
• photographs/video taping
• Observation by additional faculty

History/ Social Science:
1. Develops a deepening understanding of the world and community.

2. Develops a concept of fair play and good sportsmanship, including the meaning of the Golden Rule.

3. Learns about their world through locating continents on the map. Geography skills include being able to locate cardinal directions, identifying major features on the globe, and understanding basic map symbols.

4. Describe how different climate, weather, and location affect the way people live, including food, clothing and shelter.

5. Learns about people now and historically who have made a difference.

6. Differentiates stages of history, noticing differences between long ago and yesterday.

7. Explores early stages of government structure and economy.

8. Recognizes how actions lead to reactions. Understand how one person can affect change as well as recognize their own role and responsibility in a changing and growing world.

9. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.

History/ Social Science:
1. Describes the physical and human geography and use maps, tables, graphs, photographs, and charts.

2. Identifies geographical features in their local region.

3. Traces the ways in which people have used the resources of the local region and modified the physical environment.

4. Describes the American Indian nations in their local region long ago, their national identities, religious beliefs, customs, and various folklore traditions.

5. Draws from historical and community resources to organize the sequence of events in local history.

6. Understand the rules and laws in our lives and the basic structure of the United States Government.

7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.

History/ Social Science:
1. Describes the physical and human geography and use maps, tables, graphs, photographs, and charts.

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7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.

Science:
1. Explores early concepts of motion.

2. Explores properties of light and color.

3. Understands the life cycles, unique adaptations and interdependent nature of plants.

Science:
1. In Physical Science, understands energy and matter and their changing forms.

2. For Life Science, knows examples of diverse life forms in different environments.

3. Learns about their world and good sportsmanship, including the Golden Rule.

4. Develops a concept of fair play and good sportsmanship, including the meaning of the Golden Rule.

5. Draw from historical and community resources to organize the sequence of events in local history.

6. Understand the rules and laws in our lives and the basic structure of the United States Government.

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3. Learns about their world through locating continents on the map. Geography skills include being able to locate cardinal directions, identifying major features on the globe, and understanding basic map symbols.

4. Describe how different climate, weather, and location affect the way people live, including food, clothing and shelter.

5. Learns about people now and historically who have made a difference.

6. Differentiates stages of history, noticing differences between long ago and yesterday.

7. Explores early stages of government structure and economy.

8. Recognizes how actions lead to reactions. Understand how one person can affect change as well as recognize their own role and responsibility in a changing and growing world.

9. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.
and animals.
4. Understands humans have large role in the future of both plant and animal species.
5. Recognizes that the Earth is made from a variety of materials that have distinct properties. And know that these resources are not necessarily renewable.
6. Recognizes science as a process of experiments, including questioning, observation and recording data.
7. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.

3. In Earth Science, knows the position of the Sun in the sky changes during the course of the day and from season to season.
4. Pursues answers to project-related questions and demonstrates perseverance in the face of difficult challenges and setbacks.

Fourth and Fifth Grade

<table>
<thead>
<tr>
<th>Skills, Knowledge, Attitudes – 4th</th>
<th>Skills, Knowledge, Attitudes – 5th</th>
<th>In House Assessment Tools</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts:</td>
<td>Language Arts:</td>
<td>• classroom observations and anecdotal notes (qualitative documentation)</td>
<td>• Every 2 weeks per student, on staggered schedule</td>
</tr>
<tr>
<td>1. Will make personal connections to literature.</td>
<td>1. Makes personal connections to literature. Thinks critically about the story when reading core literature and other selections.</td>
<td>• book choices: recorded in student’s portfolio</td>
<td>• ongoing on daily basis</td>
</tr>
<tr>
<td>2. Will read often and from a variety of genre.</td>
<td>2. Reads often from a variety of materials and genres.</td>
<td>• checklists (qualitative documentation)</td>
<td>• Every two weeks</td>
</tr>
<tr>
<td>3. Recognizes literary elements that support the meaning of selections.</td>
<td>3. Recognizes the literary elements used by an author and understand how they contribute to the development of the literature.</td>
<td>• portfolios including a great variety of children’s work - portfolios analyzed using teacher-created rubric that incorporates CELL’s checklists, state standards, and additional learning goals</td>
<td>• At the close of each unit of study (every 5 – 8 weeks). Updated in ongoing manner. Progress is reported quarterly</td>
</tr>
<tr>
<td>4. Monitors and adjusts reading in content areas.</td>
<td>4. Adjusts reading rates to meet specific purposes.</td>
<td>• teacher comments sent home</td>
<td>• Twice per year</td>
</tr>
<tr>
<td>5. Uses a variety of reading strategies to demonstrate comprehension.</td>
<td>5. Demonstrates comprehension and make meaning from core literature and grade level content materials.</td>
<td>• Full Report card (standards-based)</td>
<td>• ongoing</td>
</tr>
<tr>
<td>6. Learns and applies study skills when reading grade level texts.</td>
<td>6. Produces a final draft addressing audience, purpose and task as given in a prompt.</td>
<td>• photographs/video taping</td>
<td>• As needed</td>
</tr>
<tr>
<td>7. Utilizes all stages of the writing process.</td>
<td>7. Reflects on his/her writing by recognizing strengths and weaknesses.</td>
<td>• Observation by additional faculty</td>
<td>• Ongoing and formally triannually</td>
</tr>
<tr>
<td>8. Writes a research report that demonstrates good organization and supporting details.</td>
<td>8. Begins to develop voice and style.</td>
<td>• DRA (Developmental Reading Assessment), DIBELS, NWEA MAPS or</td>
<td></td>
</tr>
</tbody>
</table>
### Mathematics
1. Understand the place value of whole numbers to the millions and decimals to two decimal places and how whole numbers and decimals relate to simple fractions; use the concepts of negative numbers
2. Estimate and compute the sum or difference of whole numbers and positive decimals to two places. Solve problems involving addition, subtraction, multiplication, and division of whole numbers
3. Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences
4. Understand perimeter and area
5. **Analyze characteristics** and properties of two- and three-dimensional geometric shapes

### Pearson Grade/Gmade

| Speaking & Listening: Seeks answers to questions in order to facilitate learning, utilizing faculty, classmates, written resources, a variety of media. | classroom observations and anecdotal notes (qualitative documentation) |
| Regularly expresses ideas with supporting reasons and welcomes conflicting information which requires an adjustment to one’s ideas. | classroom observations applied to checklists and rubrics generated by faculty to document student behavior and interactions (quantitative documentation) |
| Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends. | Observation by additional faculty and staff (both qualitative and quantitative as described above) |
| Demonstrates polite and respectful quiet while classmates ask questions and share thoughts. | teacher comments sent home |
| Demonstrates consistently honest and respectful communication among peers in all settings during the school day. | Full Report card (standards-based) |
| Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise. | photographs/video taping |

<table>
<thead>
<tr>
<th>Mathematics</th>
<th><strong>Mathematics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Understand the place value of whole numbers to the millions and decimals to two decimal places and how whole numbers and decimals relate to simple fractions; use the concepts of negative numbers</strong></td>
<td><strong>1. Compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents; understand the relative magnitudes of numbers</strong></td>
</tr>
<tr>
<td><strong>2. Estimate and compute the sum or difference of whole numbers and positive decimals to two places. Solve problems involving addition, subtraction, multiplication, and division of whole numbers</strong></td>
<td><strong>2. Perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals</strong></td>
</tr>
<tr>
<td><strong>3. Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences</strong></td>
<td><strong>3. Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results</strong></td>
</tr>
<tr>
<td><strong>4. Understand perimeter and area</strong></td>
<td><strong>4. Understand and compute the volumes and areas of simple objects</strong></td>
</tr>
<tr>
<td><strong>5. <strong>Analyze characteristics</strong> and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</strong></td>
<td><strong>5. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</strong></td>
</tr>
<tr>
<td><strong>6. Display, analyze, compare, and interpret different data sets, including data sets of different sizes</strong></td>
<td><strong>6. Display, analyze, compare, and interpret different data sets, including data sets of different sizes</strong></td>
</tr>
<tr>
<td><strong>7. Monitor and reflect on the process</strong></td>
<td><strong>7. Monitor and reflect on the process</strong></td>
</tr>
</tbody>
</table>

| Speaking & Listening: Seeks answers to questions in order to facilitate learning, utilizing faculty, classmates, written resources, a variety of media. | classroom observations and anecdotal notes (qualitative documentation) |
| Regularly expresses ideas with supporting reasons and welcomes conflicting information which requires an adjustment to one’s ideas. | classroom observations applied to checklists and rubrics generated by faculty to document student behavior and interactions (quantitative documentation) |
| Connects prior knowledge and recognize similarities and differences in stories, literature, language, scientific concepts, mathematical concepts, and social studies trends. | Observation by additional faculty and staff (both qualitative and quantitative as described above) |
| Demonstrates polite and respectful quiet while classmates ask questions and share thoughts. | teacher comments sent home |
| Demonstrates consistently honest and respectful communication among peers in all settings during the school day. | Full Report card (standards-based) |
| Demonstrate positive feedback to students who are presenting their knowledge/skills either by being a good audience member (clapping, for example) or by responding with appropriate praise. | photographs/video taping |

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<td><strong>2. Estimate and compute the sum or difference of whole numbers and positive decimals to two places. Solve problems involving addition, subtraction, multiplication, and division of whole numbers</strong></td>
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<td><strong>3. Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results</strong></td>
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<td><strong>4. Understand perimeter and area</strong></td>
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<tr>
<td><strong>5. <strong>Analyze characteristics</strong> and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</strong></td>
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shapes and develop mathematical arguments about geometric relationships.  
6. Organize, represent, and interpret numerical and categorical data and clearly communicate their findings.  
7. Monitor and reflect on the process of mathematical problem solving.

<table>
<thead>
<tr>
<th>Science:</th>
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| 1. In Physical Science, understands electricity and magnetism and their many useful applications in everyday life.  
2. In Life Science, knows all organisms need energy and matter to live and grow.  
3. For Earth Science, knows the ecology of the regions of | 1. In Physical Science, explores the basics of chemistry. Recognizing atoms, molecules. Through the study of Astronomy, Hydrology and Botany, understands nature of atomic structure, chemical reactions, states of matter, elements common to our Earth and properties of some common compounds.  
2. In Earth Science, identifies features | • classroom observations and anecdotal notes (qualitative documentation)  
• classroom observations applied to checklists and rubrics generated by faculty to document student understanding of science content and concepts (quantitative documentation)  
• Completed projects that communicate understanding of social studies content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression  
• one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of social studies content and concepts, measured against a rubric or checklist | • Every 2 weeks per student, on staggered schedule  
• Every two weeks  
• Every five to eight weeks  
• every 3 – 5 weeks, to coincide with mid-point and close of units |

<table>
<thead>
<tr>
<th>History/ Social Science:</th>
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<th>History/ Social Studies:</th>
</tr>
</thead>
</table>
| 1. Demonstrates an understanding of physical and human geographic features that define places and regions in California.  
2. Describes the social, political, cultural and economic life among people of California from the pre-Columbian societies to the Spanish mission and Mexico rancho periods.  
3. Explains economic, social, and political life of California throughout its history.  
2. In Ancient Studies, understands the literal and mythical geography of Classical Greece. Understands the Prehistoric and Heroic background of Greek Culture. Examines all aspects of Classical Greece.  
3. In Ancient Studies, understands the literal and mythical geography of Classical India. Recognizes the pre-classical background of Indian History. Explains all aspects of Classical India. | • full Report card (standards-based)  
• photographs/video taping  
• Observation by additional faculty  
• ongoing  
• As needed |

| Classroom observations and anecdotal notes (qualitative documentation)  
• classroom observations applied to checklists and rubrics generated by faculty to document student understanding of social studies content and concepts (quantitative documentation)  
• Completed projects that communicate understanding of social studies content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression  
• one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of social studies content and concepts, measured against a rubric or checklist | • Full Report card (standards-based)  
• photographs/video taping  
• Observation by additional faculty  
• ongoing  
• As needed |
California is made up of its habitats, life cycles and ecosystems. 4. Understands the scientific process asking meaningful questions and conducting careful investigations.

| of the celestial sphere, properties of the bodies of the solar system, and composition of the universe. Recognizes that water circulates through the Earth. Discovers the basic properties of water and relate this to the water cycle and water conservation. 3. In Life Science, identifies structures of plants, and relates these to parallel structures in birds. Classifies native species of wildflowers, shrubs and trees. 4. In Environmental Science, understands components of ecosystems and how species are able to find new niches with changing conditions or go extinct. Discusses issues of conservation and use relating to native flora and forests. |
|---|---|
| documentation) • Completed projects that communicate understanding of science content and concepts measured by rubrics and checklists: communication may take the form of oral, written, artistic, musical, physical, and/or technological expression • one-on-one child interviews in which teacher elicits demonstrations of student’s understanding of science content and concepts, measured against a rubric or checklist |
| • every 3 – 5 weeks, to coincide with mid-point and close of units |

Note on Science Assessment
The following narrative, from the FOSS California curriculum, describes in greater depth the approaches to assessment provided by these resources:

*Grades K-2 Formative Assessment.* The FOSS formative assessments allow you and your students to monitor learning continuously as you progress through the module. The primary formative assessment strategies are:

- **Teacher Observation** - Teacher observation can take the form of anecdotal notes or 30-second interviews with the students.
- **Science Notebooks** - Making good observations and using them to develop explanations for how the natural world works is the essence of science. Science notebook sheets are designed specifically to help you to find out what sense students are making of the activities.

*Grades K-2 Summative Assessment.* The end-of-module assessment evaluates students' learning after they finish all the investigations. The assessment has two formats. Performance items require students to use equipment, write observations, and record findings. Written items focus mostly on content vocabulary and basic understanding.

*Grades 3-5 Embedded Assessments.* Embedded assessments allow you and your students to reflect on learning continuously as you progress through a module. They take place as a regular part of instruction, and allow you to provide feedback to individual students and the class as a whole. Embedded Assessments include:

- **Teacher observation** - Occurs while students are immersed in activities.
- **Science notebook sheets (student work)** - Generally students use science notebook sheets to record and organize data during an investigation.
• Response sheets (student work) - Response sheets are usually given at the end of Part 1 or Part 2 in an investigation, and require students to use what they have learned so far in a slightly different situation.

*Grades 3-5 Benchmark Assessments*[^1](http://www.delta-education.com/science/ca/download/Benchmark_Assessment.pdf) Benchmark assessments occur before instruction begins, after each investigation, and after instruction is completed. Benchmark assessments serve two purposes. They provide teachers with information about student achievement and diagnostic information. They also give students the opportunity to reflect on their own learning. *There are 3 kinds of benchmark assessments:*

- **Pretest** to measure entry-level skills and knowledge
- **I-Check** to measure progress after each investigation
- **Posttest** to assess complete understanding of content and investigation standards

**Rationale for These Methods**

CCES 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 math cannot occur unless students have the ability to perform basic operations with ease and accuracy, diagnostic computational skills test 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 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, CCES 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.
Report Cards and Parental Involvement

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. CCES 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. Our 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.

We 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 - we will include Common Core and transition fully to Common Core as appropriate. 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 us to improve the overall educational program to meet the needs of all students.
C. Data Management and Analysis

CCES 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. Gaps in student knowledge will become the focus of teacher development in the classroom and will help determine appropriate professional development experiences. CCES 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 (see Element One for more on this). 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.

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.” Education Code Section 47605(b)(5)(D)

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

CCES 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.

CCES will comply with the Brown Act.

**LAUSD-Specific Language**

Members of the CCES'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**

CCES 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.

CCES 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.

CCES 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 CCES Charter 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)*

CCES 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. CCES 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 CCES.

**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. The school will secure general liability insurance, workers compensation, and unemployment insurance.

**B. Nonprofit Public Benefit Corporation**

CCES 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. CCES 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 CCES Charter Elementary and Middle School and High School. The Board of Directors is responsible for all legal and fiduciary matters involving both schools. 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.

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18 Middle opened fall 2012, and Elementary is a proposed charter. High School is part of term plan.
The Board will create committees as needed to address issues related to fulfilling the mission of CCES. Possible 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 at least three (3) and no more than Twenty-two (22) members. The Nominating Committee of the Board will interview and propose all other candidates to the full Board for vote. No employee of CCES shall have any voting rights on the Board of Directors. As required by the authorizing district, an LAUSD representative will be an ex-officio, non-voting member of the Board. Each Director on our Board shall serve for a one year term, renewable at 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 (a pillar of the program); an attorney; and a law school professor with expertise in speech and debate (a pillar of the program). The Board soon expanded to include the current roster, listed along with resumes in Appendix 2.

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

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. All Board meetings will be open to 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.

F. Stakeholder Involvement
The governance of CCES is designed to reflect the best practices existing in effective, high performing, college preparatory K-12 institutions. The Board of Directors is the primary governing board of CCES 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.

Stakeholders will have roles through:
- Advisory Board
- Family Committees
- Dean of Faculty (see definition below)
- Site Council

The Board of Directors will be supported in its efforts by an Advisory Board. The Advisory Board will be comprised of leading experts who can provide guidance to the school’s educational, financial, site and growth-related endeavors. Members of the Board of Directors as well as the Executive Director can nominate individuals to this Board if a rationale exists for that individual’s counsel at that point in time.

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 grade level representatives [GLR] (corresponding to the grade of their child) to the Site Council (or “Site Board”). This council is based on similar structures that exist in schools that share educational goals, curricular choices and student demographics. The Aspire Schools and a collection of successful, rigorous schools in Arizona provide the main models for this council which we define as follows:

*The Site-Based Council is a policy-making, advisory body that determines all items related to school operation. The Site Council include an equal number of teachers and parents (representing each grade level) and will report directly to the principal, only reporting directly to the Board when encountering serious, unresolved issues. An individual Board member will be publically identified as the Council’s main contact should Board attention be desired. The council:*

- acts as an initial discipline review board;
- addresses school safety issues;
- reviews parental concerns;
- determines budget priorities; and
- sets policies that are unique to the school.

Furthermore, all parents can also join any family committee in which they have an interest. These committees will be formed at the request of the Principal or at the suggestion of parents, pending the approval of the Executive Director. Possible committees include:

- Fundraising
- Technology Support
- Teacher Appreciation
- Cultural Events
- After School Program

Faculty will elect a Dean of Faculty who will sit on the Site Council and up to two additional faculty members to also join the Site 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\textsuperscript{19}. The Dean also manages the application and follow-up process that enables faculty to access school-provided professional development funds.

The Elementary School Site Council will bring 3 elected parent representatives, one for every two grades, and 3 elected teachers together in biweekly meetings with the Principal. 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.

**Process for Amendments to Charter**

Amendments to the charter and memorandums of understanding are made through the Board and submitted to the district for review and approval. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

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\textsuperscript{19} Pending fundraising and/or will be donated by volunteers.
G. Governance Structure/Organizational Chart

Board of Directors

*ED expected to be hired after as the school grows and budget allows. Is the school grows to more than a few schools, a Central Admin Team will be added.

Family Committees
All families elect a grade level representative to the Site Board

Fundraising Committee
Family Education
Technology
Green Team
School Ambassadors - Outreach

H. Board of Directors – Resumes

Please see Appendix 2 for Board of Director bios, resumes and questionnaires.
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 CCES 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 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 CCES 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 CCES.

CCES 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 CCES 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.20

The administrative positions for CCES include:
- Executive Director/Head of all CCES Schools
- Elementary School Principal
- Assistant Principal (year 3)

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 all CCES schools. The ED holds responsibility, accountability and authority for the school’s overall performance and success in fulfilling the CCES mission. It is the primary responsibility of the ED to ensure that the organization meets its strategic plan

20 The average teacher salary is assumed to be $50,000, allowing for a range between $38,000 and $60,000. The average part-time arts teacher salary is assumed to be $25,000. The Principal salary is estimated at $100,000. The office manager is assumed to be $40,000, with 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.
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 is responsible for the launching of CCES schools and the ongoing overall operations of the schools. The ED hires and assesses each school's Principals.

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 CCES 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 CCES. 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 Elementary School Principal of CCES 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 and project-based learning and integrates California state and Common Core 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
   - Continually monitor, evaluate and hone the Dual Language Immersion program and foster mutually beneficial relationships with similar schools to support the continued improvement of the program
   - 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;
   - 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 and project-based learning with multiple assessments.**

The ideal candidate will have (these are preferable but not required):
• Teaching experience in grades K-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, Dual Language Immersion, English learners and GATE;
• Proficiency/fluency in another language, preferably Spanish
• 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
CCES 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 CCES and made available to LAUSD upon request.

The 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 grade-level faculty do not approve, since they will be collaborating and working closely together. 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 K-5 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
- Fluency in target language - if a candidate for the Dual Language Immersion program

Responsibilities will include:

- Backward design curriculum construction and implementation of student-centered lessons that incorporate the school’s definition of an educated person and emphasize active learning strategies and problem-based and project-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, CCES will hire Charter Impact, or a similar vendor. The accounting systems CCES plans to adopt will adhere to generally accepted accounting principles, giving CCES 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:
  o Implementing the charter and maintaining adherence to its guiding principles and requirements
  o Overall successful school academic program and achievement of educational goals
  o 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 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.

If an evaluation reveals poor job performance, a conference will be scheduled between the staff member and the principal, or the ED and the principal, or the Board and the ED, to develop a written action plan detailing recommendations for improvement. The action plan will outline an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due
Process and the Grievance Procedure.

D. Assurances and Background Checks

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

CCES will require each employee to submit to a criminal background check as required by Education Code Section 44237. CCES 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. CCES 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 CCES employees. The principal and/or administrative designee will monitor teacher credentials.

CCES 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, CCES will process all background checks through LiveScan, administered by the Department of Justice. CCES will adhere to school policy pertaining to the safety and health of all employees and students.

E. Child Abuse Reporting

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

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

A. Health and Safety Policies

The health and safety of CCES students and staff is a high priority. The school follows all required safety regulations including emergency policies and procedures. CCES 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. CCES operates as a drug, alcohol, and tobacco free workplace.

Each new employee or non-parent 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 CCES are required to have a Mantoux tuberculosis test per Education Code 49406.

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. The policy includes, but is not limited to the following:

- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by California Education Code section 44237. Ed. Code §47605 9b)(5)(F)
- Safe use, maintenance, and sanitation of school equipment and facilities
- Emergency drill procedures and schedule (earthquake, fire and other)
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.
- Emergency site plan
- Health screening procedure (vision, hearing and scoliosis)
- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law. Records of student immunizations will be maintained, and staff will honor County requirements for periodic Tuberculosis (TB) tests.
- Procedures expected of staff and parents in the case of a sudden illness or injury occurring at school
- Procedures for administration of medication at school
- Suggestions for families as to good nutrition for their children
- Explanation of the necessity of physical education for the child’s health
- Legal obligation of reporting contagious conditions
- Prevention of drug, tobacco and alcohol use, violence, and early sexual activity
• CCES provides health screening procedures (vision, hearing and scoliosis) to students to the same extent as would be required of non-charter public schools.
• CCES requires that all enrolling students and staff provide records documenting immunizations to the extent required by law, just as would apply in non-charter public schools.
• Records of student immunizations are maintained, and staff honor County requirements for periodic Tuberculosis (TB) tests

Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. CCES 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 CCES's premises, or in a product, facility, piece of equipment, process, or business practice for which CCES 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, CCES 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

CCES 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

CCES has developed policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school has trained, and will continue to train, instructional and administrative staff in basic first aid. The school safety plan is kept on file for review and school staff is trained annually on the safety procedures outlined in the plan. The following is an excerpt from the current safety plan: the Table of Contents, followed by a few sections:

CONTENTS:
INTRODUCTION
CAMPUS SAFETY 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
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

CCES will occupy either a site to be designated in cooperation with LAUSD or another site. We have identified several acceptable sites and are waiting for charter approval to complete the negotiations.

If CCES moves or expands to another facility during the term of this charter, CCES shall provide a certificate of occupancy to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. CCES shall not open in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Charter Schools Division. 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. If LAUSD facilities are used during the term of this charter, CCES shall abide by all LAUSD policies relating to Maintenance & Operations Services.

CCES will always comply with all applicable Building Codes, standards, and regulations, Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements. The site will always be in full compliance with all current codes and requirements including updated fire alarm requirements for E-1 occupancy. The Certificate of Occupancy and other pertinent records documenting such compliance will be kept on file by CCES and readily accessible.

Dependent on the facility lease requirements, CCES 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 CCES 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 CCES 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.

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

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

CCES 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 CCES 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. Staff members receive in-service training and sign a document verifying notification and understanding regarding this responsibility.
ELEMENT #7: Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

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, CCES 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 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 CCES 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 CCES School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

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

CCES 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 extracurricular activities at the school. CCES will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school. Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at CCES under the NCLB-PSC program increases in subsequent years, CCES School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.
**Federal Compliance (LAUSD-Specific Language)**

As a recipient of federal funds, including federal Title I, Part A funds, CCES 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. CCES understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. CCES 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 school-wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

CCES 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 Elementary 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 Charter Elementary School will also endeavor to recruit an economically diverse student population. City Charter Elementary School 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 Charter Elementary School 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. The volunteers also reached out to faith-based institutions, neighborhood associations, and other non-profit organizations. The first step in our outreach process consisted of gathering information and seeking counsel in how to reach community members at large. Our outreach volunteers were met with enthusiasm and support throughout these early outreach efforts.

The partnership building process, which has already begun, includes:

1) Research, examine and list all community service organizations, schools, religious and ethnic organizations, libraries, parks, community gathering places (farmer’s markets, performance spaces, etc.) serving the people within our target geographical boundaries of Mid-City/West Adams to Downtown.

2) Given the list to be created in Step (1), determine the language fluencies needed to best communicate with the populations in the area. If school leaders are not themselves proficient in the needed languages, a translator will be involved at every step of the communication process, and will be hired to translate all school materials and websites as well. It is anticipated that translations will be needed into Spanish, and other languages may also be considered essential.

3) Identify all local public elementary schools and private schools that end before middle school: meet with the leadership of these schools and arrange informational meetings (if possible) with the parents to educate families about the charter school option, train and involve Founding Parents and/or registered students’ parents (after school lottery determines students) in speaking with potential parents at these locations. If the school to be recruited from includes a significant number of families that are unfamiliar with school choice or unaware of the uniqueness of City’s educational philosophy, we will look for opportunities to collaborate positively with local elementary schools.

4) Identify all local community service organizations, including YMCA’s and community centers: meet with leadership of these organizations, schedule orientation meetings with families of school age children to be led by school leadership with the aid of trained registered parents, and ensure an ongoing space in the building to leave charter school brochures/information.

5) Contact leadership of local libraries, post offices, supermarkets, drugstores and other local businesses to establish a physical location in the building to leave notices/brochures/information about the charter school for local residents to access. These activities could be completed by trained registered parents.

6) Identify local religious and ethnic-centered organizations: meet with the leadership of these programs and arrange informational meetings with the parents to educate families about the charter school (led by school leaders with the help of registered parents), and ensure an ongoing space in the building to leave charter school brochures/information.

The goals in meeting with these community leaders include:

- Informing leaders and their constituents/clients/acquaintances of the school’s mission, programs, services
- Hearing and addressing the needs, questions and concerns of all community members
- Fostering an ongoing mutually beneficial relationship with other organizations that are serving the community

Our volunteers spent and continue to spend a great deal of time cultivating these relationships by presenting our vision to community leaders and constituents as well as dialoging about community-based issues, answering questions and fielding follow-up calls. Our outreach committee also has a dedicated committee of educators on hand to answer questions related to pedagogy and curriculum.

Below are examples of some of our outreach efforts:
- 10/2/12: 9am – 12pm: at All Saints' Beverly Hills we collected signatures.
- 9/30/12: 10am– 12pm at All Saints' Beverly Hills we collected signatures
- 9/30/11; 10am-12pm Grace Church of the Nazarene 1419 W Vernon Ave. collected gave out brochures and collected signatures.
- Sound of Music Preschool. Obtained signed MOU.
- Nu Building Blocks Daycare. Obtained signed MOU.
- USC Head Start schools Preschools on Jefferson on Thursday
- Sound of Music. Obtained about 14 signatures from low-income hispanic families and will return to do more outreach.
- Creation Station Dance School. Obtained 10 signatures.
- 9/28/11 VONS on Fairfax/Pico, gave out brochures
- 9/3011 10am-12pm. Lemonade stand on Jefferson and Arlington-got 2 signatures
- 9/30 11am-1pm. Wellington Square Farmers Market-got 2 signatures.
- 9/30 2-3pm: Venice/La Brea neighborhood. Got 4 signatures.
- 10/2 4-5pm: Venice/La Brea neighborhood. Got signatures.
- 9/2/12: Jazz in the Avenues, 7th Ave and 25th St. Got 4 signatures and handed out flyers to various LA residents, primarily from West Adams
- 9/ 12/12: West Adams/The Avenues neighborhood association meeting, 3425 West Adams Blvd. Los Angeles, CA 90018. Outreach for City Elem West Adams/soliciting info for site/gave out flyers, passed out website address to residents of 2nd-14th Avenues/West Adams + Neighborhood Assoc President Donna Jones
- 9/14/12: meeting with LA 84 Foundation, Marcia Suzuki, (Jennifer Johnson also present at this mtg), : 2141 West Adams Boulevard Los Angeles, CA 90018, outreach/MOU solicitation/gave flyer/ will have follow up meeting
- 9/20/12: meeting with Eunice Williams, LeAnne Jones in District 1 LAUSD office/Marguerite LaMotte's district, 5351 W. Adams Blvd. Los Angeles, CA 90016. Outreach/gave both flyers/ they will tour City Middle
- 9/20/12 and 10/1. Met with director of Gramercy Family Center (1824 4th Ave. Los Angeles, CA 90019) and got signatures.
- 9/19/12: MOMS Club West Adams play group at 5th Ave/Venice. Got 3 signatures from members.
- 10/02 to 10/03: 2049 Century Park East 18th Floor, Los Angeles, CA 90067l. 2 signatures from co-workers
- 8/29/12: 9-10am at Loren Miller Recreation Preschool. Talked about school and got signatures 5 signatures.
- 8/30/12, 12-2pm: Food4Less on Jefferson. Gathered 15 signatures.
- 9/2/12, 1-1:30pm: Church-Manhattan Place. Talked about school, got 2 signatures.
- 9/8/12: Lemonade and Outreach Stand at Coliseum and Somerset Dr. Got 4 signatures.
- 9/22/12, 8am-12pm: Garage sale at Somerset Dr. Talked about school. Got 5 signatures.
- 9/28/12, 4-6pm: Playgroup at Halldale Ave. Talked about school. Got 4 signatures.
- 9/26/12, 3-5:30pm: HOLA, handed out brochures.
- 10/2/12, 3-5:30pm: HOLA, handed out brochures.
- 9/24/12, 10-1pm: Los Angeles trade-Tech College: got signatures from student-parents.
- 9/26/12, 10-1pm: Los Angeles trade-Tech College: got signatures from student-parents.
- 9/30/12: IKAR EEC (preschool at Venice and Burnside). Gathered 4 signatures.
- Sophie Dance grand opening (children's dance academy at 5867 W 3rd St Los Angeles, CA 90036) Got 3 signatures.
- 10/15/12, 10-1pm: Play date. Gave out brochures and got signatures.
- 10/17/12, 2-5pm: Play date at 1811 Hobart Blvd LA, CA 90006. Gave out brochures.
- 9/7/12: Jon’s marketplace outside in parking lot at 5315 Santa Monica blvd la Gathered 39 signatures
  Talked to people. Gave booklets.
- 10/1-5/12: Future Stars Preschool. Spoke to director about outreach. Got signatures from parents, left form for administration to gather more.
- 10/3/2012: Rainbow Child Development Center. Gathered 37 signatures, gave out booklets.
- 9/22/12: Talked to neighbors around La Brea and San Vicente. Got 5 signatures.
- 9/21/12: LACMA Friday Night Jazz Concerts. Outreach and gave out brochures.
- 10/1/12, 2-3pm: Target at La Brea and Santa Monica. Got 5 signatures
- 9/30/12: Kenneth Hahn Park. Gave out brochures.
- 9/15/12, 6-7pm: African soccer league tournament at the Home Depot Center in Carson, CA. Got 1 signature
- 9/16/12. Lemonade stand in front of our house in LA, CA 90043. Got 2 signatures.
- 9/25/12, 3:30-4:15: My Gym at 1837 S. La Cienega, Los Angeles. Distributed brochures.
- 9/22/12: Lemonade Stand at Benny Potter Park. Gave out brochures and got signatures.
- 9/9/12, 11-1pm: Language Garden Picnic at Roxbury Park, Spoke to parents about school, got emails to send info and agreed to bring brochures to the school.
- 9/12/12, 9-9:30am: Language Garden Preschool, Put out brochures, spoke to teacher about the school.
- 9/8/12, 10-12pm: Friendship Center/Picfair Village Neighborhood Association. Told stakeholders about school and passed out brochures.
- 9/1-15/12: 2224 S. Sycamore Ave. Los Angeles and neighborhood. Spoke to neighbors about school, got signatures.
- 9/30/12, 12-2pm: Welcome event at Sophie Dance on 3rd Street. Spoke to parents about school.
- 10/1/12, 11-1pm: Signature collecting and follow up, various locations in LA.
- 10/3/12: Posted information and signature page Huntley Preschool, 723 Huntley Dr. West Hollywood.
- 9/9/12, 9-11am: Loren Miller Park. Talked to neighbors about school.
- 9/8/12, 8-1pm: Garage Sale/Lemonade/Bake Stand at 1753 Virginia Rd, LA, CA 90019. Outreach, talked to parents about the school, got full page of signatures.
- 10/4/12, 11-12:30. Ecole Claire Fontaine, Abbott Kinney and Westminster. Met with Joelle Dumas, the director. Gave her brochures, she signed MOU, agreed to give out brochures and get signatures.
- 10/4/12, 2-3pm: WorldSpeak Preschool, Pico and Malcolm Ave. Met with Angelika Putintseva, the director. She signed MOU, agreed to give out brochures to families and get signatures.

We have formed relationships with the following organizations: (See Appendix 12 for MOUs)
- Language Garden Preschool: Janet Daly, Director
- Los Angeles First Preschool Education Center: Su K. Ahn, Executive Director
- Heart of Los Angeles: Tony M. Brown, Executive Director
- Redeemer Community Partnership: Richard Parks, President
- MOMS Club of West Adams: Kendall Hailey, President
- Center for Lifelong Learners: Toni Laudermilk, Director
- Nu Building Bocks Daycare Center: Deatrice Johnson, Director
- Grammercy Family Center: Elizabeth Jimenez, Director
- WorldSpeak: Angelika Putintseva, Founder & Director
- Sound of Music Preschool, Inc.: Lisa Garcia, Director
- Alliance Francaise of Los Angeles: Wendy Wilimovsky, Executive Director
- Mount Saint Mary’s Child Development Center: Wendy Galan, Director
- Nex-Gen Preschool, Inc.: Cecelia J. Lee, Director
- West Adams Neighborhood Association: Richard Parks, President
- Ecole Claire Fontaine: Joelle Dumas, Founder & Director
- Rainbow Child Development Center: Eunice Lee, Director
- West Adams Avenues: Donna Jones, Chairperson
- Los Angeles Family School: Arpi Idolor, Director
- Picfair Village Montessori Preschool of the Arts: Shama Minwalla, Director
- Harvard Heights Neighborhood Association: Steve Wallis, President
- Wellington Square Improvement Association: Rudy Streitz, President
- North Harvard Heights Neighborhood Association: Gary Rieck, President
- Crenshaw YMCA

Each of these organizations will assist us with the outreach process and will provide us the opportunity to conduct workshops with prospective parents at their facilities or reach parents in various other ways that they deemed more effective. Parent oriented meetings and information tables as well as a dedicated area for information and enrollment packets are anticipated. In addition, our goal is to help support our community based organizations as well. We hope to create meaningful service learning opportunities for our students in partnership with the surrounding community and organizations.

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.

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.

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

Once CCES 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 volunteers for outreach. In addition, the principal will work with local organizations and businesses in supporting the school and its families.
An example of an outreach document we have used can be found below:

THE CITY CHARTER ELEMENTARY SCHOOL

WHAT IS DUAL IMMERSION?

Thank you for your interest in The City Charter Elementary School’s Dual Language Immersion Program. The goal of the program is for your child to attain fluency and literacy in Spanish and English while meeting or exceeding grade level proficiency in all academic standards. Your child will learn to think, speak, read and write in two languages. The California Department of Education content standards guide all instruction in our program, which means your child will be learning what all other students of the same grade in other schools will be learning, with one exception: your child will be learning it in two languages!

¿QUÉ ES DOBLE INMERSIÓN?

Gracias por su interés en el Programa de Doble Inmersión de la Academia The City Charter Elementary. El objetivo de este programa es que su hijo(a) logre fluidez y sea capaz de escribir y leer en dos idiomas Inglés y Español, al mismo tiempo que alcance o supere las expectativas de acuerdo a los estándares académicos requeridos para su grado. Su hijo aprenderá a pensar, hablar, leer y escribir en dos idiomas. Los estándares de contenido establecidos por el Departamento de Educación de California guían toda la instrucción en nuestro programa, lo que quiere decir que su hijo aprenderá lo mismo que se enseña en otras escuelas, pero con una diferencia: ¡Su hijo(a) estará aprendiendo en dos idiomas!
WHY THE DUAL IMMERSION APPROACH?

We know it takes five to seven years to fully develop language fluency. Research also demonstrates that children who maintain and develop academic language skills (not only social language) in their first language, and continue to develop these skills over time as they acquire a second language, have more academic success by middle and high school than students who did not acquire a second language. In dual immersion programs, students attain higher levels of both English and Spanish fluency while also performing competitively in other academic subjects.

¿POR QUÉ EL ENFOQUE DE DOBLE INMERSIÓN?

Sabemos que toma de cinco a siete años el obtener una completa fluidez en un idioma. Los estudios también demuestran que los niños que mantienen y desarrollan habilidades académicas (no solo de manera social) en su primer idioma y son capaces de desarrollar estas habilidades mientras aprenden un segundo idioma, tienen más éxito académico en la escuela intermedia y preparatoria que aquellos que no mantienen su primer idioma. Programas bilingües tradicionales donde los estudiantes no mantienen su Español académico, están asociados a una adquisición más baja de niveles de Inglés. Por el contrario, en programas de doble inmersión, los estudiantes adquieren niveles más altos de fluidez en Inglés y Español al mismo tiempo que se desempeñan de manera competitiva en las demás materias.

THE CITY CHARTER ELEMENTARY SCHOOL’S 90/10 MODEL

The City Charter Elementary School employs a 90/10 model, which means that Kindergarten is taught 90% in Spanish and 10% in English. Each year the amount of Spanish decreases and English increases a bit, thus First Grade is taught 80% in Spanish and 20% in English, Second Grade is taught 70% in Spanish and 30% in English, and so on until Fourth Grade, which is taught 50% in Spanish and 50% in English. This gradual approach allows students to develop a solid foundation in their primary language before advancing in the secondary language.
EL MODELO 90/10 DE
THE CITY CHARTER ELEMENTARY SCHOOL

The City Charter Elementary School utiliza el modelo 90/10, lo que significa que en Kindergarten el 90% de la instrucción es en Español y el 10% en inglés. Cada año la cantidad de instrucción en Español disminuye y aumenta la instrucción en Inglés, de esta manera, en primer grado la instrucción es 80% en Español y 20% en Inglés, en Segundo grado 70% en Español y 30% en Inglés, y así continua hasta cuarto grado donde la instrucción es 50% en Inglés y 50% en Español. Este enfoque gradual permite a los estudiantes desarrollar bases sólidas en su primer idioma antes de avanzar en su segundo idioma. La distribución 50/50 de la instrucción se mantiene hasta el octavo grado.
ELEMENT #8: Admission Requirements

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

Assurances

CCES affirms that the school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any person on the basis of ethnicity, national origin, gender, or disability as set forth in Education Code Section 47605(d)(1).

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.

CCES 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, CCES has partnered with local YMCA’s, including the Crenshaw Y, 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.

CCES 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.

Enrollment Process

The enrollment process is comprised of the following:

- Parent attendance at a school orientation meeting
- Completion of a student enrollment form
- Parent signature of School Contract
- Proof of Immunizations
- Home Language Survey

* Not a pre-requisite to enrollment but strongly encouraged as discussed below.
• Completion of Emergency Medical Information Form
• Proof of minimum age requirements, e.g. birth certificate

For a given school year beginning in September, CCES plans to accept enrollment forms during an enrollment period that extends from the day after the previous school lottery and until 4:00 PM on the last weekday in the month of February prior to the next given school year (exact date TBD). These dates are indicated on the website, on the flyers and posted at our school site, and with our partner organizations. Upon receipt, each enrollment form will be numbered and stamped with the date and time.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, enrollment forms shall be counted to determine whether any grade level has received more enrollment forms than availability of space. 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.

An explanation of the enrollment process and the rules to be followed during the lottery is available at all times on our website 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 enrollment forms in-person. It will be communicated to the families that all students are admitted unless there are more applicants than spots, in which case a public lottery will occur at the school site on or around February 28, with enrollment letters, calls and emails mailed within 2 weeks of that date. Students who are not granted enrollment for the next school year will remain on the waiting list unless otherwise requested by the parent to be taken off.

Families will be notified of their enrollment status (enrolled or placement on waiting list). Each student offered enrollment will receive an enrollment packet with all of the forms necessary to enroll at CCES. If a student is given a space in the lottery, that family must confirm that the student will attend the school by a Confirmation Deadline - date specified in the enrollment offer letter (approximately 2 weeks after the lottery). 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 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 on the top of the waiting list to offer their student admission to the school. 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, but as stated above, students who remain on the wait-list who apply for enrollment in the following year will receive a preference in enrollment.

In the case of a waiting list student being offered enrollment outside the lottery procedure described above, if a student is selected off a waiting list and his/her family is notified prior to August 15th, the family has ten (10) business days to confirm enrollment and submit an application. If a student is notified after August 15th, they will have five (5) business days to confirm enrollment and submit an application.

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.
Public Random Lottery

Public notice is 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).

Exemption from the lottery, in compliance with Federal law and non-regulatory guidance, will be offered to a small number of students who are children of school faculty and founding parents. The total number of students receiving this exemption will not exceed 10% of the total seats. Exemption in the lottery will also be given to siblings of existing students, also in compliance with Federal law and non-regulatory guidance. Furthermore, a weighted priority will be given to students seeking to change school assignment under the public school choice provisions of ESEA Title I.

Parents who turned in enrollment forms prior to the February 28 deadline (exact TBD) will be notified of the date and time of the public drawing on or around March 31. Each year, CCES 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.

Lottery spaces will be pulled in order of grade level by an impartial staff member. 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.

School Orientation and Parent Contract

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 CCES, a parent and/or guardian will be encouraged to sign a non-binding Parent Contract, which is a voluntary agreement between families, school, and student. The provisions of the Parent Compact are described further below.

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

The intent of the Parent Contract is to create a strong relationship between families of CCES students and school personnel. Parents of students enrolled in CCES will be encouraged to consider the benefits of strong parental support to their children’s education. Opportunities to meet the commitments of the Parent Contract will be flexible in order to provide for varying parent schedules and needs. Although the fulfillment of the Parent Contract 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.

Prior to admission all parents/guardians and their children will be asked to a) attend an orientation; and b) sign a pledge indicating they understand the CCES philosophy, program and outcomes, and accept the responsibilities as set forth prior to admission. Contracts for parents/guardians of all students will encourage
their involvement in and support of their child/children’s educational experiences. The contract 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
- Enrolling their child in the prescribed academic enrichment and intervention programs if the school deems it necessary.
- Completing 50 hours of service to the school during the year.*
- 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 CCES 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.

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* Not a condition for enrollment. We will work with families to make it a positive experience, and waive for those who need it waived.
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)(l)

*District Oversight Costs (LAUSD-Specific Language)
The District may charge for the actual costs of supervisorial 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 supervisorial 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 supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial 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 school’s debt structure,
• Governance policies, procedures and history,
• The recording and reporting of attendance data,
• The 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.

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

**Annual Audit**
The books and records and annual audit of CCES are kept in accordance with generally accepted accounting principles, and as required by applicable law.

An annual independent fiscal audit of the books and records of CCES will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m), in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide. The independent fiscal audit of CCES will be public record to be provided to the public upon request.

An audit committee selects an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed within four months of the close of the fiscal year and a copy of the auditor's findings is forwarded to the LAUSD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principals and ED, along with the audit committee, review any audit exceptions or deficiencies and reports to the CCES Board of Directors with recommendations on how to resolve them. The Board submits a report to LAUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in **Element 14** of this Charter.

CCES shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals - November following the end of the fiscal year (also to State Controller, LACOE, and County Superintendent of Schools.)
g. Classification Report – monthly the Monday after close of the last day of the school month
h. Statistical Report - monthly the Friday after the last day of the school month. In addition: 1. P1, first week of January 2. P2, first week of April
i. Bell Schedule – annually by November
j. Other reports
ELEMENT #10: Pupil Suspension and Expulsion

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

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

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

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

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

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

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

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed
- student’s current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A. Was the misconduct caused by, or directly and substantially related to the students disability: B. Was the misconduct a direct result of the Charter School’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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

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

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

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

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

**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, CCES 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 CCES 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. CCES may seek the advice and guidance of, or work in conjunction with, LAUSD Pupil Services Department in accordance with District policy for handling expulsion recommendations.

CCES’s Principal bears primary responsibility for overseeing all student discipline.

**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.

**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.

**Discretionary Suspension:** In addition to all the foregoing, students may be suspended, at the discretion of the Principal, for the following reasons:
- Committed an obscene act or engaged in profanity or vulgarity
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

**Expulsion And Suspension Procedures**

**Expulsion**
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 administrative staff determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board.

Written notice of the hearing will be forwarded 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 CCES’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.

Written notice to expel a student will be sent by the school administrative staff to the parent/guardian of any student who is expelled. This notice will 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 CCES.

Suspension

Prior to suspension, an informal conference will take place between the administrative staff, 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, a school employee 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 may also 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 without first scheduling a second conference between administrators and parents/guardians to discuss the progress of the suspension upon the completion of the 5th day of suspension. 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.

DUE PROCESS

Decisions to suspend or expel students will be made at the sole discretion of CCES’s administrative staff. In addition to the procedures detailed in the previous section that are designed to ensure proper parent notification and due process, within two weeks of a suspension or expulsion, parents/guardians may appeal that decision.

A suspension appeal will be heard by the administrative staff. If the administrator denies the appeal and enforces the suspension, the parent can appeal to the Board of Directors or an administrative panel appointed by the Board. An appeal will not reinstate the student in school for the day(s) to be suspended. In reviewing the appeal, the Board or administrative panel, with a majority vote, may remove the suspension from the student’s records. In the case of an expulsion appeal, the student will
be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) must attend to present their appeal. CCES will strive to schedule the hearing to accommodate the parents’ presence.

ASSURANCES REGARDING LIST OF OFFENSES
In preparing the list of mandatory and discretionary expulsion and suspension offenses, CCES 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
CCES’s Board of Directors will assume responsibility for considering recommended changes in our Foundation policy 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
CCES will collect and produce data regarding the suspension and expulsion of special education students as required by the Modified Consent Decree. CCES 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: Employee Rights**

“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 System

Staff at CCES 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.

CCES teachers participate in a 403b plan, with CCES contributing 3% of salary (potentially increasing percentage over the years) and CCES coordinates such participation, as appropriate, with the social security system or other reciprocal systems.

Non-certificated employees participate in the Social Security system.

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

B. Code of Conduct for Employees

Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing CCES. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation.

Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

C. Due Process

The grievance procedures are described in detail in **Element #14**. All staff members have due process rights that include:
- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to appeal before a free state arbitrator (offered to small school districts)

D. Other Issues

Work Basis & Benefits can be found in the budget at the end of this petition. The process for staff recruitment, selection, evaluation, and termination can be found in **Element #5**. Salaries and benefits are determined by the Principal and approved by the Board of Directors. Work conditions, the calendar,
holidays, vacations, word day and year are determined by the administrative staff and faculty, working together, and approved by the Board as necessary.
ELEMENT #12: Student Attendance

“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)

*LAUSD Required Language*

Pupils who choose not to attend CCES 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: 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)

*LAUSD Required Language*

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 CCES 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 CCES will not be covered by his or her respective collective bargaining unit agreement, although CCES 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**

“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 CCES and the District - LAUSD-Specific Language

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

CCES designates 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 CCES alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. CCES notifies all its students and employees of the name, office address, and telephone number of the designated employee or employees.

CCES 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.
CCES implements 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 Los Angeles Unified School District (LAUSD) will, as an initial step, refer any complaints or reports regarding such internal disputes to the Board or administrative staff of CCES for resolution.

The following Dispute Resolution Process will be used until the community members develop a replacement and receive Board of Directors approval. All school staff, students, parents and Board members will sign pledges to resolve disputes via this process or its replacement:

- 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 peer to act as an objective mediator (unless the situation does not permit)
- If peer mediation does not resolve the conflict, ask the following persons 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 20 school days, or may confirm the Principal's response.

C. Charter Renewal

CCES must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.
ELEMENT #15: Collective Bargaining

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for 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)

*LAUSD Required Language

The [Charter School] is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

As such, CCES 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: School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code Section 47605(b)(5)(P)

*LAUSD Required Language

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

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

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

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

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

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

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the [Charter School] will be issued by [Charter School] within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall
be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

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

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

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

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

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

**School and Student Records Retention and Transfer**

[Charter School] shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

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

[Charter school] shall ensure the completion and filing of any annual reports required. 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 [Charter School] Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

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

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

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

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

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

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

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

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

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

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

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

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  - **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
  - **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.
  - **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
(ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING,** LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

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

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

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

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