



# Larchmont Charter School

*Building a diverse neighborhood school*



**Charter Petition  
Submitted to the  
Board of Education  
of the Los Angeles  
Unified School District**

**Request for  
Five-Year Term  
September 2005 to  
June 2010**

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## Affirmations

LCS will comply with Education Code §47605(d) and thus will:

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 race, color, ethnicity, national origin, gender, sexual orientation or disability.

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 school nor any employee to work at the school.

Comply with all laws relating to public agencies in general, all federal laws and regulations and state codes.

Not use a pupil, parent or guardian's place of residence as a determining factor in admission to the school.

In accordance with Education Code Section 47605(d)(2)(A), admit all pupils wishing to attend the school.

In accordance with Education Code Section 47605(d)(2)(B), determine attendance by a public random drawing with preference extended to pupils who reside in the district, if the number of pupils who wish to attend the school exceeds the school capacity.

## **Introduction**

The current Board of Trustees for LCS respectfully submits this charter petition to the Los Angeles Unified School District to establish a K-6 integrated, thematic, experiential learning based curriculum institution that will serve a student population in central Los Angeles.

### **Our Mission**

*“The mission of Larchmont Charter School is to provide an experience-centered, inquiry-based learning environment that enables each student to meet the academic challenges of secondary school as well as the social, emotional, and physical challenges of life in and beyond the school walls.”*

### **Our Vision**

We seek to establish a diverse neighborhood school that is creative, academically challenging and emotionally nurturing. LCS will embrace and celebrate the diversity of languages and cultures in our urban environment while retaining the close-knit feel of a neighborhood school. As a parent-initiated school, LCS will provide opportunities for parents to be actively involved in the educational development of their children – as well as a safe and supportive environment for Family Education, adult literacy, parenting classes and job training so our entire community can come together to learn and grow.

### **Our Educational Philosophy**

We are developing a school based on a holistic conceptualization of education. Our school will serve the whole child and it will foster pupils’ lifelong commitment to intellectual exploration, individual growth, and social responsibility. Our school will embrace, celebrate and benefit from the ethnic, linguistic and socioeconomic diversity of our community by promoting family, school, and community partnerships. Our school will respect, support and empower teachers by providing time for reflection, collaboration and action research focused on student learning.

### **Our Pedagogical Practices**

Pedagogical practices at LCS will be founded on cognitive science research studies that have proven that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students. LCS has partnered with UCLA's *Paulo Freire Institute* to provide support for our faculty in the formulation of project-based curricular modules and in the implementation of an efficacious pedagogical praxis. LCS is also working with educators at schools whose educational philosophy is grounded in a constructivist approach to receive effective support in the implementation of our program. We have also budgeted for all of our teachers to attend workshops to support their constructivist-based teaching and curriculum construction. These workshops include teacher-led educational opportunities at the UCLA's Corinne A. Seeds University Elementary School and the Open Magnet Charter School's Teacher's Institute.

### **Our Founders**

LCS was founded by a group of families and Founding Educator Dvora Inwood, a math teacher who has taught grades 6-10 and holds a Master's Degree from Stanford University in Curriculum Development and Teacher Education. Dvora brought together a group of experienced colleagues, all former teachers and administrators, to research curriculum, instruction, learning studies, and school governance. The group includes:

- Joel Colbert, Director of Teacher Education and Undergraduate Programs at USC Rossier School of Education;
- Dr. Laura Post, Director of Stanford's School of Education Master's program in Curriculum and Teacher Education and a former elementary school teacher who led nationwide professional development workshops on literacy and science;
- Dr. Octavio Pescador, Research Associate at the Paulo Freire Institute and a Visiting Assistant Professor at UCLA's César E. Chavez Center for Interdisciplinary Instruction in Chicana/o Studies;
- Becky Burrow, an ELL specialist and language arts teacher at Lighthouse Community Charter School in Oakland who holds a Master's Degree in Education from Stanford University;

- Amy Wintermeyer, an experienced administrator and foreign language teacher who holds a Master’s Degree in education from Harvard University.

The education team designed a program that is academically rigorous and can raise the educational achievement and life-possibilities for students in Los Angeles, particularly those who are traditionally underrepresented in schools that offer such an innovative program.

**Our Community**

LCS is being built with the energy of parents, educators and the community – bringing together local businesses, city leaders, LA City Councilmembers, community groups, long-time residents and parents, with experienced educators to create a school that has both a grass-roots spirit and the education establishment’s knowledge and experience. LCS will be a diverse neighborhood school – both ethnically and economically. Situated at the crossroads of Hollywood, Central Los Angeles, Koreatown, Thai Town, Little Armenia, and within commuting distance of West Hollywood and South Los Angeles, LCS will draw from all of these vibrant communities. An indication of the cultural richness LCS will offer to students is the variety of languages spoken by Founding Parents: Spanish, Korean, Thai, Malaysian, Cantonese, Mandarin Chinese, Russian, Greek, French, Hebrew, Italian and Armenian.

Opening with approximately 100-120 students in kindergarten through 2nd grade, LCS will be open to all students in California and LAUSD, and will target the overcrowded schools of Van Ness Elementary, Wilton and Cahuenga. Per the LAUSD Superintendent’s 5 Year Strategic Plan (May 2002), we aim to provide students living in one of the most overcrowded districts of Los Angeles an opportunity to attend a “modern two-semester school in their neighborhood.”

School	Participation in school lunch program (%)	ELL (English Language Learner) (%)	Minority (%)	Statewide/Similar Schools API	Year Round (Yes/No)
<b>Van Ness</b>	89%	49%	97%	4/5	Yes – 4 tracks
<b>Wilton</b>	74%	71%	99%	5/5	Yes – 3 tracks
<b>Cahuenga</b>	100%	83%	98%	7/10	Yes – 3 tracks

## 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 21<sup>st</sup> 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."*

### Educational Program of Larchmont Charter School

#### A. Who will LCS serve?

LCS intends to open in September 2005 with 100-120 students, divided among grades K-2. Each year, the school will grow by adding a new class of kindergartners, possibly expanding to four classes per grade, depending on the size of the school facility.

If space allows, we anticipate the student population will increase in the following increments over the next five years:

Grade	2005-06	2006-07	2007-08	2008-09	2009-10
K	40	60	60	60	60
1	40	60	60	60	60
2	40	40	60	60	60
3		40	40	60	60
4			40	40	60
5				40	40
6					40
<b>TOTAL</b>	<b>120</b>	<b>200</b>	<b>260</b>	<b>320</b>	<b>380</b>

Class-size reduction ends in third grade and grades 3-6 will be a ratio of less than 30 students to one teacher plus an aide. Class size will vary according to cluster configuration and space availability.

The student population will be varied in terms of native language, prior academic achievement, skills, and interests as well as ethnic and religious identification and socioeconomic status. The Introduction describes the vibrant communities that make up the local area and the vast diversity of students in terms of language, culture, ethnicity, and socio-economic status.

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

#### B. LCS will prepare an educated citizenry for the 21<sup>st</sup> century

LCS's definition of an "educated person in the 21<sup>st</sup> century" will be reinforced in explicit school guidelines of conduct in the classroom, in the school yard, and in the larger community. We believe an educated person in the 21<sup>st</sup> century is one who:

- Communicates: write clearly, listen and hear, expresses oneself honestly and respectfully
- Seeks to understand: formulates questions, pursues answers, reads critically and thoughtfully, is reflective
- Shares and cares: for students, teachers, school materials, the school site, the neighborhood, flora, fauna, and the earth's limited resources
- Takes responsibility: for one's actions, for one's words, for one's learning, for each other

- Perseveres: when problems cannot be solved readily or when faced with criticism and disappointment, works through struggles and setbacks, attempts trials, examines errors, tries harder, tries differently, tries again

### C. LCS' educational philosophy

Grounded in constructivist theory, the educational philosophy of LCS draws upon research and writings on teaching and learning by Dewey, Piaget, Vygotsky, Bruner, Freire, Hahn, Eisner, Noddings, Greeno, and Lave. In addition, the planning of the school and the expected implementation of its mission looks to recent empirical research, both qualitative and quantitative, in order to connect theory with practice.

*Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.*

*Freire, P. (1995). Pedagogy of the Oppressed. NY: Continuum, 53.*

#### 1. What is learning?

We define learning as a process rather than a product. We define knowledge as a construction of meaningful and conceptual understandings rather than a reproduction of fixed and absolute truths. As the LAUSD Board-Adopted Superintendent's Strategic Plan states, "We learn by being active, not passive, learners." We agree that learning is not a passive, uni-directional activity in which a teacher transfers "knowledge" to a student and deems the regurgitation of the "knowledge" to be successful learning. For LCS students, learning will be interactive. The learner will interact with the environment, with other individuals who provide guidance or alternative perspectives, and with themselves as they reflect and question.

We believe learning is contextual. Learning builds upon and is shaped by what we already know, believe, fear and enjoy. Therefore, education must begin with the learner. A path must be provided from the current state of each learner to the subject that is being learned.

We believe learning is mental: it happens in the mind. Hands-on activities facilitate learning, especially for children, but activities must engage the mind as well as the hands.

We believe motivation is essential for learning. Motivation can be generated by both tapping into existing and natural curiosities, and by situating learning within authentic and relevant problems. Bruner's words in 1962 ring true today, "The best way to create interest in a subject is to render it worth knowing..."

*To instruct someone... is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge. We teach a subject not to produce little living libraries on that subject, but rather to get a student to think mathematically for himself, to consider matters as an historian does, to take part in the process of knowledge-getting. Knowing is a process not a product.*

*Bruner, J.S. (1966). Process of Education: Towards a Theory of Instruction, 72.*

#### 2. How does learning best occur?

We believe learning occurs when students ask questions, carry out experiments and investigations, analyze and synthesize information, formulate analogies, and draw conclusions. The role of the teacher then becomes one of organizing information around conceptual clusters of problems, questions, and discrepant situations. With assistance from educators and peers, learners can then develop new insights, assimilate new ideas, and generate strong connections to previous learning.

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 LCS 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 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). LCS is aware of these potential problems and intends to sidestep them by always ensuring that appropriate guidance is taking place.

## D. Academic goals of LCS

### 1. Overview

Larchmont Charter School (LCS) originated from the dedication of a group of parents and educators who were inspired by the vision of a smaller, alternative learning community in which all involved develop as self-motivated, competent, and lifelong learners.

Starting at a level much deeper than curriculum, the design of LCS addresses the origins of learning and the fundamental well-being of students. The school's culture will be based on the concept of a 'community of learners' composed of students, families, teachers, and interested residents of the neighborhood. All involved will be asked to support the conviction that the best education takes place in a constructivist environment that nurtures, challenges, and values every member of the community.

It is our view that all children can excel at learning and that conceptual understanding can be achieved through insightful guidance and collaborative efforts that heavily involve the student's interests and natural curiosities. Students will be encouraged to be active learners and will be supported as they challenge themselves and achieve higher levels of learning. Lessons will be taught across subject disciplines through project-based curriculums. Students will conduct sustained, in-depth investigations of a topic that lead to authentic projects, fieldwork, and service. Experts from the community will be brought into the classroom and students will travel into the community to conduct research and fieldwork -- providing authentic learning experiences both inside and outside of the school.

All curriculum designs are directly aligned to the California State Standards. 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, student portfolios, and student exhibits. In addition, character development, social responsibility and self-esteem building are inherent to our entire program and will be assessed through student and teacher evaluations.

### 2. Achieving our mission

We intend that all LCS students will reach our high standards by using a two-pronged strategy:

#### *i. Developing an effective and engaging instructional program guided by teacher inquiry and research*

Our instructional program will be driven by student data gathered by the teachers themselves. All teachers will participate in action-research in their classrooms and throughout the school to make informed decisions about assessment, curriculum, pedagogy, and student services.

*The kind of schools we need would use videotaped teaching episodes to refine teachers' ability to take the practice of teaching apart – not in the negative sense, but as a way of enlarging our understanding of a complex and subtle process... To teach really well, it is necessary to reflect on the processes of one's own teaching and on the teaching practices of others.*

Eisner, E.W. (April 2002). *The Kind of Schools We Need*. Phi Delta Kappan.

• A professional development model that stresses teacher inquiry and research

Teacher inquiry and research is a central theme of our school. 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 and learning. 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.

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.

By forging partnerships with universities and with schools such as the Corinne A. Seeds University Elementary School (“Seeds”), we hope to provide ongoing support to our teachers in their research endeavors.

• A common philosophical and theoretical approach to teaching and learning

As part of our teacher recruitment and initiation, we will explicitly share our educational philosophy. Related articles will be read by all faculty and discussed prior to the beginning of every school year at a full faculty retreat.

• An accessible and effective network of educators

LCS recognizes the value of mentors and master teachers for its faculty and will, therefore, facilitate meetings and foster relationships between LCS faculty and teachers at schools that share our educational approach. We have already met with educators at a variety of schools in order to learn from their program and we hope to extend these relationships after LCS opens in order to provide our faculty with ongoing support and guidance. In addition, as we hire faculty, we will provide them with access to teacher-led workshops throughout the area including those held at Seeds and Open Charter on constructivist curriculum and pedagogy.

ii. 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. Meaningful learning can only take place if the objectives taught in classes are extended into children’s lives outside the classroom. We will incorporate:

• Family education

Teachers, Administrators, Parents, and community members will conduct socioculturally sensitive, hands-on workshops with parents of current students and with prospective parents of children age 0-5 to enable them to help their children develop literacy. We define literacy as fluency in reading and writing, mathematics, science, technology, history, media, contemporary culture, the arts, and the environment. We will also conduct workshops for children to facilitate peer tutoring and mentoring. In addition, we

*The kind of schools we need would treat the idea of “public education” as meaning not only the education of the public inside schools, but also the education of the public outside schools...to create educational forums for members of the community in which the purposes and processes of education can be discussed, debated, and deliberated and from which consensus can be arrived at with regard to our broad mission as an educational institution.*  
Eisner, E.W. (Lee Jacks Professor of Education and Art, Stanford University.)  
(April 2002). *The Kind of Schools We Need.*  
Phi Delta Kappan.

intend to partner with organizations in order to 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.

• Parent/teacher conferences

Two days will be built into the calendar at the middle and end of the year to ensure there is time for quality dialogue on student learning. These conferences will be mandatory for every family and can last as long as an hour. Older students are expected to participate actively in this process.

• Parent volunteers

Parents will always be welcome and encouraged to volunteer in the classroom, in the office and at school events. In this way, parents provide valuable and needed services and are empowered to effectively shape school programs and operations. As part of the Family Agreement with LCS, a degree of parent involvement will be mandated. This arrangement will be made with respect to the family 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.

• A Family Advisory Committee with representatives on the School Management Team

Families will form an advisory committee that will provide parents with a valued voice on school issues such as budgeting, student programs, and curriculum. Representatives from the Family Advisory Committee will join the School Management Team, the school's primary decision-making body.

• Educational Advisory Committee

A carefully selected panel of experts in different fields of education will share thoughts and opinions with the Family Advisory Committee in order to help parents make informed decisions.

### 3. The Educational Program

#### *Configuration of Clusters/Thematic Instruction*

LCS, like many schools grounded in constructivist theory, will utilize multi-age classrooms known as 'clusters,' team teaching that allows 2 teachers plus teaching aides to share 40 students, and overarching themes that guide an interdisciplinary curriculum. The multi-age philosophy recognizes that students learn better when they have role models they can turn to for assistance, and when they are able to practice their skills by demonstrating to others. The multi-age class is based on a family-oriented structure where difference is accepted, and nurturing is valued and encouraged. Overarching themes provide authentic learning experiences as well as structure into which academic standards can be incorporated and interdisciplinary projects can be situated.

Multi-age classes will be organized into "clusters" of approximately 40-46 students who will be team taught by two teachers and two aides. Each cluster at LCS will interpret the school theme in a way that matches the developmental level of the children. In addition, the diverse population of our students and their backgrounds, interests and skills will further shape each cluster's unique identity.

Kindergarten will stand alone as a cluster of approximately 40 students to be taught by a team of 2 teachers and additional teachers' aides. Grades 1 and 2 will form a cluster, also of approximately 40 students to be taught by a team of 2 teachers and additional faculty. As the school grows, a 3-4 cluster and a 5-6 cluster will emerge.

The school-wide theme LCS has initially chosen is “Perspectives.” Each cluster at LCS will interpret the school theme in a way that matches the developmental level of the children. As children mature through the primary school years, their ability to see and understand perspectives other than their own increases. We hope to enhance the natural development of these skills by highlighting the existence of multiple perspectives in an explicit manner. LCS values these skills because they are essential in maintaining a strong community among a diverse student body and because students will need to hone their ability to understand different perspectives and approach situations and problems in a variety of manners in order to succeed in academic and public endeavors in the future. While state standards will form the underlying foundation of the curriculum, cluster themes will provide the framework through which standards are approached, content is mastered, and skills are developed. Examples of possible cluster themes that will guide LCS teachers include:

- A Child in His or Her Environment: (K) This theme will begin, quite literally, with the child and his or her perspective. An exploration of self and identity will integrate skills grounded in the disciplines of language arts, mathematics, science, world language, social studies, health and the arts. The curriculum will expand from a focus on the child to an exploration of the larger communities of which the students are a part. Children will be introduced to the different perspectives of the players involved in both naturally-occurring and man-made local environments.
- Then and Now: (1-2) This curriculum will build upon the themes explored in Kindergarten. It will begin with an exploration of the world around us today and work backwards. It will enable children to formulate questions and seek answers about changes that have occurred over time and connections that exist between the present and the past. This theme will be applied to their families and communities, the arts, the man-made and natural environments, the sciences, and the local/national/international world of which the students are a part. This curriculum will develop the students’ abilities to think critically, pose questions, seek answers, contrast, compare, reflect and communicate.
- Cooperation and Consequences: (3-4) This curriculum further explores communities, both man-made and naturally-occurring. It deeply examines the relationships and conflicts that exist between the man-made and natural environments as well as between people. Field trips and analyses of our local environment will provide students with authentic learning experiences. The students will develop the ability to see problems and situations from multiple perspectives by finding patterns, making predictions, and presenting alternative solutions.
- Perspectives on Progress: (5-6) Unlike previous clusters, this cluster will guide students in recognizing the depth of differences between academic disciplines. They will learn to use the different approaches to knowledge that different academic disciplines offer, and will be expected to both analyze and synthesize information and problems in a subject-specific manner as well as through interdisciplinary methods. While all projects will be interdisciplinary in nature, lessons that support projects, and the projects themselves, will require students to gain a deep understanding of subject-specific concepts. The JASON project, for example, shall be used for projects accenting math and science concepts.

A more detailed description of the connections between LCS projects and California State Standards can be found in Element II - Measurable Student Outcomes.

### Standards Integration

LCS will provide time and guidance for faculty to develop curriculum and teaching practices in which State and District standards are explicitly embedded. The differentiated nature of project-based education is such that not all students will be working on the same standard at the same time. Furthermore, many students will go beyond the standards and will be supported in doing so. While students must reach state-mandated benchmarks

*The kind of schools we need would not hold as an ideal that all students get to the same destinations at the same time... The idea that getting to the same place is a virtue really represents a limitation on our aspirations.*  
Eisner, E.W. (April 2002). *The Kind of Schools We Need*. Phi Delta Kappan.

in order to proceed to a different cluster, weekly or even monthly rigidity in scheduled standards will not be emphasized.

Examples of the way standards will be integrated into our project-based curriculum can be found in the charts that follow.

**LCS Instructional Activities**

<b>Kindergarten: A Child in His or Her Environment</b>
--

<b>Project</b>	<b>Standards</b>
<p><i>Creating an autobiographical book:</i> Students, working with educators and parents, will create a storybook about themselves and their families. Language arts, mathematical, scientific, social science, and arts-related concepts will be included in the guidance for the project and in the rubric used for evaluating the project.</p> <p>First, teachers will introduce the students to professional children’s books in this genre by reading them aloud, asking questions and eliciting analysis and prediction during the readings, and then reading while the children act out the stories. Students will also be introduced to stories in different genres as a point of comparison and contrast.</p> <p>Next, children will be given opportunities to create their own stories which the teacher will write down and which will be shared with the class in the same way published stories were shared.</p> <p>The creation of the stories will involve a research period: gathering information from their</p>	<p><b><u>Language Arts</u></b></p> <p><i>Concepts About Print</i></p> <p>1.1 Identify the front cover, back cover, and title page of a book.            1.2 Follow words from left to right and from top to bottom on the printed page.            1.3 Understand that printed materials provide information.            1.4 Recognize that sentences in print are made up of separate words.            1.5 Distinguish letters from words.            1.6 Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Locate the title, table of contents, name of author, and name of illustrator.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 Use pictures and context to make predictions about story content.            2.3 Connect to life experiences the information and events in texts.            2.4 Retell familiar stories.            2.5 Ask and answer questions about essential elements of a text.</p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>3.1 Distinguish fantasy from realistic text.            3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).            3.3 Identify characters, settings, and important events.</p> <p><i>Organization and Focus</i></p> <p>1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.            1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).            1.3 Write by moving from left to right and from top to bottom.</p> <p><i>Penmanship</i></p> <p>1.4 Write uppercase and lowercase letters of the alphabet</p>

<p>family members in order to accurately describe their physical growth and other aspects of their development, to identify their homes past and present on maps, to describe the past and present geographical homes and life experiences of family members.</p> <p>After the research is gathered, children will create their own illustrated books. They will be guided to write letters and words they know and assisted in writing words and sentences they are unable to complete on their own.</p> <p>Finally, the children's books will be shared with the class, discussed, and performed. Through partnerships with community centers, libraries, and local businesses, the stories will hopefully find a wider audience in the world outside the school walls.</p>	<p>independently, attending to the form and proper spacing of the letters.</p> <p><b>Sentence Structure</b> 1.1 Recognize and use complete, coherent sentences when speaking.</p> <p><b>Spelling</b> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.</p> <p><b>Comprehension</b> 1.1 Understand and follow one-and two-step oral directions. 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.</p> <p><b>Measurement and Geometry</b> 1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more). 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). 1.3 Name the days of the week. 1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).</p> <p><b>Life Sciences (Grade 2 standards)</b> a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice. c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment. d. Students know there is variation among individuals of one kind within a population.</p> <p><b>Social Studies</b> <b>K.1 Students understand that being a good citizen involves acting in certain ways.</b></p> <ol style="list-style-type: none"> <li>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</li> <li>2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</li> <li>3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</li> </ol>
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	<p><b>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</b></p> <p><b>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</b></p> <ol style="list-style-type: none"> <li>1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</li> <li>2. Distinguish between land and water on maps and globes...</li> <li>3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).</li> <li>4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.</li> <li>5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.</li> </ol> <p><b>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</b></p> <p><b><u>Social Studies (Grade 2)</u></b></p> <p><b>2.1 Students differentiate between things that happened long ago and things that happened yesterday.</b></p> <ol style="list-style-type: none"> <li>1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.</li> <li>2. Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians.</li> <li>3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).</li> </ol>
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**Grades 1-2: Then and Now**

<b>Project</b>	<b>Standards</b>
<p><i>Our Town:</i> Students will re-create select areas of Los Angeles as it exists today, in the past, and as they hope it will be in the future. Concepts from</p>	<p><b><u>Physical Sciences (Grade 1)</u></b></p> <p>1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:</p> <ol style="list-style-type: none"> <li>a. <i>Students know</i> solids, liquids, and gases have different properties.</li> </ol>

across the disciplines will be drawn upon in the learning process and state standards will be used in the rubric for project evaluations.

Students will visit different areas of Los Angeles (Santa Monica Pier, La Brea Tar Pits, The Grove, Playa del Vista condominiums/Ballona Wetlands, et al) with the assignment of recording their observations and then re-creating the areas in the classroom through scale drawings, three-dimensional models, photographic displays and written descriptions.

They will then study those same areas in order to be able to create a similarly multi-media representation of the locations at a specific time in the past. Drawing upon lessons on transportation, technology, nature, literature and history, students will work in small groups to create a vision of what they would like these locations to look like in the future.

Throughout the life of the project, adult professionals from a variety of related fields will be invited to visit the

- b. *Students know* the properties of substances can change when the substances are mixed, cooled, or heated.

**Life Sciences (Grade 1)**

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

- a. *Students know* both plants and animals need water, animals need food, and plants need light.
- b. *Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
- c. *Students know* how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
- d. *Students know* roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

**Investigation and Experimentation (Grade 1)**

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

- a. Draw pictures that portray some features of the thing being described.
- b. Record observations and data with pictures, numbers, or written statements.
- c. Record observations on a bar graph.
- d. Describe the relative position of objects by using two references (e. g., above and next to, below and left of).
- e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

**Life Sciences (Grade 2)**

Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.

**Earth Sciences (Grade 2)**

3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

- a. *Students know* how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
- b. *Students know* smaller rocks come from the breakage and weathering of larger rocks.
- c. *Students know* that soil is made partly from weathered rock and partly from organic materials and that soils differ in their



classroom and learn from the children about their projects as well as share their expertise with the children to enable the children to improve their projects.

As with all school projects, the child will present this project to as an authentic audience as possible. We will also strive to find suitable public locations for the projects to be displayed in the wider community.

color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.

- d. *Students know* that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.
- e. *Students know* rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

### **Investigation and Experimentation (Grade 2)**

- a. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
- b. Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).
- c. Write or draw descriptions of a sequence of steps, events, and observations.
- d. Construct bar graphs to record data, using appropriately labeled axes.
- e. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.
- f. Follow oral instructions for a scientific investigation.

### **1.0 Writing Strategies (Grade 2)**

#### *Organization and Focus*

1.1 Group related ideas and maintain a consistent focus.

#### *Penmanship*

1.2 Create readable documents with legible handwriting.

#### *Research*

1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

#### *Evaluation and Revision*

1.4 Revise original drafts to improve sequence and provide more descriptive detail.

### **Number Sense (Grade 1)**

2.2 Use the inverse relationship between addition and subtraction to solve problems.

2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.

2.4 Count by 2s, 5s, and 10s to 100.

2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).

2.6 Solve addition and subtraction problems with one-and two-digit numbers (e.g.,  $5 + 58 = \underline{\quad}$ ).

2.7 Find the sum of three one-digit numbers.

3.1 Make reasonable estimates when comparing larger or smaller numbers.

**Algebra and Functions (Grade 1)**

1.2 Understand the meaning of the symbols +, -, =.

1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.

**Measurement and Geometry (Grade 1)**

1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

**Statistics, Data Analysis, and Probability (Grade 1)**

1.1 Sort objects and data by common attributes and describe the categories.

1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

**Mathematical Reasoning (Grade 1)**

**1.0 Students make decisions about how to set up a problem:**

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools, such as manipulatives or sketches, to model problems.

**2.0 Students solve problems and justify their reasoning:**

2.1 Explain the reasoning used and justify the procedures selected.

2.2 Make precise calculations and check the validity of the results from the context of the problem.

**3.0 Students note connections between one problem and another.**

**Number Sense (Grade 2)**

**3.0 Students model and solve simple problems involving multiplication and division:**

3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.

3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

3.3 Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.

**4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:**

- 4.1 Recognize, name, and compare unit fractions from  $\frac{1}{12}$  to  $\frac{1}{2}$ .
- 4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).
- 4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

**5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:**

- 5.1 Solve problems using combinations of coins and bills.
- 5.2 Know and use the decimal notation and the dollar and cent symbols for money.

**Measurement and Geometry (Grade 2)**

**1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:**

- 1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.
- 1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
- 1.3 Measure the length of an object to the nearest inch and/ or centimeter.
- 1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
- 1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).

**Statistics, Data Analysis, and Probability (Grade 2)**

**1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:**

- 1.1 Record numerical data in systematic ways, keeping track of what has been counted.
- 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).
- 1.3 Identify features of data sets (range and mode).
- 1.4 Ask and answer simple questions related to data representations.

**Social Studies (Grade 1)**

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

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

2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
3. Construct a simple map, using cardinal directions and map symbols.
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

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

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

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

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

**Social Studies (Grade 2)**

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

Understand the concept of exchange and the use of money to purchase goods and services.

1. Compare and contrast basic land use in urban, suburban, and rural environments in California.

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

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

	<p>2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.</p> <p><b>2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.</b></p> <p>1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.</p> <p>2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.</p> <p>3. Understand how limits on resources affect production and consumption (what to produce and what to consume).</p>
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**Grades 3–4: Cooperation and Consequences**

<b>Project</b>	<b>Standards</b>
<p><i>Proposition LCS:</i> Children create a Proposition to add to the ballot in California based on their studies of past propositions. They will also study, to a lesser extent, policy proposals and laws in other states, on the federal level, and in the international arena in order to gain perspective and gather ideas for their own policy initiative. An aspect of their Proposition will relate to life in the school and will be submitted to the student body and faculty for a vote that may shape the life of the school.</p> <p>First, students will learn about an upcoming or recent Proposition that impacts them. They will attend relevant field trips</p>	<p><b><u>Life Sciences (Grade 3)</u></b></p> <p>3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.</li> <li>b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.</li> <li>c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.</li> <li>d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.</li> <li>e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.</li> </ul> <p><b><u>Investigation and Experimentation (Grade 3)</u></b></p> <p>5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <ul style="list-style-type: none"> <li>a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being</li> </ul>

and meet people who support and oppose the Proposition in question.

Second, they will develop questions and design a study to analyze the Proposition from a number of perspectives. In order to guide students in this endeavor, they will learn about analyses of different propositions and policy proposals that are local, federal, and international.

Third, students will begin a process of questioning themselves and others to find an issue that they believe needs to be resolved through government action. They will choose an issue of relevance to them and present their ideas to the class.

In a process involving the teachers and the students, students will be divided into small groups to work on a Proposition of interest to them. Aspects of the project will be divided among group members such that part of the project will involve group work, and part will involve individual efforts. The students will research all issues relevant to their proposition and create descriptions of their

investigated, methods being used, or uncertainty in the observation.

b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.

c. Use numerical data in describing and comparing objects, events, and measurements.

d. Predict the outcome of a simple investigation and compare the result with the prediction.

e. Collect data in an investigation and analyze those data to develop a logical conclusion.

#### **Life Sciences (Grade 4)**

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

a. Students know plants are the primary source of matter and energy entering most food chains.

b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.

c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

a. Students know ecosystems can be characterized by their living and nonliving components.

b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

d. Students know that most microorganisms do not cause disease and that many are beneficial.

#### **Investigation and Experimentation (Grade 4)**

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

a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.

b. Measure and estimate the weight, length, or volume of objects.

c. Formulate and justify predictions based on cause-and-effect relationships.

d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.

initiative from a variety of perspectives, including that of supporters and opponents.

Final projects will be presented to community members and government officials in the hopes that students can convince others to support their Proposition. The aspects of the proposition relevant to life at school will be submitted to the student body and faculty for a school-wide election.

Propositions that pass will be implemented for a day and may be included as an amendment to the school's charter pending the approval of the school's Board of Trustees.

\*Note: Students who in this class for a second year (4<sup>th</sup> graders) will study the deeper context of the proposition system by studying the history of California. They will share their knowledge with group members (3<sup>rd</sup> graders) and their ability to present this information to their group will be an important and evaluated aspect of their project.

- e. Construct and interpret graphs from measurements.
- f. Follow a set of written instructions for a scientific investigation.

### **Social Studies (Grade 3)**

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

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

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

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

### **Social Studies (Grade 4)**

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

1. Identify the state capital and describe the various regions of California, including how their characteristics and physical

environments (e.g., water, landforms, vegetation, climate) affect human activity.

2. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
3. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

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

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

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

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



8. Describe the history and development of California's public education system, including universities and community colleges.
9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

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

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

**Number Sense (Grade 3)**

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

- 2.1 Find the sum or difference of two whole numbers between 0 and 10,000.
- 2.3 Use the inverse relationship of multiplication and division to compute and check results.
- 2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ( $3,671 \times 3 = \underline{\quad}$ ).
- 2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number ( $135 \div 5 = \underline{\quad}$ ).
- 2.6 Understand the special properties of 0 and 1 in multiplication and division.
- 2.7 Determine the unit cost when given the total cost and number of units.
- 2.8 Solve problems that require two or more of the skills mentioned above.

**3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:**

- 3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in

context (e.g.,  $\frac{1}{2}$  of a pizza is the same amount as  $\frac{2}{4}$  of another pizza that is the same size; show that  $\frac{3}{8}$  is larger than  $\frac{1}{4}$ ).

3.2 Add and subtract simple fractions (e.g., determine that  $\frac{1}{8} + \frac{3}{8}$  is the same as  $\frac{1}{2}$ ).

3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is  $\frac{1}{2}$  of a dollar, 75 cents is  $\frac{3}{4}$  of a dollar).

### **Algebra and Functions (Grade 3)**

1.4 Express simple unit conversions in symbolic form (e.g., \_\_\_ inches = \_\_\_ feet x 12).

#### **2.0 Students represent simple functional relationships:**

2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).

### **Mathematical Reasoning (Grade 3)**

#### **1.0 Students make decisions about how to approach problems:**

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

1.2 Determine when and how to break a problem into simpler parts.

### **Statistics, Data Analysis, and Probability (Grade 4)**

#### **1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:**

1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.

1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.

1.3 Interpret one-and two-variable data graphs to answer questions about a situation.

### **Mathematical Reasoning (Grade 4)**

#### **1.0 Students make decisions about how to approach problems:**

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

1.2 Determine when and how to break a problem into simpler parts.

#### **2.0 Students use strategies, skills, and concepts in finding solutions:**

	<p>2.1 Use estimation to verify the reasonableness of calculated results.</p> <p>2.2 Apply strategies and results from simpler problems to more complex problems.</p> <p>2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p> <p>2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</p> <p>2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>2.6 Make precise calculations and check the validity of the results from the context of the problem.</p> <p><b>3.0 Students move beyond a particular problem by generalizing to other situations:</b></p> <p>3.1 Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.</p> <p>3.3 Develop generalizations of the results obtained and apply them in other circumstances.</p>
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**Grades 5 – 6 Perspectives on Progress**

Given the vast differences between 5<sup>th</sup> grade and 6<sup>th</sup> grade standards, most especially in the sciences and social studies, this cluster will be taught as a two-year looped curriculum. Some students may, therefore, encounter American History lessons (5<sup>th</sup> grade standards) while in 6<sup>th</sup> grade while some 5<sup>th</sup> graders may encounter World History lessons (6<sup>th</sup> grade standards). At the conclusion of the two year experience in this cluster, students will have mastered all the associated standards.

The age of students in this cluster will account for a range in development levels. These students stand at the cusp of elementary school and middle school and, therefore, the team teaching of this cluster will be organized in slightly different way than the younger grades. One teacher will have a background in mathematics and/or sciences and will take the lead on lessons and projects that fall under these disciplines, while the other teacher will provide expertise in social studies and language arts. After completing this cluster, students will enter a junior high school-type program in which they will have several different teachers, each of whom will be an expert in an academic discipline. By exposing students to a subject-specific approach to knowledge in this cluster, LCS hopes its students will be prepared to embrace the depth of academic exploration that will be provided to them in their junior high school years.

To ensure that student projects are truly authentic, teachers will partner with organizations in the field outside of the school as they design, implement and assess projects. For example, this cluster will become familiar with a variety of local museums that attempt to present patrons with an objective window into the past. Through visits and programs with these museums, students will learn the methods historians use to put together a picture of the past. The students will then be guided in applying these methods to their own investigations of the social studies standards. Rather than read texts or ready-made presentations explaining what happened, when, and who was involved, the students will

draw from a number of primary and secondary sources and create visual and written presentations of this information.

As another example, the JASON Foundation for Education (<http://www.jasonproject.org/>), is a resource for mathematics and science instruction. The JASON Foundation for Education was founded in 1989 by Dr. Robert D. Ballard and defines itself as follows: "Its mission is to inspire in students a life-long passion for learning in science, math, and technology through hands-on, real-world scientific discovery."

JASON's projects are varied and appropriate for a variety of grade levels. They have been explicitly aligned with state and national standards. Independent research studies conducted by SRI and the Education Development Center's Center for Children & Technology (CCT) have attested to the efficacy of their programs. This JASON Foundation designed program below addresses the following:

- 1) Implementation: the various ways LCS may implement the projects'
- 2) Standards: an example of one project and its correlations to California State Standards.

### 1) JASON Implementation Scenarios

JASON can be a thematic unit that encompasses lessons in a variety of disciplines: science, technology, language arts, social studies, math, and art. The classroom can be transformed into an Expedition site (i.e. Channel Islands) as a result of a combination of science, geography, language arts, math, and art lessons on the makeup of the Channel Islands and its present and past inhabitants. Stations around the room would allow students to explore JASON lessons in a variety of disciplines. During math time, the students could take measurements and graph results from JASON activities. A novel could be read aloud during story time or read during language arts time. A computer station in the room would allow students to explore various web sites, participate in chat sessions with researchers or on the novel, to journal, to enter class field study data, etc. The emphasis on live scientists and live research appeals to both students and educators. The role models these researchers provide often dispel the stereotypes of a "scientist". Cutting edge scientific research and technology often leads to great gains in knowledge not only for the student but also for the teacher. The inquiry-based nature of many of the science lessons is considered good science pedagogy.

The open-ended nature of many activities and the student exploration process appeals to the learning styles of gifted and talented youth who often enjoy exploring a topic to its very limits. The contact with live scientists is a plus. It can also be suitable for Special Education students.

### 2) Standards-based Curricula – Rainforests at the Crossroads

All of JASON's curricular materials are modeled on national education standards, including these:

- National Science Education Standards
- National Geography Standards
- Principles and Standards for School Mathematics
- Standards for the English Language Arts
- National Educational Technology Standards for Students

In 2004, JASON Student and Teacher Argonauts joined scientists and researchers in an exploration of the Isthmus of Panama region and its fascinating tropical rainforests. *JASON XV: Rainforests at the Crossroads* focuses on the research, monitoring, and management of this region. Also considered is how technology has influenced the geography, hydrology, and biology of Panama and how it is used to better understand the interchange between the Earth's dynamic systems.

#### Standards alignment for Rainforest Project

5	LISTENING AND SPEAKING 2.2.2.:	<ul style="list-style-type: none"> <li>■ Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>■ Unit 1: Student Self-Assessment: The Great American Interchange</li> </ul>
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	Deliver informative presentations about an important idea, issue, or event by the following means:	<ul style="list-style-type: none"> <li>📖 Unit 3: Exercise 3.3: The Agouti and the Jaguar</li> <li>📖 Unit 5: Exercise 5.3: The Race to Reforest</li> </ul>
5	READING 1.: Word Analysis, Fluency, and Systematic Vocabulary Development. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and understand the precise meaning of grade-level-appropriate words.	<ul style="list-style-type: none"> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 3: RA Studying Mammals on Barro Colorado Island</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> <li>📖 Unit 5: RA Managing the Panama Canal Watershed</li> </ul>
5	READING 2.: Reading Comprehension. Read and understand grade-level-appropriate material. describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 2: Exercise 2.3: Be a Bioprospector</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 3: Exercise 3.3: The Agouti and the Jaguar</li> <li>📖 Unit 3: RA Studying Mammals on Barro Colorado Island</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> <li>📖 Unit 5: RA Managing the Panama Canal Watershed</li> </ul>
5	READING 2.2.4.: Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	<ul style="list-style-type: none"> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 3: RA Studying Mammals on Barro Colorado Island</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> <li>📖 Unit 5: RA Managing the Panama Canal Watershed</li> </ul>
5	WRITING 2.2.3.: Write research reports about important ideas, issues, or events by using the following guidelines:	<ul style="list-style-type: none"> <li>📖 Unit 1: Student Self-Assessment: The Great American Interchange</li> <li>📖 Unit 2: Exercise 2.2: Counting Critters</li> <li>📖 Unit 2: Exercise 2.3: Be a Bioprospector</li> <li>📖 Unit 3: Exercise 3.1: Triangulating Animals</li> <li>📖 Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>📖 Unit 3: Exercise 3.3: The Agouti and the Jaguar</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
6	LISTENING AND SPEAKING 2.2.2.: Deliver informative presentations:	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 1: Student Self-Assessment: The Great American Interchange</li> <li>📖 Unit 2: Exercise 2.3: Be a Bioprospector</li> <li>📖 Unit 3: Digital Lab: The Bat Profiler</li> <li>📖 Unit 3: Exercise 3.3: The Agouti and the Jaguar</li> <li>📖 Unit 5: Exercise 5.3: The Race to Reforest</li> </ul>
6	LISTENING AND SPEAKING 2.2.5.: Deliver presentations on problems and solutions:	<ul style="list-style-type: none"> <li>📖 Unit 5: Exercise 5.3: The Race to Reforest</li> </ul>
6	READING 1.: Word Analysis, Fluency, and Systematic Vocabulary Development. Use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	<ul style="list-style-type: none"> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 3: Exercise 3.3: The Agouti and the Jaguar</li> <li>📖 Unit 3: RA Studying Mammals on Barro Colorado Island</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> <li>📖 Unit 5: RA Managing the Panama Canal Watershed</li> </ul>
6	READING 2.: Reading Comprehension. Read and understand grade-level-appropriate material. describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 2: Exercise 2.3: Be a Bioprospector</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 3: Exercise 3.3: The Agouti and the Jaguar</li> <li>📖 Unit 3: RA Studying Mammals on Barro Colorado Island</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> <li>📖 Unit 5: RA Managing the Panama Canal Watershed</li> </ul>
6	WRITING 1.1.2.: Create multiple-paragraph expository compositions:	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 1: Student Self-Assessment: The Great American Interchange</li> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 2: Exercise 2.3: Be a Bioprospector</li> </ul>
6	WRITING 2.2.3.: Write research reports:	<ul style="list-style-type: none"> <li>📖 Unit 1: Student Self-Assessment: The Great American Interchange</li> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 2: Exercise 2.2: Counting Critters</li> <li>📖 Unit 2: Exercise 2.3: Be a Bioprospector</li> <li>📖 Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>

5	Algebra and Functions 1.1.1.: Use information taken from a graph or equation to answer questions about a problem situation.	<ul style="list-style-type: none"> <li>■ Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>■ Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>■ Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>■ Unit 2: Student Self-Assessment: Leaf Eaters</li> <li>■ Unit 3: Exercise 3.1: Triangulating Animals</li> <li>■ Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>■ Unit 4: Exercise 4.1: Carbon in Motion</li> <li>■ Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>■ Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>■ Unit 5: Digital Lab: Your Panama Canal Adventure!</li> <li>■ Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> <li>■ Unit 5: Exercise 5.2: Lock Around the Clock</li> </ul>
5	Mathematical Reasoning 2.: Use strategies, skills, and concepts in finding solutions:	<ul style="list-style-type: none"> <li>■ Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>■ Unit 4: Exercise 4.1: Carbon in Motion</li> <li>■ Unit 5: Digital Lab: The Race to Reforest</li> <li>■ Unit 5: Digital Lab: Your Panama Canal Adventure!</li> </ul>
5	Mathematical Reasoning 2.2.3.: Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	<ul style="list-style-type: none"> <li>■ Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>■ Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>■ Unit 3: Exercise 3.1: Triangulating Animals</li> <li>■ Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>■ Unit 4: Exercise 4.1: Carbon in Motion</li> <li>■ Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>■ Unit 5: Digital Lab: Your Panama Canal Adventure!</li> <li>■ Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
5	Number Sense 1.1.2.: Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.	<ul style="list-style-type: none"> <li>■ Unit 5: Exercise 5.2: Lock Around the Clock</li> </ul>
5	Number Sense 2.: Perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:	<ul style="list-style-type: none"> <li>■ Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>■ Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>■ Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>■ Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>■ Unit 4: Exercise 4.1: Carbon in Motion</li> <li>■ Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>■ Unit 5: Exercise 5.2: Lock Around the Clock</li> </ul>
5	Statistics, Data Analysis, and Probability 1.: Display, analyze, compare, and interpret different data sets, including data sets of different sizes:	<ul style="list-style-type: none"> <li>■ Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>■ Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>■ Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>■ Unit 3: Digital Lab: The Bat Profiler</li> <li>■ Unit 3: Exercise 3.1: Triangulating Animals</li> <li>■ Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>■ Unit 4: Exercise 4.1: Carbon in Motion</li> <li>■ Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>■ Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>■ Unit 5: Digital Lab: Your Panama Canal Adventure!</li> <li>■ Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> <li>■ Unit 5: Exercise 5.2: Lock Around the Clock</li> <li>■ Unit 5: Student Self-Assessment: Reading the Signs</li> </ul>
5	Statistics, Data Analysis, and Probability 1.1.2.: Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.	<ul style="list-style-type: none"> <li>■ Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>■ Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>■ Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>■ Unit 2: Student Self-Assessment: Leaf Eaters</li> <li>■ Unit 3: Exercise 3.1: Triangulating Animals</li> <li>■ Unit 4: Exercise 4.1: Carbon in Motion</li> <li>■ Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> </ul>
5	Statistics, Data Analysis, and Probability 1.1.4.: Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.	<ul style="list-style-type: none"> <li>■ Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>■ Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>■ Unit 2: Student Self-Assessment: Leaf Eaters</li> <li>■ Unit 3: Exercise 3.1: Triangulating Animals</li> <li>■ Unit 4: Exercise 4.1: Carbon in Motion</li> <li>■ Unit 4: Exercise 4.3: What Is a Phytolith?</li> </ul>
6	Algebra and Functions 2.: Analyze and use tables, graphs, and rules to solve problems involving rates and proportions:	<ul style="list-style-type: none"> <li>■ Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>■ Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>■ Unit 3: Exercise 3.1: Triangulating Animals</li> <li>■ Unit 4: Exercise 4.1: Carbon in Motion</li> <li>■ Unit 5: Digital Lab: Your Panama Canal Adventure!</li> </ul>
6	Algebra and Functions 2.2.1.: Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).	<ul style="list-style-type: none"> <li>■ Unit 1: Exercise 1.3: Panama's History of Arrivals</li> </ul>
6	Algebra and Functions 2.2.2.: Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity.	<ul style="list-style-type: none"> <li>■ Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>■ Unit 3: Exercise 3.1: Triangulating Animals</li> <li>■ Unit 4: Exercise 4.1: Carbon in Motion</li> <li>■ Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>■ Unit 5: Digital Lab: Your Panama Canal Adventure!</li> </ul>

6	Algebra and Functions 2.2.3.: Solve problems involving rates, average speed, distance, and time.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 3: Exercise 3.1: Triangulating Animals</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📖 Unit 5: Digital Lab: Your Panama Canal Adventure!</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
6	Number Sense 1.: Compare and order positive and negative fractions, decimals, and mixed numbers. Solve problems involving fractions, ratios, proportions, and percentages:	<ul style="list-style-type: none"> <li>📖 Unit 5: Exercise 5.2: Lock Around the Clock</li> </ul>
6	Number Sense 2.: Calculate and solve problems involving addition, subtraction, multiplication, and division:	<ul style="list-style-type: none"> <li>📖 Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>📖 Unit 5: Digital Lab: Your Panama Canal Adventure!</li> </ul>
6	Number Sense 2.2.3.: Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.	<ul style="list-style-type: none"> <li>📖 Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>📖 Unit 5: Digital Lab: Your Panama Canal Adventure!</li> </ul>
5	Earth Sciences 3.: Water on Earth moves between the oceans and land through the processes of evaporation and condensation	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> <li>📖 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
5	Earth Sciences 3.a.: Most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> </ul>
5	Earth Sciences 3.b.: When liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> </ul>
5	Earth Sciences 3.c.: Water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> <li>📖 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> </ul>
5	Earth Sciences 4.: Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> </ul>
5	Earth Sciences 4.a.: Uneven heating of Earth causes air movements (convection currents).	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> </ul>
5	Earth Sciences 4.b.: The influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> </ul>
5	Earth Sciences 4.d.: Use weather maps and data to predict local weather and know that weather forecasts depend on many variables.	<ul style="list-style-type: none"> <li>📖 Unit 5: Digital Lab: Field Research Center – Local Aquatic Field Study</li> </ul>
5	Investigation and Experimentation 6.: Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept develop questions and perform investigations.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> <li>📖 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📖 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📖 Unit 2: Digital Lab: Rainforest Survivor</li> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 2: Exercise 2.2: Counting Critters</li> <li>📖 Unit 2: Exercise 2.3: Be a Bioprospector</li> <li>📖 Unit 2: Student Self-Assessment: Leaf Eaters</li> <li>📖 Unit 3: Exercise 3.1: Triangulating Animals</li> <li>📖 Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>📖 Unit 3: Student Self-Assessment: The Black Car Census</li> <li>📖 Unit 4: Digital Lab: Earth Systems – Carbon Cycle</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> </ul>

		<ul style="list-style-type: none"> <li>📖 Unit 5: Digital Lab: Field Research Center – Local Aquatic Field Study</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
5	Investigation and Experimentation 6.a.: Classify objects in accordance with appropriate criteria.	<ul style="list-style-type: none"> <li>📖 Unit 5: Digital Lab: Your Panama Canal Adventure!</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> <li>📖 Unit 5: Student Self-Assessment: Reading the Signs</li> </ul>
5	Investigation and Experimentation 6.b.: Develop a testable question.	<ul style="list-style-type: none"> <li>📖 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📖 Unit 2: Digital Lab: Rainforest Survivor</li> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
5	Investigation and Experimentation 6.d.: Identify the dependent and controlled variables in an investigation.	<ul style="list-style-type: none"> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
5	Investigation and Experimentation 6.f.: Select appropriate tools and make quantitative observations.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 2: Exercise 2.2: Counting Critters</li> <li>📖 Unit 2: Student Self-Assessment: Leaf Eaters</li> <li>📖 Unit 3: Digital Lab: The Bat Profiler</li> <li>📖 Unit 3: Exercise 3.1: Triangulating Animals</li> <li>📖 Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>📖 Unit 3: Student Self-Assessment: The Black Car Census</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📖 Unit 5: Digital Lab: Field Research Center – Local Aquatic Field Study</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
5	Investigation and Experimentation 6.g.: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 2: Exercise 2.2: Counting Critters</li> <li>📖 Unit 2: Student Self-Assessment: Leaf Eaters</li> <li>📖 Unit 3: Digital Lab: The Bat Profiler</li> <li>📖 Unit 3: Exercise 3.1: Triangulating Animals</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📖 Unit 5: Digital Lab: The Race to Reforest</li> <li>📖 Unit 5: Digital Lab: Your Panama Canal Adventure!</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> <li>📖 Unit 5: Exercise 5.2: Lock Around the Clock</li> </ul>
	Investigation and Experimentation 6.h.: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 2: Exercise 2.2: Counting Critters</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 3: Exercise 3.1: Triangulating Animals</li> <li>📖 Unit 4: Digital Lab: Earth Systems – Carbon Cycle</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> <li>📖 Unit 5: Student Self-Assessment: Reading the Signs</li> </ul>
5	Investigation and Experimentation 6.i.: Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 1: Student Self-Assessment: The Great American Interchange</li> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 2: Exercise 2.2: Counting Critters</li> <li>📖 Unit 2: Student Self-Assessment: Leaf Eaters</li> <li>📖 Unit 3: Exercise 3.1: Triangulating Animals</li> <li>📖 Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>📖 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📖 Unit 5: Digital Lab: Field Research Center – Local Aquatic Field Study</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
5	Life Sciences 2.: Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.	<ul style="list-style-type: none"> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> </ul>
5	Life Sciences 2.f.: Plants use carbon dioxide and energy from sunlight to build molecules of sugar and release oxygen.	<ul style="list-style-type: none"> <li>📖 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 4: Digital Lab: Earth Systems – Carbon Cycle</li> </ul>



		<ul style="list-style-type: none"> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> </ul>
5	Life Sciences 2.g.: Plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide and water (respiration).	<ul style="list-style-type: none"> <li>📖 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 4: Digital Lab: Earth Systems – Carbon Cycle</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> </ul>
5	Physical Sciences 1.: Elements and their combinations account for all the varied types of matter in the world.	<ul style="list-style-type: none"> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> </ul>
5	Physical Sciences 1.b.: All matter is made of atoms, which may combine to form molecules.	<ul style="list-style-type: none"> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> </ul>
5	Physical Sciences 1.g.: Properties of solid, liquid, and gaseous substances, such as sugar, water, helium, oxygen, nitrogen, and carbon dioxide	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📖 Unit 4: Digital Lab: Earth Systems – Carbon Cycle</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> <li>📖 Unit 5: Digital Lab: Field Research Center – Local Aquatic Field Study</li> </ul>
5	Physical Sciences 1.h.: Living organisms and most materials are composed of just a few elements.	<ul style="list-style-type: none"> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> </ul>
6	Focus on Earth Science 1.: Plate tectonics accounts for important features of Earth's surface and major geologic events.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> </ul>
6	Focus on Earth Science 1.a.: Evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> </ul>
6	Focus on Earth Science 1.b.: Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> </ul>
6	Focus on Earth Science 1.c.: Lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> </ul>
6	Focus on Earth Science 1.d.: Earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> </ul>
6	Focus on Earth Science 1.e.: Major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> </ul>
6	Focus on Earth Science 2.: Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> </ul>
6	Focus on Earth Science 2.a.: Water running downhill is the dominant process in shaping the landscape, including California's landscape.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> <li>📖 Unit 5: RA Managing the Panama Canal Watershed</li> </ul>
6	Focus on Earth Science 2.b.:	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> </ul>

	Rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.	<ul style="list-style-type: none"> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 5: Exercise 5.3: The Race to Reforest</li> <li>📖 Unit 5: RA Managing the Panama Canal Watershed</li> </ul>
6	Focus on Earth Science 2.d.: Earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> </ul>
6	Focus on Earth Science 3.a.: Energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> <li>📖 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
6	Focus on Earth Science 3.c.: Heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> </ul>
	Focus on Earth Science 3.d.: Heat energy is also transferred between objects by radiation (radiation can travel through space).	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> </ul>
6	Focus on Earth Science 4.: Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> <li>📖 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📖 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 2: Digital Lab: Earth Systems – Food webs</li> </ul>
6	Focus on Earth Science 4.a.: The sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> <li>📖 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> </ul>
6	Focus on Earth Science 4.b.: Solar energy reaches Earth through radiation, mostly in the form of visible light.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> <li>📖 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> </ul>
6	Focus on Earth Science 4.c.: Heat from Earth's interior reaches the surface primarily through convection.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> </ul>
6	Focus on Earth Science 4.d.: Convection currents distribute heat in the atmosphere and oceans.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> <li>📖 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> </ul>
6	Focus on Earth Science 4.e.: Differences in pressure, heat, air movement, and humidity result in changes of weather.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> </ul>
6	Focus on Earth Science 5.: Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.	<ul style="list-style-type: none"> <li>📖 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 3: Expedition Field Notes Video: The Dynamics of Biodiversity</li> </ul>
6	Focus on Earth Science 5.a.: Energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.	<ul style="list-style-type: none"> <li>📖 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 4: Digital Lab: Earth Systems – Carbon Cycle</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> </ul>
6	Focus on Earth Science 5.b.: Matter is transferred over time from one organism to others in the food web and	<ul style="list-style-type: none"> <li>📖 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📖 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📖 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> </ul>

	between organisms and the physical environment.	
6	Focus on Earth Science 5.c.: Populations of organisms can be categorized by the functions they serve in an ecosystem.	<ul style="list-style-type: none"> <li>📌 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📌 Unit 2: Exercise 2.2: Counting Critters</li> <li>📌 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📌 Unit 2: RA Tropical Forest Ecosystems</li> <li>📌 Unit 3: Expedition Field Notes Video: The Dynamics of Biodiversity</li> <li>📌 Unit 3: RA Studying Mammals on Barro Colorado Island</li> </ul>
6	Focus on Earth Science 5.e.: The number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.	<ul style="list-style-type: none"> <li>📌 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📌 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📌 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📌 Unit 2: RA Tropical Forest Ecosystems</li> <li>📌 Unit 3: Expedition Field Notes Video: The Dynamics of Biodiversity</li> <li>📌 Unit 3: RA Studying Mammals on Barro Colorado Island</li> <li>📌 Unit 5: Digital Lab: The Race to Reforest</li> <li>📌 Unit 5: RA Managing the Panama Canal Watershed</li> </ul>
6	Focus on Earth Science 6.b.: Different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.	<ul style="list-style-type: none"> <li>📌 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📌 Unit 2: Exercise 2.3: Be a Bioprospector</li> <li>📌 Unit 2: Expedition Field Notes Video: Rainforests and Our World</li> <li>📌 Unit 2: RA Tropical Forest Ecosystems</li> <li>📌 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📌 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📌 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> <li>📌 Unit 5: Digital Lab: The Race to Reforest</li> <li>📌 Unit 5: Exercise 5.3: The Race to Reforest</li> <li>📌 Unit 5: RA Managing the Panama Canal Watershed</li> </ul>
6	Focus on Earth Science 7.: Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept develop questions and perform investigations.	<ul style="list-style-type: none"> <li>📌 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📌 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> <li>📌 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📌 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📌 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📌 Unit 2: Digital Lab: Rainforest Survivor</li> <li>📌 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📌 Unit 2: Exercise 2.2: Counting Critters</li> <li>📌 Unit 2: Student Self-Assessment: Leaf Eaters</li> <li>📌 Unit 3: Exercise 3.1: Triangulating Animals</li> <li>📌 Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>📌 Unit 3: Student Self-Assessment: The Black Car Census</li> <li>📌 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📌 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📌 Unit 5: Digital Lab: Field Research Center – Local Aquatic Field Study</li> <li>📌 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
6	Focus on Earth Science 7.b.: Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.	<ul style="list-style-type: none"> <li>📌 Unit 1: Digital Lab: Earth Systems – Climate</li> <li>📌 Unit 1: Digital Lab: Earth Systems – Hydro cycle</li> <li>📌 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> <li>📌 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📌 Unit 2: Digital Lab: Earth Systems – Food webs</li> <li>📌 Unit 2: Digital Lab: Rainforest Survivor</li> <li>📌 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📌 Unit 2: Exercise 2.2: Counting Critters</li> <li>📌 Unit 2: Student Self-Assessment: Leaf Eaters</li> <li>📌 Unit 3: Digital Lab: The Bat Profiler</li> <li>📌 Unit 3: Exercise 3.1: Triangulating Animals</li> <li>📌 Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>📌 Unit 4: Digital Lab: Earth Systems – Carbon Cycle</li> <li>📌 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📌 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📌 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📌 Unit 5: Digital Lab: Field Research Center – Local Aquatic Field Study</li> <li>📌 Unit 5: Digital Lab: The Race to Reforest</li> <li>📌 Unit 5: Digital Lab: Your Panama Canal Adventure!</li> <li>📌 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
6	Focus on Earth Science 7.c.: Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.	<ul style="list-style-type: none"> <li>📌 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📌 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📌 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📌 Unit 2: Student Self-Assessment: Leaf Eaters</li> <li>📌 Unit 3: Exercise 3.1: Triangulating Animals</li> <li>📌 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📌 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📌 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📌 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
6	Focus on Earth Science 7.d.: Communicate the steps and results from an investigation in written reports and oral presentations.	<ul style="list-style-type: none"> <li>📌 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📌 Unit 2: Exercise 2.1: Fertilizing Frenzy</li> <li>📌 Unit 2: Exercise 2.2: Counting Critters</li> <li>📌 Unit 3: Exercise 3.2: Sampling Mammal Populations</li> <li>📌 Unit 4: Exercise 4.1: Carbon in Motion</li> </ul>

		<ul style="list-style-type: none"> <li>📖 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📖 Unit 5: Exercise 5.1: Running Off the Land/Aquatic Field Study</li> </ul>
6	Focus on Earth Science 7.f.: Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> </ul>
6	Focus on Earth Science 7.g.: Interpret events by sequence and time from natural phenomena.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Tectonics &amp; Vulcanism</li> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 1: Student Self-Assessment: The Great American Interchange</li> <li>📖 Unit 3: Exercise 3.1: Triangulating Animals</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> </ul>
6	Focus on Earth Science 7.h.: Identify changes in natural phenomena over time without manipulating the phenomena.	<ul style="list-style-type: none"> <li>📖 Unit 1: Digital Lab: Earth Systems – Climate</li> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 1: Student Self-Assessment: The Great American Interchange</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> </ul>
K-5	Historical and Social Sciences Analysis Skills 1.: Place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> </ul>
K-5	Historical and Social Sciences Analysis Skills 3.: Explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> </ul>
K-5	Historical and Social Sciences Analysis Skills 4.: Use map and globe skills to determine the absolute locations of places and interpret information available through a maps' or globe's legend, scale, and symbolic representations.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 1: Student Self-Assessment: The Great American Interchange</li> <li>📖 Unit 3: Exercise 3.1: Triangulating Animals</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📖 Unit 5: RA Managing the Panama Canal Watershed</li> </ul>
K-5	Historical and Social Sciences Analysis Skills 2.: Identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.1: Land Ho—The Isthmus Forms!</li> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 2: RA Tropical Forest Ecosystems</li> <li>📖 Unit 4: Exercise 4.1: Carbon in Motion</li> <li>📖 Unit 4: Exercise 4.2: Disappearing Tropical Forests</li> <li>📖 Unit 4: Exercise 4.3: What Is a Phytolith?</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> <li>📖 Unit 5: Digital Lab: Your Panama Canal Adventure!</li> <li>📖 Unit 5: Exercise 5.3: The Race to Reforest</li> <li>📖 Unit 5: RA Managing the Panama Canal Watershed</li> </ul>
6-8	Historical and Social Sciences Analysis Skills 2.: Construct various time lines of key events, people, and periods of the historical era they are studying.	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.2: The Hill That Became an Island</li> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> <li>📖 Unit 4: RA Panama's Tropical Forests and Global Environmental Change</li> </ul>
6-8	Historical and Social Sciences Analysis Skills 3.: Use a variety of maps and documents to identify physical and cultural features	<ul style="list-style-type: none"> <li>📖 Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>📖 Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>📖 Unit 1: RA Where Are We Going and Why?</li> </ul>

	of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	
6	World History and Geography: Ancient Civilizations 6.1.: Describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.	<ul style="list-style-type: none"> <li>■ Unit 4: Exercise 4.3: What Is a Phytolith?</li> </ul>
6	World History and Geography: Ancient Civilizations 6.1.2.: Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.	<ul style="list-style-type: none"> <li>■ Unit 1: Exercise 1.3: Panama's History of Arrivals</li> <li>■ Unit 1: Expedition Field Notes Video: Where Oceans and Continents Meet</li> <li>■ Unit 1: RA Where Are We Going and Why?</li> </ul>

Literacy Development

Developing literacy is a central goal of the LCS curriculum and will be woven throughout the subject areas. Classroom experiences and instruction will therefore integrate reading, writing, speaking and listening in order to support literacy development. Teachers will employ a balanced approach to literacy that has been proven effective in both research studies and schools throughout California.

LCS literacy development curriculum will be designed by the teachers under the direct guidance of 1) The Corinne A. Seeds University Elementary School’s Institute for educators entitled “Focus On Early Literacy”; 2) The California Early Literacy Learning (CELL) framework and professional development seminars; and 3) Founding Educator, Rebecca Burrow (see Appendix 1).

At the primary level (K-2), our program will include such strategies as English language development, explicit instruction in phonics and phonemic awareness, word study, interactive writing, shared reading and writing, guided reading and writers’ workshop. The 3-6 program will include word study, vocabulary development, content area reading and writing, and readers and writers’ workshop. At all grades levels, thinking and comprehension strategies are extended using the pedagogy described in Mosaic of Thought. Furthermore, the K-6 math curricula – Bridges in Mathematics (K-2), Opening Eyes to Mathematics (3-4), Math Alive (5-6) – were specifically chosen because of their effective connection to literacy development.

Literacy development at LCS can be broken into five main objectives:

- LCS teachers will implement a rigorous and balanced literacy framework and curriculum. The California State Standards define the literacy outcomes that LCS teachers will work toward. Teachers will be supported in implementing this curriculum through ongoing professional development and the curricula of the Corinne A. Seeds University Elementary School and the California Early Literacy Learning (CELL) framework. Professional development accompanied by exposure to these curricula will provide teachers with concrete lessons as well as pedagogical support.
- Students who are reading below grade level will be identified, assessed, and receive intervention using a variety of methods. We will aim to hire at least one teacher who is a trained Reading Recovery teacher who will design our remediation program. Identification will begin before school starts when teachers and the Principal visit homes and administer writing and reading assessments, and will continue throughout the school year. Students may receive anything from specific classroom support to intensive after school support depending upon their individual need.
- One criterion upon which LCS teachers will be hired is their literacy philosophy and experience to ensure that they can effectively reach the literacy goals. LCS teachers also commit to ongoing planning, reflection, professional development, and collaboration around the literacy program.

- Families will be involved with the literacy program at LCS through a variety of means, including literacy nights at LCS and family literacy activities for the home. For families who are developing their own English capacity, we will offer assistance and encouragement in enrolling in an English as a Second Language program, thus keeping with our mission to provide community and family education.
- The cultures, languages and communities of our families and students will be reflected in the books, materials, projects and assessments that are utilized in the literacy program.

The CELL Framework described below (<http://www.cell-exll.com/cellframework.htm>) will provide the specific guidelines necessary to assess our curriculum and our teaching. The California state standards in Language Arts for each grade level will be used to determine passage from one class to the next.

<b>Cell Framework for Classroom Instruction</b>	
<b>ORAL LANGUAGE</b> <ul style="list-style-type: none"> <li>• Assists students in language acquisition</li> <li>• Develops and increases vocabulary</li> <li>• Promotes the use of accurate language structure</li> <li>• Uses oral language to access reading and writing</li> </ul>	Bruner (1983); Cazden (1992); Chomsky (1972); Ferreiro & Teberosky (1982); Holdaway (1979); Wells (1986)
<b>PHONOLOGICAL SKILLS</b> <ul style="list-style-type: none"> <li>• Builds a foundation of phonemic awareness for explicit skills learning</li> <li>• Teaches systematic phonics</li> <li>• Supports development of accurate spelling</li> </ul>	Adams (1998); Bear, Invernizzi, Templeton, & Johnston (1996); Kirk, Kirk, & Minskoff (1985); Shook, Klein, & Swartz (1998)
<b>READING ALOUD</b> <ul style="list-style-type: none"> <li>• Builds vocabulary</li> <li>• Introduces good children’s literature</li> <li>• Increases repertoire of language and its use</li> <li>• Develops comprehension strategies</li> <li>• Improves listening skills</li> <li>• Promotes phonemic awareness</li> </ul>	Adams (1990); Clark (1976); Cochran-Smith (1984); Cohen (1968); Durkin (1966); Goodman, Y. (1984); Green & Harker (1982); Hiebert (1988); Huck, Hepler, & Hickman (1994); Ninio (1980); Pappas & Brown (1987); Schickedanz (1978); Wells (1985)
<b>SHARED READING</b> <ul style="list-style-type: none"> <li>• Promotes the development of early reading behaviors</li> <li>• Encourages cooperative learning and child-to-child support</li> <li>• Stresses phonemic awareness and phonologic skills</li> <li>• Focuses on text comprehension</li> </ul>	Holdaway (1979); Martinez & Roser (1985); Pappas & Brown (1987); Rowe (1987); Snow (1983); Swartz, Shook, & Klein (2002); Sulzby (1985); Teale & Sulzby (1986)
<b>GUIDED READING</b> <ul style="list-style-type: none"> <li>• Allows observation of strategic reading in selected novel texts</li> <li>• Provides direct instruction of problem-solving strategies</li> <li>• Allows for classroom intervention of reading difficulties</li> <li>• Teaches comprehension skills</li> </ul>	Clay (1991a; 1991b); Fountas & Pinnell (1996); Holdaway (1979); Lyons, Pinnell, & DeFord (1993); McKenzie (1986); Routman (1991); Swartz, Shook, & Klein, et al. (2003); Wong, Groth, & O’Flahavan (1994)
<b>INDEPENDENT READING</b> <ul style="list-style-type: none"> <li>• Allows students to practice strategies being learned</li> <li>• Develops fluency using familiar texts</li> <li>• Encourages successful problem-solving</li> </ul>	Clay (1991a); McKenzie (1986); Taylor (1993)
<b>INTERACTIVE WRITING AND INTERACTIVE EDITING</b> <ul style="list-style-type: none"> <li>• Provides an opportunity to jointly plan and construct text</li> <li>• Develops letter-sound correspondence and spelling</li> <li>• Teaches phonics</li> </ul>	Button, Johnson, & Furgerson (1996); McCarrier, Fountas, & Pinnell (2000); Pinnell & McCarrier (1994); Swartz, Klein, & Shook (2001)

<p><b>INDEPENDENT WRITING</b></p> <ul style="list-style-type: none"> <li>• Encourages writing for different purposes and different audiences</li> <li>• Fosters creativity and an ability to compose</li> </ul>	<p>Bissex (1980); Clay (1975); Dyson (1982; 1988); Ferreiro &amp; Teberosky (1982); Goodman, Y. (1984); Harste, Woodward, &amp; Burke (1984)</p>
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Visual and Performing Arts

LCS intends to provide students with two different contacts with the arts: (1) integrated arts within academic classroom learning; and (2) subject-specific arts instruction in visual arts, music, and (in later grades) drama and dance.

*The kind of schools we need would recognize that different forms of representation develop different forms of thinking, convey different kinds of meaning, and make possible different qualities of life. Literacy should not be restricted to decoding text and number.*  
 Eisner, E.W. (April 2002). *The Kind of Schools We Need*. Phi Delta Kappan.

When students learn visual and performing arts from skilled specialists, they develop a deeper and more focused appreciation and skill set than they would from integrated arts alone. When students learn academic subject matter with an arts-related component, they develop a different and richer conceptual understanding of the ideas encountered through academic disciplines.

Through partnerships with museums and

nonprofit organizations involved in the arts, LCS intends to develop a meaningful subject-specific arts program.

**E. LCS will provide equal access for all students**

1. English Language Learners

The geographic basis of LCS includes a linguistically diverse community. Many students who will attend LCS speak Spanish, Korean, and other languages at home, prior to learning English. The home culture and language of foreign born students and of children of foreign born parents is valued by LCS. While all students will develop as English speakers, readers and writers, all cultures and languages will be honored and integrated as much as possible. The entire school community will be enriched by the multi-lingual and multi-cultural qualities of its students.

A constructivist, project-based and differentiated form of instruction such as the one LCS intends to offer has been shown to succeed with English Language Learners (ELL). In addition, LCS will ensure that primary language support is provided by teachers, aides, other students and parent volunteers. LCS will adhere to federal, state and district mandates regarding ELL education and will be vigilant about timely redesignation of ELL students.

Initial assessment will be given to identify students' levels of English fluency through a Home Language Survey, the CELDT, and other forms of internal assessment. Using assessment data, ELD and ELA standards, teachers will plan curriculum and instruction that will support and develop students' ability to progress through the ELD levels. Students will acquire English language skills in reading, writing, listening, speaking, viewing, and thinking to proficiently meet grade level ELA standards. Students will develop academic language skills as they develop English proficiency.

ELD instruction will occur during social studies, science, and visual and performing arts learning. In third through fifth grade, ELD instruction will also be integrated into the language arts instruction period. Primary language support will be provided to allow all students access to the curriculum. Instruction will occur daily for a minimum of 60 minutes. Teachers will rotate their schedules to support students in proficiently meeting grade level social studies, science, and visual and performing arts standards.

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.

It is our sincere hope that we will be able to offer the option of dual language immersion in both Spanish and English to a kindergarten class within the first five years of our operations. We would first submit a detailed program proposal as an amendment to the charter that would outline all aspects of curriculum and assessment. Research studies have shown that an effective dual language immersion program is an effective means of educating native English speakers and English Learner students and, funds permitting, we wish to incorporate an effective program into our school.

## 2. Special Needs Students

Since teachers at LCS will be focused on action research that requires they study their students with great care, students with special needs will be receiving ongoing support and differentiated instruction on a regular basis within the mainstream classroom. Inclusion is a priority and the preferred method of educating all students at LCS. If teachers and parents determine that a student requires additional assistance, LCS will bring Resource Specialists and a school psychologist into the classroom in order to provide support for teachers. Meetings will be arranged on a biweekly basis with parents to monitor progress and concerns. Individualized Educational Plans will be designed and reformed as data from testing and assessments is gathered.

LCS 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.

## 3. Gifted and Talented Students

Our general curriculum will be designed to allow all students to pursue their learning in an in-depth way and at a challenging pace. By providing alternatives to whole class instruction, LCS expects to prevent students from being limited by standardized curricula or by fellow students. LCS will provide additional support and challenges for children identified as Gifted and Talented (GATE) by giving teachers the support to implement the GATE program and modify it to ensure students are achieving high level conceptual thinking and experiencing productive collaborative learning time.

## 4. Underachieving Students

Students who are identified as at-risk or as performing below potential will be evaluated on a case-by-case basis by teachers and parents working together. Our goal will be to provide a large variety of supports and pedagogical practices as early as possible in the identification process in order to determine methods that best fit the individual student.

## **F. The Family Education Component**

In keeping with our focus on a 'community of learners,' LCS intends to provide a variety of educational outlets for families and community members. We expect that these programs will directly and positively impact the learning of LCS students; and we also expect that indirect benefits will arise as children see parents engaged in ongoing learning activities.

### Parents and literacy development

Accepting the premise that phonological processing, print awareness and oral language skills play a significant role in literacy development, the role of the parent of

*Based on a diverse body of research evidence, it now seems clear that learning to read is affected by the foundation skills of phonological processing, print awareness, and oral language. Children with more of these skills profit more from reading instruction, learn to read sooner, and read better than do children with less of these skills.*

*-Whitchurst & Lonigan, (1998.), p.12.*



a pre-K child becomes one of facilitating these three skills. Additionally, parents can help motivate their children on a holistic level by providing children with positive interactions around print reading and writing.

Prior to entering kindergarten, some children will have accumulated years of positive interactions with caregivers involving letters, text, literature and complex oral vocabulary. Other children will have experienced similar encounters but in the context of a different language and perhaps a different alphabet. Still others will have had significantly fewer experiences of this kind in any language (Hart & Risley, 1995).

Since we want to ensure that every child develops strong reading and writing skills, we hope that children are able to experience positive and educationally enriching interactions with caregivers in the five years before kindergarten. While we cannot mandate behavior for parents of current or potential students, we hope to offer opportunities from which families can benefit if they so desire. We intend to reach out to the families that may want to send their children to our school, and we want to reach out to them as early in their children's lives as possible. Part of our educational program will therefore be Parent Education for parents-to-be, parents of toddlers, and parents of preschoolers.

Our first step will be to hold free informal meetings<sup>1</sup> in locations throughout the community (churches, homes, community centers, libraries). The YMCA on Oxford Avenue, for example, has already voiced interest in partnering with us for such meetings. These meetings will not pose a financial burden to the school since they will be organized and implemented by volunteers who are trained by our educators, whose job description will include such sessions. These meetings will address the question "How does a child become literate?" for parents of children of all ages, with a strong emphasis on recruiting parents-to-be and parents of infants. The meetings will be structured to introduce parents to literacy research and allow for question and answer periods. The goal will be to give parents an awareness of the skills and attitudes that can ease their child's path to literacy. For example, parents should come away with a desire to speak frequently to their children using extensive vocabulary. As another example, they should leave the meeting with an appreciation that, by introducing their children to the concept of letters and print, their children will be more ready to learn formally in schools.

In addition to literacy development, these workshops will serve the goal of introducing the 'community of learners' concept to parents. This concept mirrors the culture of the school and calls for a non-judgmental and supportive environment in which all those present are both learners and teachers. It is essential, therefore, that these meetings be led by parents from within the community whenever possible.

Our next step will be to hold parent and child workshops to be lead by parents. In these workshops parents can demonstrate and practice activities to be done with children. One workshop (or workshop series) will focus on "dialogic reading" which imparts to children strategies for reading comprehension, reinforces their print awareness, and develops their oral language skills. In dialogic reading, the parent does not simply read while the child listens. Instead the parent models active reading by asking the child increasingly complex questions, by prompting the child to describe the material, and by reinforcing the child's responses through praise and repetition (Whitehurst & Lonigan, 2002). The literacy intervention program designed by Whitehurst and colleagues (Dialogic Reading Program) will be explained and parents will be coached through this process during the workshop. The work of Delgado-Gaitan (Wasik, et al., 2002) will also be incorporated, utilizing a more personal approach that encourages parents to let their own experiences and knowledge guide interactions with their children.

Parents who are not native English speakers will be encouraged to read in their native language, but *also* to read English language children's books to their children. It is our hope that early childhood books will not place undue hardship on those whose native language uses the same letter system.

### *Parents and general education*

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<sup>1</sup> All outreach events and family meetings will be "no-frills." All snacks or material costs will be kept at a minimum and/or donated.

Another focus of a workshop (or workshop series) will be general educational games. This will give all parents an opportunity to share rhyming games, word games, verbal puzzles, songs, clapping games, and other informal activities that develop children's sensitivity and skills. Games from non-parent sources will also be introduced in these workshops that involve language and mathematical concepts. The informal curriculum of this workshop will draw from preschool curricula, elementary education research, and the imagination of the parents.

Once children are enrolled in the school and parents have completed the workshops designed to prepare children for school-based literacy lessons, parental education is not over. Teachers and parents will continue to offer workshops on school curriculum topics that will enable parents to know what their children are learning and support their children in productive and effective manners.

As children move through the grades of the elementary school, they, too, will be exposed to such workshops in order to prepare them to help the younger children in the school. Research has shown the mutually beneficial properties of student tutoring programs for. As students learn to tutor younger children effectively, their own skills become developed and strengthened (Juel, C. 1996).

### Parent Education

An additional and optional support that will be offered to parents to facilitate them helping their own children will be general adult education. We would like to form partnerships with organizations such as Even Start and Parents as Teachers in order to support parents in developing their own literacy skills, completing their GED or graduate school work, learning English, and any other curricular realm of interest to parents. Examples of informal courses that schools have offered to this effect include financial literacy workshops, mathematics literacy workshops, technology workshops, cooking, crafts, and mechanics. These programs will be designed by parents for parents in order to satisfy their learning needs and build our community of learners. The skills parents develop through these endeavors might directly translate to children, as parents may later teach the same skills to their children. In addition, since norms and behaviors such as parents reading for pleasure and having printed materials around the house have been found to support the development of literacy in children, any activity that furthers a parent's education may be considered of benefit to children as well (Whitehurst & Lonigan, 2002).

## **G. Special Education Students, Learning Difficulties and Inclusive Practice**

### Legal Framework

LCS shall adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE).

LCS shall adhere to all terms and conditions of the Special Education Modified Consent Decree, including compliance with the Annual Plan for achievement of specific outcomes. LCS shall adhere to any other court orders and/or consent decrees imposed upon LAUSD pertaining to special education. LCS shall participate in the quality assurance process for special education including verification reviews, coordinated compliance self-reviews, complaints, and the local plan.

LCS shall ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment. If the District, a court of law, or a federal or state agency determines that LCS has failed to comply with the terms and conditions of any court order and/or consent decree, LCS is solely responsible for all costs, attorney fees, or other remedies associated therewith.

Due process and procedural safeguards will be followed such that parents must give consent for an initial evaluation and initial placement, be notified of any change in placement, and be invited, along with teachers, to conferences and meetings to develop individual education programs.

### Special Education Local Plan Area (SELPA)

The District is approved to operate as a single-district SELPA under the provisions of Education Code § 56195.1(a). For the purposes of special education, LCS shall be deemed a public school within the District. The District will determine the policies and procedures necessary to ensure that the protections of special education laws be extended to students in LCS in the same manner as students in all District schools. If LCS is deemed as independent, it shall be responsible for providing special education services and instruction to the students it serves.

### SELPA Responsibilities

As long as LCS operates as a public school within the District, the District shall provide information to the school regarding District decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to LCS staff.

### Charter School Responsibilities<sup>2</sup>

LCS is responsible for providing its own special education services and instruction to the students it serves, as set forth in the IDEA. Students enrolled in LCS are entitled to special education services provided in a similar manner to students enrolled in other public schools [California Education Code, Section 47646 (a)].

LCS is responsible for identifying and referring students with disabilities enrolled in the school who may require assessment for special education eligibility and services. The referral process shall include a school team meeting to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate.

LCS is responsible for developing the Assessment Plan, providing the assessment, conducting the team meeting, and implementing and reviewing the Individual Education Plan (IEP) for referred students in accordance with IEP federal, state, and local requirements. The IEP team shall ensure the participation of a District special education representative at any IEP team meeting when it is anticipated that special education service options will be considered, within least restrictive environments other than those of LCS.

LCS is responsible for implementing programs and services, including related services, required by IEPs of students enrolled at their schools. The general program of instruction provided students with disabilities shall be responsive to the required sequence of courses and related curriculum for students of LCS.

LCS's responsibility to provide related services to a student with disabilities begins when the student enrolls in the school. However, to allow for a smooth transition to the school, the District will continue to fund services for those special education students enrolling in LCS who have been receiving non-public agency (NPA) itinerant services from the District for thirty (30) days after enrollment. This is to allow the school to conduct IEP team meetings and to execute contracts with NPAs as necessary to facilitate the student's transition. When requested by the school, a representative from the Local District Special Education Office may attend a student's first IEP meeting at the school to assist with transition issues.

For students transferring to LCS from another school district, LCS will be responsible for providing those related services required by the students' IEPs upon the students' enrollment regardless of the type of

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<sup>2</sup> Unless otherwise agreed by LAUSD, or directed by a hearing officer, the California Department of Education, the Office of Civil Rights, or a court of law.

service provider (school, NPA, or private). IEP team meetings for such students shall be held within thirty (30) days of enrollment to facilitate the students' transition to the school.

LCS shall ensure that all teachers and other persons who provide services to a student with disabilities shall be knowledgeable of the content of the student's IEP. LCS shall maintain a copy of each student's IEP at the school site.

LCS is responsible for keeping daily attendance for each student. The daily attendance shall be reported and certified in accord with District procedures and shall be filed with the District.

Student discipline and procedures for suspension and expulsion of students with disabilities must be consistent with state and federal law and must be in compliance with discipline procedures as set forth in the IDEA. Discipline procedures should include positive behavioral interventions.

LCS special education personnel shall be appropriately credentialed and/or licensed consistent with California laws and regulations unless a written waiver has been granted by the California Department of Education with respect to state laws and regulations.

#### Procedural Safeguards/Due Process Hearings

The District may initiate a due process hearing regarding a student enrolled in LCS if the District determines that such action is legally necessary to meet LCS's or District's responsibilities under federal and state law. If LCS is required or elects to have its own legal counsel for purposes of a due process hearing initiated by the District, LCS shall be responsible for the cost of such counsel.

In the event that parents/guardians of a student attending LCS file for a due process hearing, LCS shall be named or added as a respondent. The District and LCS shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation) if possible. In the event that representation by legal counsel is needed, the District shall select legal counsel to jointly represent the District and LCS at the District's expense.

LCS may elect to retain its own counsel in a due process proceeding. If LCS does retain its own counsel, LCS shall be responsible for all costs of its counsel. In addition, if an actual or potential conflict of interest arises that would impede joint representation and the conflict cannot be resolved through mutual waivers executed by the District and LCS, LCS shall be responsible for its own representation in the matter and any costs associated with such representation.

Because charter schools are responsible for providing special education services and instruction to the students they serve, LCS shall be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer or in a settlement agreement based on an allegation or allegations that LCS failed to fulfill its responsibilities under the IDEA (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs). If parents' attorneys' fees and costs are to be paid as a result of a settlement agreement or because parents prevailed at hearing, LCS shall be responsible for payment of those attorneys' fees and costs incurred by parents to pursue their claims based on LCS's alleged failure to fulfill its responsibilities under the IDEA.

#### Complaints

The District shall investigate and respond to all complaints the District receives regarding special education at LCS pursuant to the District's Uniform Complaint Procedures. LCS shall cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints. LCS shall be solely responsible for any and all costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies.

## Funding

LCS shall receive its allocated share of AB602 special education funds to manage its own special education program. The allocated amount will be calculated by the District using a funding model based on student population (average daily attendance). LCS is responsible for keeping daily attendance for each student which they will report and certify according to District procedures. LCS may request specific services from the District on a fee basis, and such services will be granted subject to availability.

The District shall be entitled to collect an encroachment from LCS that will be equal to the percentage of general funds encroached by the District to support district-wide special education instruction and services. The encroachment will include, but is not limited to, various district services to LCS for: 1) professional development and training; 2) technical support for programs; 3) the continuum of program options, 4) administration of due process proceedings; 5) investigation of complaints filed under the District Uniform Complaint procedures; and 6) implementation of the Modified Consent Decree.

LCS's encroachment contribution will equal the percentage of general funds encroached by the District to support the Special Education Program. The annual encroachment percentage collected from LCS may vary from year to year depending on the District's internal encroachment. The calculation of LCS's encroachment contribution will be based upon a formula designed by the District's Budget Services Office.

If an LCS IEP team unilaterally, without District representation, places a student in a special education program provided by another entity, LCS is fully responsible and accountable for the quality of the program and for any costs it incurs from such a placement.

## Special Education Referral Process

A student may be referred to the Academic Success Team by a staff member, by a parent or guardian. The school has 15 days to respond to the parents about the referral.

### Step 1. Academic Success Team

LCS will implement the following steps to identify students with special needs:

#### *Identification of Problem*

A teacher, resource person, administrator or parent can refer a student to the Academic Success Team (AST). A student who is not progressing in a manner that is consistent with academic success may be identified for intervention by the Academic Success Team.

#### *Contacting Parents/Guardians*

Parents or guardians will be formally contacted in writing by inviting them to attend an initial Academic Success Team meeting.

#### *Initial Academic Success Team Meeting*

Academic Success Team will be assembled and a meeting scheduled. The Academic Success Team will consist of at minimum the student's referring teacher, parent(s), student and any other teacher wishing to participate based on his/her knowledge of the student's academic proficiency (additional persons may be invited to be members of the AST, such as a resource specialist, counselor, community members as appropriate, etc). This meeting will articulate a student's strengths, weaknesses and areas of concern. Strategies and actions to be taken will be identified and assigned to persons present. A timeline will be developed to implement and document strategies and actions taken. A follow-up AST meeting will also be scheduled at this time.

#### *Interventions*

Interventions will be made and documented based on information gathered and discussed during the initial Academic Success Team Meeting.

### *Follow-Up AST Meeting*

A follow-up Academic Success Team Meeting will be held to discuss and monitor a student's progress. A determination will be made at this time as to whether or not additional interventions should be attempted or a Formal Referral made.

### *Initiation of Formal Referral*

A formal referral will be initiated, if appropriate, using the following process.

### *Step 2: Referral for Assessment*

Formal referrals for assessment may be made by the Academic Success Team, a parent, teacher, administrator, or resource person. Within fifteen days, not counting school vacations greater than five days, of the receipt of a referral for assessment, the parent or guardian will receive a written response from LCS. If LCS determines that an assessment of a child is not appropriate, the parent will receive written notice that explains the basis for the refusal and the parent's right to request a due process hearing to contest the charter's refusal. If LCS determines that an assessment is appropriate, the parent will receive an Assessment Plan. The Assessment Plan will include a description of the type of assessments that may be used to determine the eligibility of students for special education instruction and services.

The parent must consent to the assessment plan (AP) by signing the AP before the assessment can take place. The school has fifty (50) days, not counting school vacations greater than five (5) days, from receipt of the parent's signed AP to complete the assessment and hold an Individualized Education Program (IEP) meeting. Assessments require that all areas related to the suspected disability be assessed, and that the assessments be without cultural/racial/gender bias, and in multidisciplinary teams to include teachers knowledgeable in the disability.

If the parent or guardian does not consent to the AP, LCS may take steps to protect the student if it is believed that the student is being denied necessary services. LCS may request a meeting with the student's parents or guardians to resolve this difference of opinion or may initiate a due process hearing to override that parent's refusal to consent.

### *Step 3: Assessment*

The assessment will gather information about the student to determine whether the student has a disability. Assessments may include individual testing such as the Brigance or Woodcock Johnson, observations of the student at school, interviews with the student and school personnel who work with the student, and a review of the student's academic records and reports and work samples. LCS will be fiscally responsible for any request to the sponsoring district to utilize district personnel for assessments.

#### LCS Guidelines for Assessment:

Student will be assessed only after a parent consents to the Assessment Plan

Student will be assessed in all areas related to his or her supposed disability

Assessment will be administered in the student's primary language or a qualified interpreter will be provided

Assessment will include a variety of appropriate tests to measure a student's strengths and needs. The person administering the tests will be qualified to do so.

Assessment will be adapted for students with impaired sensory, physical or speaking skills

A multidisciplinary team, including at least one teacher or other specialist with knowledge of the student's supposed disability, will assess the student

Testing and assessment materials and procedures will not be racially, culturally or sexually discriminatory

If the parent disagrees with LCS's assessment of their child, the parent has the right to obtain an independent education assessment at public expense only if the school is not able to demonstrate

that the evaluation was appropriate. Upon the parent's request, LCS will provide information about how to obtain this independent assessment by a qualified examiner

#### Step 4: Development and Implementation of an Individualized Education Program (IEP)

LCS shall conduct an Individualized Education Program (IEP) team meeting within mandated timelines after assessment for every student for the purpose of discussing assessment results and determining eligibility, and (if eligible) specifying special education instruction and services. An IEP team meeting shall then be held annually to review student progress and triennially to review the results of a mandatory comprehensive reevaluation of student progress. The IEP team will also meet when a student is approaching a transitional age, childhood into adolescence, adolescence into adulthood. The IEP team will meet when a student in an IEP is faced with suspension for more than ten days or an expulsion. The team will meet to determine whether the student's misconduct was a manifestation of his or her disability.

IEP team membership shall include parent/guardian, school administrator, current teacher, and other persons such as those who assessed the student. The IEP meeting will be held at a time and location convenient to the parent, the school and any invited district representative. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services, based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting.

When developing the IEP, the team must consider the least restrictive setting for the student. Mainstreaming to regular education will be considered to the extent possible. The IEP Team will fully consider the student's needs and develop a program or combination of programs that works based on the student's individual needs. When developing the IEP all program options will be considered including: general classes to RSP/SDC/ special schools/centers to non-public/home or hospital/state/residential.

After the written IEP has been finished, it will be implemented in a timely manner. The parent has the right to review and request revisions to the plan. At minimum, the IEP plan will contain:

- the services the student will receive
- a description of how these services will be delivered
- a description of where the instructional program services will be delivered
- the rationale for placement decisions
- annual goals and short term objectives focusing on the student's current level of performance
- a statement on how the student's progress will be measured
- transitions goals for work-related skills
- ESL goals as necessary

LCS will purchase services from qualified personnel to successfully implement the prescribed program in each IEP. LCS will work with the qualified personnel to provide a structure and environment in which the prescribed program in each IEP can be successfully implemented. Furthermore, LCS will absorb the cost of adequately providing for the successful implementation of a student's IEP including transportation costs and insurance related to transportation if necessary.

Students with disabilities will attend LCS unless the IEP determines that the best services and the least restrictive environment is at another school. LCS will provide a sound structure for personnel planning to focus on in-service to meet needs of students with disabilities. LCS will absorb all costs associated with the successful implementation of programs outlined in the IEP of student's with disabilities.

#### Step 5: IEP Review

If a student is receiving special education services, their IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting the student's needs. In addition, every three years, the student's progress will be reassessed and his/her IEP reviewed in accordance with the IDEA regulations.

If a parent or teacher has concerns that the student's educational needs are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year. The parent or teacher may request a reassessment by sending a written request to the school or by completing a Request for Special Education Assessment which will be available at the school's administrative office. LCS must have written permission from the parent or guardian prior to reassessing a child.

LCS will make available to all parents and teachers any LAUSD, state or federal literature regarding special educational programs, regulations and laws.

#### Instructional Program Strategies for all Students, Including Students with Special Needs

LCS will provide a program for the special needs of students that is built around the student's needs. LCS may provide designated instruction and services that include, but are not limited to:

- Inclusive instructional practices
- Cooperative learning
- Differentiated Instruction
- Teacher interventions
- Staff development
- Language and speech development and remediation
  - Orientation and mobility instruction
  - Adapted physical education
  - Counseling and guidance
  - Socialization skills training
  - Mainstreaming/Inclusion assistance
  - 1:1 assistance

LCS will employ a resource specialist or contract with a consulting company to oversee the provisions of services and perform compliance evaluations and audits of the special needs delivery system. Special education personnel shall be appropriately credentialed and/or licensed consistent with California laws and regulations. LCS teaching staff will receive intensive training in our special education process, program services and strategies.

LCS shall certify student eligibility and participation in special education programs and services using the District's Welligent web-based system to input IEP data..

The LCS general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the school.

LCS shall conduct assessment and standardized testing of students with disabilities using state and district guidelines for modifications and adaptations.

LCS shall provide planned staff development activities to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address diverse learner, and interaction with non-disabled peers.

#### *Least Restrictive Environment*

LCS shall implement and review programs and services, including related services, required by IEPs of its students to support the movement of the student into less restrictive environments and increase the interactions of these students with non-disabled students. LCS will consider the continuum of program options that goes from least to most restrictive for the student: general classes to RSP/SDC classes to special schools/centers to non-public/home to state/residential hospitals.



The team will consider the least restrictive setting for the student. The IEP team shall determine the extent to which mainstreaming to regular education will enable the student to enhance his/her educational, social, emotional and/or physical growth. The team will further determine which supplemental aids and services are necessary to ensure inclusion throughout the school day. The mainstream experiences and supplemental services shall be written into the student's IEP.

Teachers and other persons who provide services to students with disabilities shall be knowledgeable of the content of the student's IEP and a copy shall be maintained at the school site.

#### *Student Outcomes*

LCS will take all necessary measures to successfully attain a student's goals as indicated in the student's IEP. The following are student outcomes our school will strive to meet:

- Increased growth on assessments that include both the learning process and the skills outlined in the IEP's goals section
- Greater student engagement and motivation to participate in learning tasks
- Observation of increased student competence and motivation
- Improved abilities in all areas of development
- Increase in social interactions with peers
- Improved self-concept and self-esteem

#### *Transportation for Students with Special Needs*

LCS will make the necessary arrangements to provide transportation to those special needs students whose IEP requires transportation.

#### *Identification of Students with Preexisting IEPs*

Prior to the first day of classes, LCS will request copies of students' Education Records from their previous schools of enrollment. Education Records will be reviewed to identify any students with preexisting or active IEPs. Additionally, during orientation, after formal enrollment, parents will be asked to fill out an information sheet which will ask whether or not their child has a preexisting or active IEP.

#### **Additional Parent/Guardian Procedural Rights and Safeguards**

LCS will take the necessary measures to ensure that parents are well informed of their rights to secure appropriate special needs programs for their child. LCS will ensure that parents:

- are provided with written notice of their rights under IDEA Section 504
- are provided opportunity to consent to assessment
- notified of any placement changes
- invited to attend conferences with teachers
- informed of their right to initiate due process
- are informed of their right to file a complaint if they feel that LCS has violated state or federal laws governing Special Education

#### **H. LCS will comply with Federal Educational Policy**

##### *No Child Left Behind Act*

As required under *No Child Left Behind*, LCS 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. LCS is committed to reducing the education gap for all students. LCS will implement all provisions of the *No Child Left Behind Act* that are applicable to charter schools. This includes the use of effective methods and instructional strategies that are based on scientific research, the meeting of its Adequate Yearly Progress goals, the assurance that teachers hold appropriate certification, and the public reporting of the school's academic progress. In addition, LCS shall provide extended learning for students who fall behind or who need extra help.

## **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."*

### **Measurable Student Outcomes to be Achieved by Students**

#### **A. Skills, knowledge and attitudes of LCS' students**

##### 1. Methodology Behind our Detailed Outcomes and Goals

LCS's aforementioned definition of an "educated person" provides the foundation for our educational goals. These broad goals include skills such as communicating in a variety of ways, formulating questions and seeking answers that facilitate deeper understanding, analyzing issues and ideas critically and from a number of perspectives, and examining errors and setbacks in order to make progress in one's learning. The broad goals also include character development expectations such as interacting with others honestly and respectfully, taking responsibility for oneself and for each other, and persevering in the face of challenges.

Teachers at LCS will work together prior to the opening of each year to analyze these goals and develop benchmarks appropriate to the developmental level of the child and the child's abilities as an English language speaker. Subject-specific rubrics will be incorporated into these benchmarks. Furthermore, teachers will categorize state and district standards by grade level in accordance with Benjamin Bloom's taxonomy of educational objectives in the cognitive, affective and psychomotor domains. The final rubric that teachers create from these elements will be used to determine passage from one grade to the next at LCS.

##### 2. LCS Rubric

The rubric to be created by teachers will incorporate the exit goals described in Section E, the subject-goals described in Section F, and the state standards organized by Bloom's taxonomy (Bloom, B. 1956). Bloom's taxonomy is summarized below:

*Bloom listed six basic objectives within the COGNITIVE domain:*

1. **Knowledge** - remembering or recognizing something previously encountered without necessarily understanding, using, or changing it.
2. **Comprehension** - understanding the material being communicated without necessarily relating it to anything else.
3. **Application** - using a general concept to solve a particular problem.
4. **Analysis** - breaking something down into parts.
5. **Synthesis** - creating something new by combining different ideas.
6. **Evaluation** - judging the value of materials or methods as they might be applied in a particular situation.

*Bloom listed five basic objectives in the AFFECTIVE domain:*

1. **Receiving** - being aware of or attending to something in the environment.
2. **Responding** - showing some new behavior as a result of experience.
3. **Valuing** - showing some definite involvement or commitment.
4. **Organization** - integrating a new value into one's general set of values, giving it some ranking among one's general priorities.
5. **Characterization by value** - acting consistently with the new value.

*Bloom listed six basic objectives in the PSYCHOMOTOR domain:*

1. **Reflex movements** - actions that occur involuntarily in response to some stimulus.
2. **Basic fundamental movements** - innate movement patterns formed from a combination of reflex movements.
3. **Perceptual abilities** - translation of stimuli received through the senses into appropriate movements.
4. **Physical abilities** - basic movements and abilities that are essential to the development of more highly skilled movements.
5. **Skilled movements** - more complex movements requiring a certain degree of efficiency.
6. **Non-discursive movements** - ability to communicate through body movement.

## **B. Process for Selecting Curriculum, Materials, Instructional Activities**

Curriculum, materials, and instructional activities will be selected by each clusters' teachers based on their relevance and appropriateness for the theme and goals of the cluster. Instructional activities will be developed in alignment with the stated goals and measurable student outcomes of LCS.

Each spring, the principal, in consultation with the faculty, will identify areas of need and order books and materials for the following year.

## **C. Student assessment at LCS**

LCS will utilize a variety of assessments in order to inform instruction and facilitate student learning. The primary purpose of assessment is to improve teaching and learning. Rubrics on projects and assignments, teacher observations, and progress reports will serve as "official" records of student learning but a larger variety of assessments will be ongoing and embedded. Formative assessments will occur regularly in order to allow teachers to know the current level of understanding for each student. Performance-based assessments will be explicitly described and available prior to the completion of projects and assignments.

LCS intends to demonstrate progress on the aggregate results of the LCS rubric defined in the prior section. This rubric and standardized test data will be disaggregated to show how sub-groups; e.g. LEP, non-LEP, mobility, gender, etc., perform. Student, parent and employee satisfaction data will be handled in a similarly rigorous fashion as surveys will be designed and analyzed regularly to ensure the school maintains an inclusive, positive, stimulating community of learners.

LCS Multiple Assessments will include:

- The LCS rubric report for each student, representing each year of attendance
  - Writing Assessment grades 3 & 5
  - Math Skills Assessment grades 2, 4, 6
- Portfolios: each student has a working portfolio to accumulate evidence of progress, a rubric evaluating each project is included in this portfolio. A project covering each subject-specific area described in Element 2 will be included in the portfolio.
- Parent-teacher conferences in the late fall and spring, conferences are student-led for students in grade 3 and above.

## **D. Standardized Tests**

LCS considers standardized test scores to provide a small, but important, window into the achievement levels of students. Data from tests will be utilized to inform teaching and learning and will be acknowledged to represent a lesser part of the whole picture of student growth, development, and

learning. Because of the successful test results of students learning in a constructivist-based environment, LCS expects student test results to exceed the local average API test scores.

#### CST/CAT-6:

The California Standards Test/California Achievement Test will be administered in English during the Spring to all students in 2nd through 8th grade. This multiple-choice test is assumed to measure student progress in Language Arts and Math Standards. Additionally, 4th and 7th graders will take an essay test in writing. Students in specified grades will also take Science and Social Studies sections of the test, and it is likely that these sections will be added to the test for all grades in the near future.

The results from the CST/CAT-6 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.

#### CELDT:

The California English Language Development Test will be administered every fall to all students who are classified as English Learners, in kindergarten through 8th grade. 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 LCS 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. Redesignation will be one of the school's primary goals and measures of success.

#### SABE:

The Spanish Assessment of Basic Education is used to evaluate students' progress in Language Arts and Math in Spanish. Spanish-speaking students who are new to the country will take this test as an initial assessment.

#### PHYSICAL FITNESS

California's state testing in physical fitness (grades 5 & 8) will be scheduled and adopted as a measurement of physical fitness for LCS students.

### **E. LCS Student Exit Goals**

In addition to passing grades on a standards-based report that describes all state standards related to grades K-6, students who graduate 6<sup>th</sup> grade at LCS will be able to:

- Communicate ideas and opinions clearly and distinctively in verbal, written, and visual mediums
- Read a variety of texts and observe media in a questioning and thoughtful manner.
- Compute with accuracy and demonstrate conceptual and practical understandings of fractions, percentages, decimals and interest rates
- Utilize mathematical concepts and reasoning to solve practical problems
- Understand the reasoning behind their own perspectives and seek to understand the other perspectives that may correspond or conflict with their own
- Participate in democratic systems as informed voters, as policy shapers, as policy implementers, and as policy evaluators

- Identify nations on a map and explain similarities and differences among cultures, races and religions
- Conduct a scientific experiment into a question of their own design
- Analyze problems by synthesizing skills and concepts from several academic disciplines
- Balance a checkbook
- Re-write papers and improve projects in response to criticism and questions
- Listen actively and respectfully to others
- Ask questions of adults and peers in order to facilitate their own learning

Projects from each grade of the student's attendance at LCS will form a portfolio attesting to satisfactory evaluation of the above, according to a school-wide rubric, as described in Element Three of the charter.

## **F. Subject Specific Exit Goals**

The LCS curriculum is founded upon academic rigor. By the end of their LCS experience, students will have amassed a portfolio composed of varied projects completed over the years that demonstrate their skills and knowledge within each academic subject area, as determined by the California State Standards. The development of specific skills and content knowledge will be measured and recorded upon the completion of each project. Examples of these skills and expectations, broken down by subject area, are described in the sections that follow.

Advisory Board Member Rebecca Burrow, currently a teacher at Lighthouse Community Charter School (LCCS), a K-8 charter elementary school in Oakland that is based on Expeditionary Learning Outward Bound principles, helped design the following curriculum and will play an essential role in its implementation. Faculty at LCS will be given planning time each week and prior to the beginning of each school year in order to adapt the criteria described below to a curriculum that is specific to each child.

### **Language Arts**

By the time students graduate sixth grade, they will be expected to meet the California State Language Arts Standards and specifically: 1) be able to read, write, and speak for a variety of purposes to a variety of audiences; and 2) be able to interpret and analyze a variety of texts for different purposes.

Projects that students will complete over the course of their education at LCS will include:

- Report
- Response to literature
- Narrative account (fictional or autobiographical)
- Narrative procedure
- Persuasive essay
- Reflective essay
- Genre Study
- Author study

Student development of specific skills will be measured in each project. The skills are:

- Reading Comprehension
- Abiding by the conventions of English
- Revising, in order to more clearly and concisely:
  - Restate or summarize information
  - Relate new information to prior knowledge and experience
  - Extend ideas
  - Make connections to related topics or information

a. Skills:

*Reading Expectations*

Formal reading lessons begin in first grade. In grades 1 through 6, students will read at least twenty-five books<sup>3</sup> or book equivalents each year. LCS has amassed a collection of books sufficient for the first two years of operation as of September 2004 and has made the first steps necessary to partner with several organizations that will enable the school to build a varied and appropriate collection of books for our curriculum. The materials include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials.

*Abiding by the Conventions of English*

Upon completing LCS elementary school (K-6), students will independently and habitually demonstrate an understanding of the rules of the English language in written and oral work, and select the structures and features of language appropriate to the purpose, audience, and context of the work. Students will demonstrate control of:

- grammar
- paragraph structure
- punctuation
- sentence construction
- spelling
- usage

*Revision*

Upon completing LCS elementary school (K-6), students will analyze and subsequently revise work to clarify it or make it more effective in communicating the intended message or thought. The student's revision should be made in light of the purpose, audiences, and contexts that apply to the work. Strategies for revising include:

- adding or deleting details
- adding or deleting explanations
- clarifying difficult passages
- rearranging words, sentences, and paragraphs to improve or clarify meaning
- sharpening the focus
- reconsidering the organizational structure
- rethinking and/or rewriting the piece in light of different audiences and purposes

b. Criteria for Student Projects:

Throughout LCS, students will produce the following projects. The 6<sup>th</sup> Grade student exit goals are as follows:

The student produces a report that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest
- develops a controlling idea that conveys a perspective on the subject
- excludes extraneous and inappropriate information to purpose, audience, and context
- uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claim or assertions, and providing a scenario to illustrate points
- provides a sense of closure to the writing

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<sup>3</sup> LCS has already received hundreds of donated age-appropriate books and is currently implementing a community-wide book drive.

The student produces a response to literature that:

- engages the reader through establishing a context, creating a persona, and otherwise developing reader interest
- advances a judgment through references to the text, references to other works, authors, non-print media, or references to personal knowledge
- demonstrates understanding of the literary work through suggesting an interpretation
- anticipates and answers a reader's question
- recognizes possible ambiguities, nuances, and complexities
- provides a sense of closure to the writing

The student produces a narrative account (fictional or autobiographical) that:

- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest
- establishes a situation, point of view, setting, and conflict (and for autobiography, the significance of events and conclusions that can be drawn from those events)
- creates an organizing structure
- excludes extraneous details and inconsistencies
- includes concrete language to develop plot
- develops complex characters
- uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g. movement, gestures, expressions
- provides a sense of closure to the writing

The student produces a narrative procedure that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest
- provides a guide to action for a complicated procedure in order to anticipate a reader's needs
- creates expectations through predictable structures, e.g., headlines; and provides smooth transitions between steps
- makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate
- includes relevant information
- anticipates problems, mistakes, and misunderstandings that might arise for the reader
- provides a sense of closure to the writing

The student produces a persuasive essay that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest
- develops a controlling idea that makes a clear and knowledgeable judgment
- creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively
- includes appropriate information and arguments
- excludes information and arguments that are irrelevant
- anticipates and addresses reader concerns and counter-arguments
- supports arguments with detailed evidence, citing sources of information as appropriate
- uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes
- provides a sense of closure to the writing

The student produces a reflective essay that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest
- analyzes a condition or situation of significance
- develops a commonplace, concrete occasion as the basis for reflection, e.g., personal observation or experience
- creates an organizing structure appropriate to purpose or audience
- uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario
- provides a sense of closure to the writing

The student produces a genre study that:

- makes thematic connections among literary texts, public discourse, and media
- evaluates the impact of the author's decisions regarding word choice, style, content, and literary elements
- analyzes the characteristics of literary forms and genres
- evaluates literary merit
- explains the effect of point of view
- makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles
- interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism
- evaluates the stance of a writer in shaping the presentation of a subject
- interprets ambiguities, subtleties, contradictions, ironies, and nuances
- understands the role of tone in presenting literature (both fictional and non-fictional)
- demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them

The student produces an author study that:

- Makes and supports warranted and responsible assertions about the texts
- Supports assertions with elaborated and convincing evidence
- Draws the author's texts together to compare and contrast themes, characters, and ideas
- Makes perceptive and well developed connections between the author's works
- Evaluates writing strategies and elements of the author's craft

### **History, Social Studies, Civics**

LCS students will complete projects that integrate the California State History Standards. Projects that students will complete over the course of their education at LCS will include:

- Multidimensional Analysis of a Historical Event
- Organization of a Social Group
- Multidimensional Analysis of a Culture
- Development and Implementation of a Business Plan
- Publication of a Public Service Advisory Germane to the LCS Community

The skill areas measured in History, Social Studies, and Civics are:

- Content accuracy
- Chronological and Spatial Thinking
- Point of View and Media Literacy
- Historical Interpretation

#### Skills:

*Chronological and Spatial Thinking*



- Students will compare the present with the past, evaluating the consequences of past events and decisions.
- Students will analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- Students will use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
- Students relate current events to the physical and human characteristics of places and regions.

#### *Point of View and Media Literacy*

- Students will be able to evaluate and interpret information from a variety of media presentations, such as news sources, advertisements, and video.
- Students will distinguish valid arguments from fallacious arguments in historical interpretations.
- Students will identify bias and prejudice in historical interpretations.
- Students will evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- Students will construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.
- Students will demonstrate an awareness of the presence of the media in the daily lives of most people.
- Students will evaluate the role of the media in focusing attention and in forming opinion.
- Students will judge the extent to which the media are a source of entertainment as well as a source of information.
- Students will define the role of advertising as a part of media presentation.

#### *Historical Interpretation*

- Students will show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students will recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- Students will interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- Students will understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- Students will analyze human modifications of landscapes and examine the resulting environmental policy issues.
- Students will conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

### **Mathematics**

LCS aims to offer students meaningful mathematical problems that will emphasize depth in mathematical thinking and flexibility in the application and use of mathematical concepts. Teachers will utilize resources including but not limited to “Investigations in Number, Data and Space,” developed by TERC, Bridges in Mathematics (K-2), Opening Eyes to Mathematics (3-4), Math Alive (5-6) and Math Thematics (7-8). In addition, standards from the National Council of Teachers of Mathematics (NCTM) and from the California State Math standards will form the basis of all projects.

Projects that students will complete over the course of their education at LCS will include:

- Data study
- Mathematical model of a physical system or phenomenon
- Design of a physical structure
- Management and planning analysis

- Pure mathematics investigation
- History of a mathematical idea

The skill areas measured in mathematics are:

- Problem solving using multiple strategies
- Developmentally-appropriate conceptual understanding of mathematical operations and tools
- Communicating an understanding of mathematical logic in the problem solving process

Skills:

*Problem Solving*

Students will demonstrate problem solving by using mathematical concepts and skills to solve non-routine problems that do not lay out specific and detailed steps to follow, and solve problems that make demands on all three aspects of the solution process: 1) formulation, 2) implementation, and 3) conclusion.

1) Formulation

The student participates in the formulation of problems; that is, given the statement of a problem situation, the student:

- Fills out the formulation of a definite problem that is to be solved; Extracts pertinent information from the situation as a basis for working on the problem
- Asks and answers a series of appropriate questions in pursuit of a solution and does so with minimal "scaffolding" in the form of detailed guiding questions

2) Implementation

The student makes the basic choices involved in planning and carrying out a solution; that is, the student:

- Chooses and employs effective problem solving strategies in dealing with non-routine and multi-step problems;
- Selects appropriate mathematical concepts and techniques from different areas of mathematics and applies them to the solution of the problem;
- Applies mathematical concepts to new situations within mathematics and uses mathematics to model real world situations involving basic application of mathematics in the physical and biological sciences, the social sciences, and business.

3) Conclusion

The student provides closure to the solution process through summary statements and general conclusions; that is the student:

- Concludes a solution process with a useful summary of results;
- Evaluates the degree to which the results obtained represent a good response to the initial problem;
- Formulates generalizations of the results obtained;
- Carries out extensions of the given problem to related problems.

*Developmentally-Appropriate Conceptual Understanding*

These skills will be demonstrated by the practical and persistent accurate ability to:

- Carry out numerical calculations and symbol manipulations effectively, using mental computations, pencil and paper, or other technological aids, as appropriate.
- Use a variety of methods to estimate the values, in appropriate units, of quantities met in applications, and round numbers used in application to an appropriate degree of accuracy.
- Evaluate and analyze formulas and functions of many kinds, using both pencil and paper and more advanced technology.
- Use basic geometric terminology accurately, and deduce information about basic geometric figures in solving problems.
- Make and use rough sketches, schematic diagrams, or precise scale diagrams to enhance a solution.

- Use the number line and Cartesian coordinates in the plane and in space.
- Create and interpret graphs of many kinds, such as function graphs, circle graphs, scatter plots, regression lines, and histograms.
- Set up and solve equations symbolically (when possible) and graphically.
- Know how to use algorithms in mathematics, such as the Euclidean Algorithm.
- Use tools such as rulers, tapes, compasses, and protractors in solving problems.
- Know standards methods to solve basic problems and use these methods in approaching more complex problems.

### *Mathematical Communication*

Students will use the language of mathematics, its symbols, notation, graphs, and expressions to communicate through reading, writing, speaking, and listening. They will communicate about mathematics by describing mathematical ideas and concepts and explaining reasoning and results. More specifically, students will:

- Be familiar with basic mathematical terminology, standard notation and use of symbols, common conventions for graphing, and general features of effective mathematical communication.
- Use mathematical representations with appropriate accuracy, including numerical tables, formulas, functions, equations, charts, graphs, and diagrams.
- Organize work and present mathematical procedures and results clearly, systematically, succinctly, and correctly.
- Communicate logical arguments clearly, showing why a result makes sense and why the reasoning is valid.
- Present mathematical ideas effectively both orally and in writing.

### Criteria for Student Projects:

Throughout LCS, students will produce the following projects. The 6<sup>th</sup> Grade student exit goals are as follows:

#### Data study, in which the student:

- Carries out a study of data relevant to current civic, economic, scientific, health, or social issues;
- Uses methods of statistical inference to generalize from the data;
- Prepares a report that explains the purpose of the project, the organizational plan, and conclusions, and uses an appropriate balance of different ways of presenting information.

#### Mathematical model of a physical system or phenomenon, in which the student:

- Carries out a study of a physical system or a phenomenon by constructing a mathematical model based on functions to make generalizations about the structure of the system;
- Uses structural analysis (a direct analysis of the structure of the system) rather than numerical or statistical analysis (an analysis of data about the system);
- Prepares a report that explains the purpose of the project, the organizational plan, and conclusions, and uses an appropriate balance of different ways of presenting information.

#### Design of a physical structure, in which the student:

- Creates a design for the physical structure;
- Uses general mathematical ideas and techniques to discuss specifications for building the structure;
- Prepares a report that explains the purpose of the project, the organizational plan, and conclusions, and uses an appropriate balance of different ways to present the information.

#### Management and planning analysis, in which the student:

- Carries out a study of a business or a public policy situation involving issues such as optimization, cost-benefits projections, and risks;
- Uses decision rules and strategies both to analyze options and make balance tradeoffs; and brings in mathematical ideas that serve to generalize the analysis across different conditions;
- Prepares a report that explains the purpose of the project, the organizational plan, and conclusions, and uses an appropriate balance of different ways of presenting information.

#### Pure mathematics investigation, in which the student:

- Carries out a mathematical investigation of a phenomenon or concept in pure mathematics;

- Uses methods of mathematical reasoning and justification to make generalizations about the phenomenon;
- Prepares a report that explains the purpose of the project, the organizational plan, and conclusions, and uses an appropriate balance of different ways of presenting information.

History of a mathematical idea, in which the student:

- Carries out a historical study tracing the development of a mathematical concept and the people who contributed to it;
- Includes a discussion of the actual mathematical concept and its place in the curriculum of the current day;
- Prepares a report that explain the purpose of the project, the organizational plan, and conclusions, and uses an appropriate balance of different ways of presenting information.

## **Science**

LCS students will be exposed to the process of scientific inquiry through experimentation, data collection and analysis, and problem solving. Through partnerships with local museums, science centers, and working scientists, LCS hopes to deepen the students' scientific knowledge and skills while meeting the California State Science Standards.

Projects that students will complete over the course of their education at LCS will include:

- Controlled experiment
- Fieldwork
- Secondary research
- A single project may draw on more than one type

The skill areas measured in Science are:

- Content accuracy
- Use of scientific tools
- Use of scientific methods and processes
- Scientific communication

### a. Skills:

#### *Scientific Tools, Methods and Processes*

Students will utilize tools, technologies, methodologies and practices of science by using them to collect data, make observations, analyze results, and accomplish tasks effectively; that is, the student will:

- Use technology and tools (such as traditional laboratory equipment, video, and computer aids) to observe and measure objects, organisms, and phenomena, directly, indirectly, and remotely, with appropriate consideration of accuracy and precision.
- Record and store data using a variety of formats, such as databases, audiotapes, and videotapes.
- Collect and analyze data using concepts and techniques in Mathematics Standards, such as mean, median, and mode; outcome probability and reliability; and appropriate data displays.
- Acquire information from multiple sources, such as print, the Internet, computer databases, and experimentation.
- Recognize and limit sources of bias in data, such as observer and sample bias.

#### *Scientific Methods And Processes*

LCS will emphasize scientific inquiry and problem solving by using thoughtful questioning and reasoning strategies, common sense and diverse conceptual understanding, and appropriate ideas and methods to investigate science. Thereby the student will:

- Frame questions to distinguish cause and effect;
- Identify or control variables in experimental and non-experimental research settings;
- Use concepts from Science Standards to explain a variety of observations and phenomena.
- Use evidence from reliable sources to develop descriptions, explanations, and models;
- Make appropriate adjustments and improvements based on additional data or logical arguments;

- Propose, recognize, analyze, consider, and critique alternative explanations; and distinguish between fact and opinion.
- Identify problems; propose and implement solutions; and evaluate the accuracy, design, and outcomes of investigations.
- Work individually and in teams to collect and share information and ideas.

**Scientific Communication**

LCS students will practice communicating their scientific observations and understandings. More specifically, students will be able to:

- Represent data and results in multiple ways, such as numbers, tables, and graphs; drawings, diagrams, and artwork; technical and creative writing.
- Argue from evidence, such as data produced through their own experimentation or data produced by others.
- Critique published materials, such as popular magazines and academic journals.
- Explain a scientific concept or procedure to other students.
- Communicate in a form suited to the purpose and the audience, such as by writing instructions that others can follow; critiquing written and oral explanations; and using data to resolve disagreements.

**b. Criteria for Student Projects:**

Throughout LCS, students will produce the following projects. The 6<sup>th</sup> Grade student exit goals are as follows:

In controlled experiments and fieldwork students will:

- Generate and study questions that can be studied using the resources available.
- Develop and follow procedures that are safe, humane, and ethical, and that respect privacy and property rights.
- Include data that have been collected and recorded in ways that others can verify, and analyze using skills expected at this grade level.
- Include data and results that have been represented in ways that fit the context.
- Include recommendations, decisions, and conclusions based on evidence.
- Acknowledge references and contributions of others.
- Include results that are communicated appropriately to audiences.
- Thoughtfully consider and respond to recommendations from peers, teachers, and other experts.

**G. LCS Academic Calendar and Attendance Requirements**

School Calendar

LCS intends to hold the first day of school for students on Tuesday, September 6, 2005, and begin orientation for staff on Monday, August 22, 2005. A detailed calendar and schedule of grade reporting follows. In keeping with our education philosophy, there will be no bell schedule.

<b>Holiday</b>	<b>Dates</b>
Veteran's Day	Nov. 11, 2005, Fri.
Thanksgiving	Nov. 24 – 25, 2005, Thurs. – Fri. (half day Nov. 23)
Winter Recess	Dec. 19 – 30, 2005 (school resumes Mon. Jan. 2)
Martin Luther King, Jr. Holiday	Jan. 16, 2006, Mon.
Mid-Winter Break/President's Day	Feb. 16-20, Thurs. – Mon.
Spring Recess	April 10-14, 2006, Mon. – Fri. (school resumes Mon. April 17)
Memorial Day	May 29, 2006, Mon.

LCS GRADING PERIODS

First Semester

- September 6-November 4 (44 days)

- November 7 - January 31 (45.5 days)

Teaching Days: 89.5

Non-Teaching Days: 11

Second Semester

- February 1 - April 7 (44.5 days)
- April 17-June 20 (46 days) – *last day for students*

Teaching Days: 90.5

Non-Teaching Days: 2.5

TOTAL Teaching Days: 180

Total Non-Teaching Days: 13.5

#### LCS REPORT CARD SCHEDULE

- November 11
- February 8
- April 24
- June 26 (*mailed to students*)

#### LCS STAFF DAYS - School Closed for Students

- August 22 - September 1 (9 days)
- November 28 and 29 (2 days)
- April 7 (half day)
- June 21 and 22 (2 days)

## LCS CALENDAR 2005-2006

Aug. 22 – Sept. 1, 2005 Mon. – Thurs.	Staff Development (No School for Students)
Sept. 6, 2005, Tues.	First Day of School for Students
Sept. 6 – 9, 2005, Tues. – Fri.,	No After School Program
Nov. 11, 2005, Fri.	Veteran's Day Holiday (No School)
Nov. 23, 2005, Wed.	No After School Program (Students dismissed at 12:30)
Nov. 24 – 25, 2005, Thurs. – Fri.	Thanksgiving Holiday (No School)
Nov. 28 - 29, 2005, Mon. – Tues.	Family/Teacher Conferences (No School for Students)
Dec. 19 – Jan 2, 2005	Winter Recess (No School)
Jan. 16, 2006, Mon.	Martin Luther King, Jr. Holiday (No School)
Feb. 16-17, 2006, Thurs.-Fri.	Mid-Winter Break (No School)
Feb. 20, 2006, Mon.	Presidents' Day Holiday (No School)
April 9, 2006, Fri.	Staff Development (Students dismissed at 12:30)
April 10 - 14, 2006, Mon. - Fri.	Spring Recess (No School)

May 29, 2006, Mon.	Memorial Day Holiday (No School)
June 17, 2006, Sat.	Exhibition of Student Work
June 19 – 20, 2006, Mon. – Tues.	No After School Program
June 20, 2006, Tues.	Last Day of School
June 21 – 22, 2006, Wed. - Thurs.	Family/Teacher Meetings



## **ELEMENT #3: Outcome Measurement Process**

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

### **Measuring student progress at LCS**

#### **A. Assessment strategies**

LCS will utilize a variety of assessments in order to inform instruction and facilitate student learning. The primary purpose of assessment is to improve teaching and learning. Rubrics on projects and assignments, teacher observations, and progress reports will serve as "official" records of student learning but a larger variety of assessments will be ongoing and embedded. Formative assessments will occur regularly in order to allow teachers to know the current level of understanding for each student. Performance-based assessments will be explicitly described and available prior to the completion of projects and assignments.

LCS intends to demonstrate progress on the aggregate results of the LCS rubric defined in the prior section. This rubric and standardized test data will be disaggregated to show how sub-groups; e.g. LEP, non-LEP, mobility, gender, etc., perform. Student, parent and employee satisfaction data will be handled in a similarly rigorous fashion as surveys will be designed and analyzed regularly to ensure the school maintains an inclusive, positive, stimulating community of learners.

LCS Multiple Assessments will include:

- The LCS rubric report for each student, representing each year of attendance
  - Writing Assessment grades 3 & 5
  - Math Skills Assessment grades 2, 4, 6
- Portfolios: each student has a working portfolio to accumulate evidence of progress, a rubric evaluating each project is included in this portfolio. A project covering each subject-specific area described in Element 2 will be included in the portfolio.
- Parent-teacher conferences in the late fall and spring, conferences are student-led for students in grade 3 and above.

#### **B. State Mandated Tests**

LCS will meet all statewide standards and conduct pupil assessments required pursuant to Education Code Section 60602.5 and any other statewide standards authorized in statute.

Specific Standardized Tests – API, CAT-6, NCLB

The purpose of the API is to measure the academic performance and growth of schools. A school's score or placement on the API is an indicator of the school's performance level and growth as measured by how well the school is moving toward target goals.

LCS will meet the following API growth indicators:

- Annual API will meet or exceed the established growth target
- All subgroups will make at least 80% of the school target
- The CAT-6 participation rate will be at least 90%

Students who show a continued lack of progress will be served as detailed under *No Child Left Behind* and/or the Special Education section depending on individual student needs.

#### **C. Student Progress**

The principal and LCS will develop and implement an effective student reporting system to include reporting to students and parents on a quarterly basis. The report may use multiple measures such as the LCS rubric and rubrics for specific portfolios. End of year reports will also include a standards-based report. Teachers and administrators will meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

Student assessment at LCS will not only comply with federal and state standards but it will also include faculty-devised instruments and processes to appraise students' academic competence, emotional growth and social responsibility. Both the principal and the faculty of LCS will be accountable for the academic achievement and psychological well-being of LCS' students. The Principal is ultimately responsible for meeting target goals, and will be held accountable by the Board of Trustees.

In addition to this rubric, LCS values measurable student outcomes from standardized testing and reporting. Students will participate in all state sponsored testing programs and each LCS student will be expected to show continuous improvement as measured by instruments adopted by the State of California. LCS expects student test results to surpass levels on record at the alternative public elementary schools in the community and anticipates a minimum of 20% of students scoring at "far below basic" to accelerate to "below basic" the following year, and "basic" for the year after that. Furthermore, LCS expects that 80% of ELL students attending LCS consistently from kindergarten will be re-designated by the end of 6<sup>th</sup> grade.

#### **D. Accountability for Student Progress**

Student assessment at LCS will not only comply with federal and state standards but it will also include faculty-devised instruments and processes to appraise students' academic competence, emotional growth and social responsibility. Both the principal and the faculty of LCS will be accountable for the academic achievement and psychological well-being of LCS' students. The Principal is ultimately responsible for meeting target goals, and will be held accountable by the Board of Trustees.

The Principal will be accountable for meeting Adequate Yearly Progress as required by NCLB.

#### **E. Longitudinal Analysis of Progress**

Results from assessments, data collection records, evaluations, stakeholder surveys and interviews will be collected, analyzed, reported, published, and distributed to the school community and interested members of the community at large as part of an annual progress and program audit. The annual audit will be used to determine student progress overtime and the quality of programs of LCS.

## **ELEMENT #4: Governance**

*Element Requirement: "The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement."*

### **A. Assurances**

During the term of this charter, LCS will comply with the provisions of the Brown Act (Government Code sections) and Government Code section 1090, as those sections become amended from time to time. LCS will comply with all laws relating to public agencies in general, and all federal laws and regulations and state codes as they pertain to charter schools.

### **B. Stakeholder Involvement**

#### *Governance Structure of the School*

The governance of LCS is designed to reflect the desires and aspirations of parents and the community, to draw on the expertise of school personnel, and to use the services and resources of the community at large. Our success depends on broad-based community partnerships, collaboration, creativity, and most importantly, a respect for the diverse cultures of our community. As LCS opens its doors and grows in size we will continue to provide opportunities for parent and community participation on the Board and school committees.

The primary governing board of LCS is its Board of Trustees, comprised of the Principal of LCS, at least one teacher and one parent (elected by the faculty and parents respectively), as well as representatives from the world of education, business, and the community who bring relevant and diverse skills and expertise. Currently the Board consists of Founding Educator Dvora Inwood, community leaders, two UCLA professors, and the founding parents who conceptualized the school. A full list of current Trustees and their biographies is listed in Appendix 2.

The Board will be supported and guided in its efforts by at least four committees: the School Management Team, the Family Committee, the Teacher Committee, and an Advisory Board:

SMT: Operations will be addressed by a School Management Team (SMT), headed by the school Principal, when the school becomes operational. The SMT will include representatives of the faculty and the families, and later, non-voting upper level students.

FC: A Family Committee (FC) will be comprised of parents/guardians and will be co-led by the elected parent representatives who sit on the SMT. Its primary objective will be to assist the school in achieving its mission and raise funds to support school activities.

TC: A Teacher Committee (TC) will include all full-time and part-time teaching faculty.

ADVISORY BOARD: LCS will have an Advisory Board of individuals to provide special expertise, and support to the Board and further the LCS mission.

### **C. Board of Trustees**

#### *Responsibilities*

The LCS Board of Trustees is responsible for all legal and fiduciary matters involving Larchmont Charter School. The Board of Trustees 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 Principal. In accordance with our culture, the Board strives for consensus. If it cannot be reached, decisions are made by majority vote.

Six prospective LCS parents founded the LCS Board in May 2004. Currently, the Board has nine members (as of submission date of charter) and includes expertise in education, finance, law, public relations and marketing, community outreach, special events, and grant writing, among others. A list of current Board members is included in Appendix 2.

#### *Composition of Board, Election, and Terms of Office*

The Board of Trustees consists of at least three (3) and no more than fifteen (15) members. A family representative will be elected by families of enrolled students, and a teacher representative will be elected by LCS faculty and staff. Both representatives will be elected for one-year terms. The Nominating Committee of the Board will interview and propose all other candidates to the full Board for vote. The Board of Trustees will also include the LCS Principal and an LAUSD representative who will be an ex-officio, non-voting member.

Board members meet monthly. Board elections are held each May for the following year, and the Board Officers are elected at the June meeting. Terms of office are staggered, and each Board member may serve a one-year term renewable up to four years. All Board meetings will be open to parents and staff and Korean and Spanish interpreters will be made available upon request.

The Board will create committees as needed to address issues related to fulfilling the mission of LCS. Possible committees include: Community Partnerships, Fundraising, Nominating Committee, Site and Facilities, Finance and Technology.

The Larchmont Charter School is a California non-profit 501(c)3 corporation (approval pending). Articles of Incorporation are included in Appendix 3.

#### **D. School Management Team**

The School Management Team (SMT) will provide guidance on the day-to-day operations the school. It will meet every two weeks and may meet more often as deemed necessary. The SMT will be led by the school Principal and be comprised of an equal number of teacher and family representatives. In addition, elected members of the Student Council (after the school grows to include fifth grade) will be invited guests who have the authority to contribute to the meeting agenda.

Each May, the families and teachers will elect members from the Family Committee (FC) and the Teacher Committee (TC). The SMT responsibilities will include, but are not limited to, curriculum development, program and the design of personnel evaluations, extracurricular activities, scheduling, and practical concerns such as maintenance, supplies, safety, and facilities issues. The make-up of the SMT will insure that the school consults with parents and faculty regarding the educational program of LCS. The SMT will work closely with the Board to raise policy issues and identify areas for improvement.

Information on SMT decisions will be shared with the community at large through a variety of mediums. Family and teacher representatives will report to their respective committees, while the Principal will report to the Board. Information will also be shared through the school website and school newsletters.

#### **E. Family Committee, Teacher Committee & Advisory Board**

##### *Family Committee*

Parents are partners in the education at LCS and are encouraged to actively participate in the decision-making processes of the school. The purpose of the Family Committee (FC) is to engage parents in issues that affect the school, families, and children, and to raise money for the school. Every enrolled family automatically will be a member of this group and will be welcome and encouraged to participate in meetings and activities. It will be the largest governance group of LCS.

The FC will be chaired by the two elected family representatives who sit on the SMT. These representatives will act as liaisons between the family community and the SMT. They will be responsible for presenting FC decisions, questions, and concerns at SMT meetings and for reporting SMT decisions to the family community.

In addition, members of the FC will elect a representative for a year-long term on the Board of Trustees. Like the representative to the SMT, this individual will be expected to represent all family members at Board meetings and act as a liaison between the Board and the FC.

The primary responsibility of the FC is to provide a resource and forum to families who have questions or concerns about the school, or who wish to support the efforts of LCS through Board-approved fundraising or outreach activities. Members of the FC will be encouraged to join or form a Sub-Committee that suits their interests in order to effectively contribute their perspective and skills to the school. Possible Sub-Committees include:

English Learner Advisory Committee: Responsible for proposing and analyzing resolutions related to issues of importance to English Language Learners and their families. Examples of such issues include: recruitment and use of bilingual aides, monitoring the progress of Limited English students and their redesignation, involvement of limited English speaking parents in school activities, the use of funds to support the needs of English Language Learners, and the eventual development of a dual language immersion track of study. The chairperson of this committee will also attend District English Learner Advisory Council meetings and report to the SMT.

Enrichment: This committee will provide an organizational framework for parents who wish to contribute to school programs that focus on the arts, athletics, music, dance, cooking, gardening and other non-academic educational activities.

Facilities: This committee will work in partnership with school staff in maintaining and improving the physical site of the school. This may include developing a community garden, improving athletic areas and playground spaces, and evaluating student drop-off and pick-up procedures.

Family Education: Given the importance of family education to the school mission, the parent perspective on school programs is essential. This committee will provide feedback on current programs and lead efforts to design and implement parent-run workshops and classes for family members as well as for the community at large.

Fundraising: This committee will design and implement events and activities that raise funds for school programs. This committee may also research and write grant applications in coordination with school staff.

Health & Safety Committee: This committee will partner with school staff to create and monitor the school safety plan and procedures in the event of any natural disaster or unsafe situation. This committee will then oversee emergency/earthquake preparedness and identify safety hazards on campus and in the environs. In addition, absent full-time staff positions such as school nurse and psychologist, this committee will determine general policies in the area of physical and mental health (student confidentiality will be strictly observed.)

Technology Committee: This committee will give family members the opportunity to evaluate and contribute to the technology program, IT system, and technology-related equipment of LCS.

### *Teacher Committee*

All faculty will be voting members of the Teacher Committee (TC). As respected experts in the field of education, teachers will be encouraged to contribute to all facets of the school program.

Each May, the entire membership of the TC will elect at least two individuals to be a part of the School Management Team (SMT). The number of individuals may change as the student population grows, but the number is not to exceed 1% of the total student population. These representatives will act as liaisons between the faculty and the SMT. They will be responsible for presenting TC decisions, questions, and concerns at SMT meetings and reporting SMT decisions to the entire faculty.

In addition, members of the TC will elect a representative for a year-long term on the Board of Trustees. Like the representative to the SMT, this teacher will be expected to represent all teachers at Board meetings and act as a liaison between the Board and the faculty.

*Advisory Board*

The LCS Advisory Board is a group of individuals who provide important educational, financial, public relations, or fundraising expertise to the school. As the title suggests, their role is strictly advisory and while they have no voting privileges for the school, their contribution is critical to helping LCS refine its identity and maintain its educational perspective on a community, regional, statewide and national level. LCS is honored to have Los Angeles City Councilmembers Tom LaBonge and Eric Garcetti on our Honorary Advisory Board.

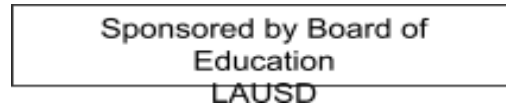
**F. Amendments and Severability**

Any amendments to this charter will be made by the mutual agreement of the SMT and governing board of LCS and LAUSD. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in California Education Code section 47605.

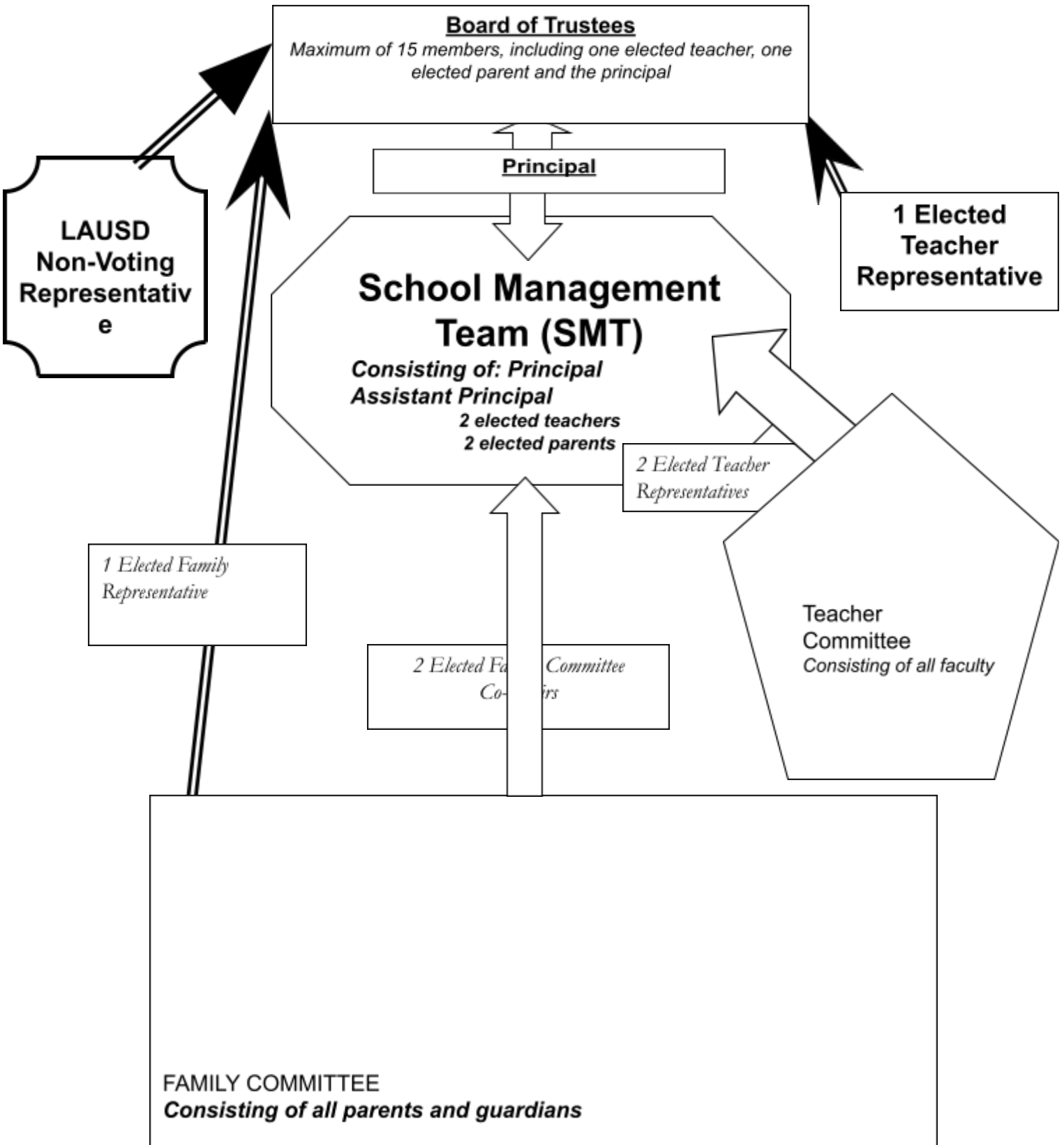
The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect, unless mutually agreed otherwise by LAUSD and LCS. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

**G. Organizational Chart**

**LCS Governance**



**Structure:**



## **ELEMENT #5: Employee Qualifications**

*Element Requirement: "The qualifications to be met by individuals to be employed by the school, including the credentials held by the teachers of the school."*

### **A. Staff Selection**

All personnel must commit to the mission and vision of LCS. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and students. The job descriptions will be based on the job duties and work basis as outlined in the charter.

A personnel committee will be formed each year and will be representative of all stakeholders including parents, students, teachers, staff, administrators and members of the Board of Trustees. The personnel committee will work with the principal as necessary in recruiting, screening and making a recommendation to the principal on hiring employees for any vacant positions. The principal is ultimately responsible for hiring employees on behalf of the school's Board of Trustees. The make-up of the Personnel Committee will be designed by the Principal and the SMT.

LCS 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 LCS will actively help to promote the curricular philosophy, instructional program and the school community's guiding principles.

Salary ranges can be found in the attached budget.

#### Principal

The Board of Directors will select the principal on an application and interview basis. Selection of the principal will be based on proven experience in educational leadership, experience with and passion for our educational model, demonstrated ability in program design and development, and interest and commitment to educational reform.

Responsibilities of the principal will include management and operations:

- Instructional leadership and accountability for implementation of curriculum
- Facilitating communication between all school stakeholders
- Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter petition
- Overseeing the day-to-day operations of the school
- Assisting with student discipline
- Reporting to the Board of Trustees on the progress of the school in achieving educational success
- Opening and closing the campus
- Maintaining a balanced budget and drafting an annual budget proposal for Board review

#### Teaching Staff

LCS 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*. Teachers who team teach each cluster will be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher at other public schools would be required to hold in accordance with state law. These documents will be maintained on file at LCS and made available to LAUSD upon request.

The principal with the help of an adjunct hiring committee comprised of faculty and parents will select the teachers on an application and interview basis. Selection of teachers will be based on their teaching



experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities. 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. Responsibilities for the teachers will include:

- Preparing and implementing project-based, interdisciplinary lesson plans that lead to student investigations and demonstrations of understanding
- 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, LCS will hire CSMC, or a similar vendor. The accounting systems LCS plans to adopt will adhere to generally accepted accounting principles, giving LCS strong internal controls within the system.

**Office Personnel:** Clerical staff will be selected by the Principal and/or the Board of Trustees on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position. Office duties will include, but not be limited to:

- 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

## **B. Performance Evaluations**

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

The principal will be evaluated by the Board based on:

- Maintaining a fiscally sound charter school including a balanced budget
- Overall successful school academic program and achievement of educational goals
- High parental and community involvement
- Completion of required job duties
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties

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 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 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.

**C. Assurances & Background Checks**

LCS will not discriminate against any applicant or employee on the basis of race, color, age, gender, sex, national origin, sexual orientation, marital status, or actual or perceived medical condition.

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.

LCS will require each employee to submit to a criminal background check as required by Education Code Section 44237. LCS 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. LCS agrees to comply with the provisions of NCLB as they apply to certificated and paraprofessional employees of charter schools. 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 LCS employees.

**D. Child Abuse Reporting**

In accordance with state law, all teachers and staff at LCS will be mandated to report any suspected child abuse. The procedure for the mandated individual will be 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 will receive in-service training and sign a document verifying notification and understanding regarding this responsibility.

## **ELEMENT #6: Health and Safety of Pupils**

*Element Requirement : “The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each school employee furnish the school with a criminal record summary as described by Education Code 44237. The procedures shall also address safe housing and employee clearance for tuberculosis.”*

### **A. Health and Safety Policies**

We are committed to providing a safe, nurturing, healthy, and protective atmosphere in which every member of the community will grow and prosper. LCS will ensure the safety of the students and staff by complying with the current LAUSD independent charter school standards and policies for health and safety as well as all state and federal laws, including Education Code Section 44237. 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 LCS will be required to have a Mantoux tuberculosis test.

The school health and safety policy will be annually updated and reviewed, in consultation with staff and the specified Sub-Committee. This policy will be distributed to all staff and parents. The policy will cover the following points:

- 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
- 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

### **B. Facility Safety**

#### Fire Drills

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

#### Disaster Drills (i.e. Earthquake)

Disaster drills will be conducted at least twice a year. 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. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement, or a visible signal from the administrative staff.

In the event of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the event of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

#### Bomb Threats

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

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

#### Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill”. Teachers will proceed with their students to the nearest school

exit. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, (including outdoor facilities) will be searched by unassigned staff members designated by the principal.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

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

### **C. School Site**

LCS is pleased to have two potential sites lined up for our school. While LCS is not in a financial position at this point in time to provide transportation to students, the school will attempt to facilitate the formation of carpools and is only looking at sites that allow ease of access through public transportation.

1) St. Ambrose  
1281 N Fairfax Boulevard  
West Hollywood, CA 90046  
323-656-4433

- Contact: Marie Urbach, Real Estate Administrator, Archdiocese of L.A. 213-637-7505
- Number of Rooms: 10 classrooms, 4 of which are upstairs
- The space is currently vacant so LCS can take over at any point.

This space was formerly a 1st-8th grade Catholic school. The school site is now available and offers a traditional school building with large classrooms conducive to LCS's project-based educational plan. The site includes office space, a large auditorium, stage and a fully operational kitchen. The enclosed parking area provides a large play space that is shaded by mature trees. The space is large enough for LCS's planned expansion of a new grade level each year, encompassing 10 classrooms, four of which are upstairs.

This facility is on a major public transportation route and thereby easily accessible to parents who do not drive.

2) Seventh-Day Adventist  
1711 North Van Ness Avenue  
Hollywood, CA 90028  
323-462-0010

- Contact: Catherine Zarate, Director of Management and Marketing
- Number of Rooms: 6 classrooms, with space for additional classrooms in portables

- The space is currently vacant so LCS can take it over at any point.

This site was built in 1961 with additional classrooms and the fellowship hall built in the early 1970's. The 21,000 square-foot space has spacious classrooms that lend themselves to LCS project-based educational plan. The site includes office space, an auditorium and a fully operational kitchen. There is also a large enclosed parking area that will be converted to play space. The location is large enough for LCS's planned expansion of a new grade level each year.

This facility is on a major public transportation route and thereby easily accessible to parents who do not drive.

The classrooms were used by Head Start but are currently vacant. LCS has been promised the first right of refusal on the space. (See Appendix 4.)

Both spaces are available immediately for a planned opening day of September 6<sup>th</sup>, 2005.

#### **D. Traveling Students**

Traveling students have an option to choose to attend LCS within the same criteria as all other students in LAUSD and the state of California. LCS will not provide transportation at this time. Other than to provide the option to attend a school within their community, the attendance policy will have no impact on traveling students who choose to attend LCS.

#### **E. Site Compliance**

LCS will comply with the Uniform Building Codes, Americans with Disabilities Act (ADA), access requirements, and fire, health and structural safety requirements. The Certificate of Occupancy and other pertinent records will be kept on file by LCS.

LCS will adhere to the Establishment Clause of the First Amendment on separation of Church and State. That is, any lease arrangement with a church may not advance or inhibit religion, nor give rise to excessive government entanglement with religion.

The District-approved site for LCS must be fully usable without conditions. The LCS facility for students and staff shall comply with all building code standards and regulations adopted by the city and/or county agencies responsible for building safety standards of the city and/or county in which LCS is located. These code requirements shall also apply to the construction, reconstruction, alteration of or addition to any charter school building. In the event LCS is cited by any agency, e.g., Cal OSHA or the Fire Marshal, for failure to comply with regulations, the District's Charter Office will be notified immediately.

The District will be provided a Certificate of Occupancy, allowing LCS to use and occupy the site 45 days prior to the date the school is scheduled to open. A temporary certificate of occupancy will be acceptable as long as there is a plan to complete the work to obtain the final Certificate of Occupancy.

LCS will contract out with private companies to provide the following services as needed:

Routine Maintenance  
Building Equipment Operations (e.g., air filter changes)  
Major or Deferred Maintenance  
Alterations and Improvements  
Custodial Services  
Gardening  
Landscaping  
Tree Trimming  
Pest Management (including methods LCS will use to comply with the Healthy Schools Act)

## Utilities

LAUSD shall charge the maximum oversight fee allowed under the law.

## **F. Asbestos Management**

The Asbestos Hazard Emergency Response Act (AHERA) 40 CFR part 763 requires that any building leased or acquired that is to be used as a school or administrative building be initially inspected for asbestos-containing materials by an accredited inspector. Additionally, LCS will comply with all other AHERA requirements, such as performing re-inspections and maintaining an asbestos management plan.



## **ELEMENT #7: Means to Achieve Racial/Ethnic Balance**

*Element Requirement : “The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district’s territorial jurisdiction.”*

Larchmont Charter School is committed to making diligent efforts to recruit students from various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the school district.<sup>4</sup> It is the objective of LCS to achieve and maintain LAUSD’s ethnic balance goal of 70% non-white and 30% other white or 70% other white and 30% non-white.

The plan to achieve and maintain a goal of the District’s ethnic balance, which must be within a 70:30 or 30:70 ratio, is detailed on page 102 in the Court-Ordered Integration Funding section. LCS will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation on the efforts the school made to achieve racial and ethnic balance.

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<sup>4</sup> All outreach events will be “no-frills.” Snacks, entertainment and materials costs will be kept at a minimum and/or donated.



## **ELEMENT #8: Admission Requirements**

*Element Requirement : "A charter school shall admit all pupils who wish to attend the school."*

LCS 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).

LCS will actively recruit 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. Admission will be first come, first serve basis. If the number of students applying for admission exceeds the openings available, entrance, except for the existing students of LCS and the understated priorities, shall be determined by random public drawing in accordance with Education Code § 47605(d)(2). Admission to the school shall be open to any resident of the State of California.

Priority will be offered to students who are children of founding parents, school employees and Board members. The number of students receiving this priority will not, in any one grade, exceed 10% of the total seats. Priority will also be given to siblings of enrolled students and students who live in the Van Ness Elementary School attendance area. Priority admissions will be interpreted as a holding of seats for the student. If the number of applicants exceeds enrollment capacity, students will be admitted to the school through a random drawing (respecting the admissions priorities stated above).

The school will designate an application deadline and only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted regarding the date, time and location of the public drawing once the deadline date has passed. Names of applicants will be drawn publicly at random. During the same public random drawing, once enrollment is reached, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

All parents of students eligible for enrollment will be required to attend an orientation meeting with the principal or designated school representative in order to make sure they understand the school philosophy, mission and instructional practices and agree to participate fully in the life of the school community. All meetings will be "no-frills." Parents of enrolled students will also be required to attend two parent teacher conferences per year, one in the fall and the other in the spring. All meetings will be scheduled to allow everyone to participate. All parents will be asked to sign a home-school contract, which will delineate student behavior codes, rights and responsibilities, attendance policy, and the parental involvement expectation.

Given budgetary constraints, LCS will not be able to offer busing to our students. LCS hopes financial circumstances will change. Parents will be encouraged to carpool to alleviate the burden of transportation on families.

## **ELEMENT #9: Annual Audit**

*Element Requirement : “The manner in which annual, independent financial audits shall be conducted. These audits shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the Board.”*

LCS’s Board of Trustees will select an independent auditor and oversee an annual audit of the school’s financial affairs no later than 4 months after the close of LCS’s fiscal year. The audit will verify the accuracy of the school’s financial statements as well as attendance and enrollment accounting practices. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. It is anticipated that the annual audit will be completed by December 15 each year and that a copy of the auditor’s findings will be forwarded to the chief financial officer of LAUSD and the California Department of Education. LCS’s Board of Trustees will review any audit exceptions or deficiencies and determine means to resolve them. The Board of Trustees will report to LAUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be resolved to the satisfaction of the District.

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 – August 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
- 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**

*Element Requirement : "The procedures by which pupils can be suspended or expelled."*

### **A. Disciplinary Policy**

Students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe and cared for.

In order to maintain a positive learning community, LCS will develop and maintain a comprehensive set of student discipline policies through the work of a committee that includes all interested parents, guardians, students, and staff and is in accordance with California Education Code Section 48900. These policies will be distributed in the school's student handbook and will describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

Policies regarding suspension or expulsion will follow LAUSD guidelines and will conform to applicable state and federal laws regarding all students. Prior to expulsion, students will be accorded due process unless the student's conduct presents an immediate threat to the health or safety of others. Incidents that may warrant student expulsion will be handled in a manner consistent with California Education Code, Section 48918. LCS 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.

The school will notify the district of any expulsions and will include suspension and expulsion data in the annual accountability report.

*Suspension and Possible Expulsion:* Students will be recommended for suspension and may be recommended for expulsion upon a determination that the student has committed one of the acts listed below:

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

*Mandatory Expulsion:* 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 addition, students shall be expelled upon determination that the student has committed one of the acts listed below:

- assault or battery upon any school employee—Section 48915(a)(5)
- brandishing a knife—Section 48915(c)(2)
- causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense—Section 48915(a)(1)
- hate violence—Section 48900.3
- possession, selling, or furnishing of a firearm—Section 48915(c)(1)
- possession of an explosive—Section 48915(c)(5)
- robbery or extortion—Section 48915(a)(4)
- offering, negotiating a sale or selling a controlled substance—Section 48915(c)(3)
- committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)—Section 48915(c)(4)
- 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

## **B. Due Process**

### Process for Suspension and/or Expulsion

#### – Behavioral Intervention

If a student violates school policies enumerated in the school handbook that are *not* specified in the Education Code as grounds for suspension or expulsion, a conference will be held between administrative staff, the student and the parents/guardians. The student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. A contract will then be designed and signed by all parties present in which the student pledges to complete specified tasks or uphold specified codes of behavior within a given time frame. If this contract is broken by the student, another conference will be scheduled from which suspension is a possible outcome.

#### – Informal Conference

Suspension shall be preceded by an informal conference conducted by the administrative staff, with the student and his/her parent/guardian. The pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. 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 requested as soon as possible.

#### – Notice to Parents/Guardians

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 violations of school rules can result in expulsion

from school.

- Length of Suspension

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. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

- Recommendations for 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 law stipulates mandatory expulsion.

- Expulsion Hearing

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 Trustees 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 LCS'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 LCS.

### Educating Students Through the Suspension/Expulsion Process

Every effort will be made to provide assignments and lesson materials to students while they are at home during suspension or at home awaiting expulsion.

### **C. Appeal of Suspension or Expulsion**

The suspension or expulsion of a student will be at the discretion of the administrative staff of LCS. Parents will be notified in advance to the enactment of the suspension or expulsion and can appeal a student's suspension or expulsion within two (2) weeks of being informed. 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 Trustees 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. LCS will strive to schedule the hearing to accommodate the parents presence.

In the event of a decision to expel a student from LCS, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates. If requested by the parent/guardian, assignments will be sent home for the remainder of the semester so the student can continue their work until a new placement is found.

#### **D. Rehabilitation Plans**

Students who are expelled from LCS shall be given a rehabilitation plan upon expulsion as developed by LCS's Board of Trustees or its designee at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan will include a date not later than one year from the date of expulsion when the student may reapply to LCS for readmission. Not all expulsions shall last the same amount of time but shall remain in effect until the Board of Trustees of the school orders the readmission of the student.

#### **E. Readmission**

The decision to readmit a student or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of LCS's Board and the student and guardian or representative, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the capacity of LCS at the time the student seeks readmission.

#### **F. Data Collection and Reporting - Special Education Students**

LCS will collect and produce data regarding the suspension and expulsion of special education students as required by the Modified Consent Decree. LCS 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.

LCS acknowledges that many issues must be considered when disciplining or suspending students with disabilities so that the student's right to a free and appropriate education is not violated, including the manifestation determination or, in cases of 504 accommodations, the link determination. The Individuals with Disabilities Education Act (IDEA) includes several amendments addressing disciplining students with disabilities and will be utilized as a guideline for LCS policy. If a student with a disability is suspended for more than ten days within a school year, the IEP team must meet and determine the appropriate next steps. A functional behavioral analysis must be completed and an individual behavior management plan developed, or modified if one is already in place. In addition a manifestation hearing must be held to determine whether the behavior is a manifestation of the disability. If it is not a manifestation of a disability, the same disciplinary procedures applicable to children without disabilities may be applied, except that appropriate educational services must be provided. If it is a manifestation of the disability, suspensions of more than ten days will be considered a change in placement.

#### **G. School Handbook and Family Contract**

The School handbook and the template for a home/school contract will be designed in greater detail through a committee of interested parents/guardians and staff. What follows is the handbook as of this date though it is expected to be expanded upon to include school policies on parent volunteers, student uniforms, among other issues.

## **LCS School Handbook (in progress)**

The goals of the Family, School, and Student Policies at LCS are to ensure the safety of the school environment and to optimize each child's learning. Therefore, LCS has developed policies that have very clear consequences for children and families. They lay out the expectations of children who attend the school and the consequences for what occurs when these policies are violated. These policies will continue to develop with the involvement of parents, students and staff, and currently include the very important categories of:

- Absences from School
- Tardiness to School
- Homework
- Safety of Self and Others
- Respect for Property

If a student violates any of the policies above (absence, tardiness, homework, safety of self and others, respect for property), they may be referred to the office at the discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student's behavior, a student may remain in the office for a "time out" period, and an appropriate consequence will be devised. Depending on the violation, a student's parent or guardian might be called to immediately pick up the child and the student will remain in the office until he/she is picked up. Detentions may be served during lunch, after school, or on Saturdays.

After the third office referral of a student, the following action will be taken:

- The parent/guardian will be called and informed of the child's violation(s).
- Within one week, the parent will be required to attend a conference at the school and to observe the child in his/her classroom(s) for at least one hour.
- A plan of action will be devised with the student, teacher(s), administrator, and parent to improve the child's behavior.
- If the child is referred a fourth time, after the above interventions, the child may not be asked back the following year.

### *Classroom Formal Observation Time*

After a child's third office referral, the student's parent or guardian may be required to come to school and to sit with the student in his or her classroom(s) and through school activities. The observation must be for at least one hour and perhaps more, depending on the violation. If the parent is not cooperative and does not attend the formal observation, the student may be suspended and may be asked to not return to LCS for the following school year.

### **Attendance Policy**

At LCS, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance of all of our students. Student



attendance becomes a pattern and missing school regularly is not only detrimental to a child's learning, but can create poor learning habits. A child is considered absent when he/she is not in school.

We also believe that when a child is sick and cannot operate at school or has a communicable illness, it is best for the child to stay at home to rest and recover.

Students are required to make up any and all work missed during their absence. Students are responsible for contacting teachers for making up work missed during any absence, regardless of the reason. In order to participate in any extra-curricular after school or evening activity, students must be present at school the entire day, and may not leave school before the regular dismissal time without prior approval of an administrator.

*Excused Absences*

Excused absences are absences in which a student is too ill to report to school or has a medical, legal, dental appointment or a death in the family. All absences require appropriate documentation, i.e. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided, the absence will be considered unexcused (see below).

A parent or caring adult must notify the school the same day of absence by telephone, letter, fax, e-mail, or in person. Please do your best to inform us of an absence by 8:30 a.m. If the school is not notified and the student does not report to school the next day with a note, the absence will be considered unexcused (see below).

If a child exceeds ten excused absences, the school will require a conference between parent, student, and administration to devise an action plan for ensuring the child does not fall behind in school.

The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary.

*Unexcused Absences*

There will be a limit to the number of unexcused absences allowed. Consequences for unexcused absences are detailed below.

<b># of Unexcused Absences</b>	<b>Consequence</b>
Three (3)	<ul style="list-style-type: none"> <li>● Official Notice From the School</li> </ul>
Seven (7)	<ul style="list-style-type: none"> <li>● Intervention Conference with student, parent, administrator</li> </ul>
Eleven (11)	<ul style="list-style-type: none"> <li>● Student will be asked to not return to LCS for the following school year</li> </ul>

**Tardy Policy**

School begins at 8:30 a.m. each day. All students are expected to arrive at school on-time. A student is considered tardy if he or she is late to school (after 8:30 a.m.) or class (ask for daily schedule). A student must report to the office if he or she is late for school.

Tardiness is only excused if a student has a medical, dental, legal appointment or there has been a death in the family or a legitimate family emergency. All excused tardies require appropriate documentation.

There will be a limit to the number of unexcused tardies allowed.

# of Unexcused Tardy	Consequence
Five (5)	<ul style="list-style-type: none"><li>• Official Notice From the School</li></ul>
Eight (8)	<ul style="list-style-type: none"><li>• Intervention Conference with student, parent, administrator</li></ul>
Twelve (12)	<ul style="list-style-type: none"><li>• Student will not be asked to return to LCS for the following school year..</li></ul>

**Homework Policy**

At LCS, we believe that homework is an essential opportunity for students to practice skills they have been taught during school. The more confident and comfortable students are with their skills, the more they can contribute and progress with their learning. Homework is also viewed as a bridge between home and school, giving students an opportunity to share their work with family members.

Parents or guardians are responsible for monitoring and assisting with the homework assignments of their child. Students will be assigned homework by the child’s teacher at least three days per week.

Each child should attempt to complete homework independently, but may need assistance. If your child needs assistance, please do not do his or her homework for him/her. Instead, guide your child in doing the best that he or she can do, allowing them to do their own work.

When homework is not completed, consequences will be enforced as outlined below. Incomplete homework is excused only in so much as its completion is *postponed* and this is only allowed with appropriate documentation from a parent or a caregiver, indicating that illness or other circumstances prevented the student from completing his/her homework. In these cases, homework assignments will be completed by

a specified date in the future. If a child is struggling to complete homework because of the difficulty of the work, please contact your child's teacher to schedule a conference.

# of Unexcused Assignments	Consequence
<b>One – Three</b>	<ul style="list-style-type: none"> <li>● <b>Parent will be notified.</b></li> <li>● <b>Student will complete homework after school.</b></li> <li>● <b>Student will miss after-school program elective class until homework is complete.</b></li> </ul>
<b>Four – Eight</b>	<ul style="list-style-type: none"> <li>● <b>Parent will be notified.</b></li> <li>● <b>Student will complete homework after school.</b></li> <li>● <b>Student will miss after-school program elective class until homework is complete.</b></li> <li>● <b>Parent, student must attend a conference with the teacher and/or school administrator within three days.</b></li> </ul>
<b>Nine – Twelve</b>	<ul style="list-style-type: none"> <li>● <b>Parent, student must attend a conference with the teacher and/or school administrator within three days.</b></li> <li>● <b>Student jeopardizes passage from one looped level to another and risks retention.</b></li> </ul>
<b>Thirteen</b>	<ul style="list-style-type: none"> <li>● <b>Student is suspended for two days, all missed homework assignments must return with the child completed. If the homework is not complete after two days, the student will be asked to not return to LCS the following year and will not receive a passing grade for the year.</b></li> </ul>

**Safety Policy**

In order to ensure that LCS is a place where learning is a priority, the school must be safe at all times. Any student action or intention that can be deemed as violating the safety of one's self or of others will result in immediate responses from adults or teachers present and notification to parents. Examples of safety violations include:

- Verbal abuse of others (using profanity, insults, etc.)
- Intentionally hurting another person
- Not following directions when walking off school property
- Excessive rough-housing during school activities
- Threatening the physical or emotional safety of others

*[The consequences of behaviors that fall into the categories described above will be outlined in greater detail through the ongoing joint efforts of parents, students, and staff.]*

The Education Code enumerates safety policies that also relate to suspension and expulsion. For example, students will be recommended for suspension and may be recommended for expulsion upon a determination that the student has committed one of the acts listed below:

- 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, and betel.
- 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.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 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 Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.
- Engaged in sexual harassment as defined in Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Section 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Section 48900.7.

In terms of mandatory expulsion, federal laws state that a school must 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 addition, students shall be expelled upon determination that the student has committed one of the acts listed below:

- assault or battery upon any school employee—Section 48915(a)(5)
- brandishing a knife—Section 48915(c)(2)
- causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense—Section 48915(a)(1)
- hate violence—Section 48900.3
- possession, selling, or furnishing of a firearm—Section 48915(c)(1)
- possession of an explosive—Section 48915(c)(5)
- robbery or extortion—Section 48915(a)(4)
- offering, negotiating a sale or selling a controlled substance—Section 48915(c)(3)
- committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)—Section 48915(c)(4)
- 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

### **Property Policy**

Building upon the need to have a safe and nurturing school, students must respect the property of the school and others at all times. Any student action or intention that can be deemed as damaging the property of the school or others can result in serious consequences. In addition to the violations described above, examples of property violations include:

- Stealing
- Defacing school property or the property of others
- Unauthorized use of equipment
- Inappropriate use of the internet

### **Internet Use at School**

The internet provides an excellent means for learning, researching, and communicating. Using the internet at LCS is a privilege and has consequences if certain expectations are violated.

Students are responsible for proper behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Independent access to network services is provided to students who agree to act in a considerate and responsible manner. Parent permission is required for internet use. Access is a privilege, not a right. Access entails responsibility; each individual user of the school computer networks is responsible for his/her behavior and communications over those networks.

Network storage areas may be treated like school lockers. Network and School administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files and information stored or transmitted on school servers would be private. The school has the right to check the computers in order to determine what materials and who has accessed sites.

The following are not permitted:

- Sending or displaying offensive messages or pictures. Offensive is anything, that is or could be perceived as violent, pornographic, or otherwise offensive to a reasonable person.
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer network
- Violating copyright laws
- Using others' passwords
- Trespassing in others' folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

### Consequences for Internet Violation

- Violations will result in a loss of access.
- Additional disciplinary action may be determined in line with existing practice regarding any inappropriate language or behavior, in accordance with the policy stated in the student handbook, such as an office referral.

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## **ELEMENT #11: Retirement System**

*Element Requirement : “The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”*

### **A. Retirement System**

Staff at LCS will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies adopted by the Board of Trustees for the school’s employees. The committee to recommend retirement plans to the Board of Trustees must include representatives of the administrative, teaching, and clerical staff should members of these groups wish to be represented on the committee. LCS retains the option for its teachers to participate in the State Teachers Retirement System (or a similar program) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems. Non-certificated employees will participate in the Social Security system. If LCS should opt to participate in the STRS, or any other systems, LCS shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data.

For full-time certificated employees who participate in the State Teacher Retirement System (STRS), employees will contribute the required percentage (currently 8.0% of salary), and LCS will contribute the employer’s portion (currently 8.25%) required by STRS. All withholdings from employees and LCS will be forwarded to the STRS Fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS.

### **B. Code of Conduct - Employees**

Employees will be expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing College-Ready Academy High School. 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 is described in detail in Element #14. All staff members will have due process rights that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to appeal before a free state arbitrator (offered to small school districts)

### **D. Other Issues**

Work Basis & Benefits can be found on page 105. The process for staff recruitment can be found in Element #5.

Salaries and benefits will be determined by the principal and approved by the Board of Trustees. Work conditions, the calendar, holidays, vacations, work day and year will be determined by the principal and the SMT and approved by the board as necessary.

## **ELEMENT #12: Student Attendance**

*Element Requirement : “The public school attendance alternatives for students residing within the District who choose not to attend charter schools.”*

No student enrolled in the LAUSD will be required to attend LCS. Students who reside in the attendance area but who choose not to attend LCS will have the option of attending another school within the district within the guidelines of the magnet program or the local Van Ness Elementary School.



## **ELEMENT #13: Description of Employee Rights**

*Element Requirement : “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.”*

Under current District policy, administrators may request a personal opportunity leave for a school year.

All provisions pertaining to leaves and return rights for certificated District employees will be in accordance with the current UTLA/District Collective Bargaining Agreement.

Start-up independent charter schools will follow the provisions outlined in the UTLA/District Bargaining Agreement, Article XII, Section 17.0 Personal Leave (Unpaid) for certificated employees. In accordance with this agreement, District employees in permanent status who wish to work at LCS may be granted an unpaid leave for a period not to exceed two semesters. The filing deadline is April 15<sup>th</sup>. At the end of this type of leave, the employee must return to LAUSD or resign.

Job applicants for positions at LCS 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 LCS will not be covered by his or her respective collective bargaining unit agreement, although LCS 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 year-to-year, renewable each March 1st.

## **ELEMENT #14: Dispute Resolution Process, Oversight, Reporting And Renewal**

*Element Requirement : “The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”*

### **A. Disputes Arising from within the School**

Public Comments: The staff and Board members of LCS agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

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

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

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

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 LCS for resolution. If the matter is not resolved to the satisfaction of the person or persons complaining, LAUSD may, among other things, refer the complaining person or persons to the appropriate state or federal agency.

The following Dispute Resolution Process will be used until the community members develop a replacement and receive Board of Trustees 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 (unless the situation does not permit; the Board is available for situations where discussion/arbitration are not an option)
- 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.
  - students should ask a teacher or administrator
  - parents should ask a parent, a teacher or an administrator; if conflict is with the principal, parents should ask a Board of Trustees member
  - teachers should ask a teacher or administrator

- administrative staff should ask a teacher, administrator, or Board of Trustees member
- Only after exhausting and documenting all procedures listed above will this conflict be brought to the attention of the LAUSD.

## **B. Disputes between LCS and the Los Angeles Unified School District**

Any controversy, claim, or dispute arising out of or relating to the charter agreement shall be handled first through an informal process in accordance with the procedures set forth below.

- (1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing (“Written Notification”). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered 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 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, four (4) business days after deposit in the U.S. Mail (for purposes of this charter, business days shall be weekdays excluding weekdays designated by LAUSD as holidays or days its central office is not operating at full capacity (e.g. winter shutdown period)).

Written Notifications shall be addressed as follows:

Larchmont Charter School  
 C/o Lindsay Sturman, President, Board of Trustees  
 591 N Beachwood Dr.  
 Los Angeles, CA 90004

Charter Schools Office  
 Los Angeles Unified School District  
 333 South Beaudry Ave. 25<sup>th</sup> floor  
 Los Angeles, CA 90017  
 Attention: Director

- (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 and resolve the controversy, claim, or dispute at issue (“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, four (4) business days after deposit in the U.S. Mail. For the purposes of this charter, business days shall be weekdays excluding weekdays designated by LAUSD as holidays or days its central office is not operating at full capacity (e.g. winter shutdown period).
- (3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own 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 the Issue Conference. The parties shall mutually agree upon the selection of a

mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

- (4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own 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.
- (5) Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.
- (6) Notwithstanding any statements to the contrary in this Element 14 or any other section of this charter, LAUSD is not required to follow any dispute resolution process to revoke the LCS charter for any of the reasons specified under the law, other than those specified in relevant state legislation.

### **C. Oversight, Reporting, Revocation and Renewal**

LCS shall respond to inquiries and requests for documents from LAUSD as described in Education Code Section 47604.3 which states, "A charter school shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority, the county office of education that has jurisdiction over the school's chartering authority, or from the Superintendent of Public Instruction and shall consult with the chartering authority, the county office of education, or the Superintendent of Public Instruction regarding any inquiries." LCS shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, LCS will provide any financial information requested by LAUSD and make its books available to LAUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LAUSD, in the format required by LAUSD within time lines specified by LAUSD each year.

If the LAUSD Board of Education believes it has cause to revoke this charter, the Board agrees to notify LCS in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action, unless State law states otherwise.

The charter may be revoked by LAUSD for any reason provided under the law including, among other things, any of the following:

- Committing a material violation of the conditions set forth in this Petition,
- Failing to meet generally accepted accounting principles, or engaging in fiscal mismanagement,
- Violating any provision of law.

This Charter, upon approval of the State Board of Education, is granted for up to a five year period commencing September, 2005 and ending September, 2010. The LCS Board of Trustees may request from the LAUSD Board an amendment of the Charter at any time prior to expiration. This charter may only be amended with the approval of two-thirds of LCS's Board of Trustees and the LAUSD. The Charter may be renewed for one or more renewal periods, not to exceed five years at a time. LCS will present requests for renewal no later than six months prior to the expiration of the Charter, in accordance with the LAUSD policy. The LAUSD Board agrees to hear and render a renewal decision as specified in the Education Code Section 47605.

## **ELEMENT #15: Collective Bargaining**

*Element Requirement: "A declaration as to whether or not the charter school shall be deemed the exclusive public school employer for collective bargaining purposes."*

LCS will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. As such, LCS 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**

*Element Requirement: "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."*

In event of school closure, the assets and liabilities of the school will be disposed of by the LCS Board of Trustees to another charter school, non-profit corporation or educational entity in accordance with the asset disposition provisions of the school's bylaws. The Board of Trustee members will attend to enumerating and disposing of the assets and liabilities as directed by the bylaws, and the Board treasurer shall ensure that a final audit of the school's assets and liabilities is performed. Material assets covered under the lease agreement with the chartering agency revert to custody of the agency. Only unrestricted funds will be used to pay creditors in respect to regulations stating that categorical funds including AB 602 funds from LAUSD, must be returned to the source of the funds.

In the event of school closure, the Board of Trustees will provide for the transfer of necessary pupil records to the LAUSD and/or attendance area district. Former LCS staff may be retained for a designated period after the school closes to ensure that student records are transferred to families or appropriate agencies, if school resources allow. In the event that no willing repository for student records is available, the records shall be disposed of in a way that ensures their confidentiality.

## OTHER OPERATIONAL ISSUES

### A. Court-Ordered Integration

LCS is subject to the requirements of the Crawford Court Order. The school will provide a written plan to achieve and maintain the District's ethnic balance goal which is within a 70:30 or 30:70 ratio.

#### Outreach

LCS is conducting outreach events at parks, community centers, churches and pre-schools with a large percentage of African American students, Korean students, and Latino students. (Expenses for materials and snacks for all outreach events and meetings will be minimal and/or donated.) LCS will make every effort to ensure that families who live outside of the neighborhood can participate fully in the life of the school.

- **Bilingual Park Information Events.** LCS has begun a tradition of holding weekend information sessions at Van Ness Park every 4-6 weeks. We set up a table with food, decorations and activities for kids. The park attracts large groups of Latino families; we have Founding Parents who are native Spanish speakers on-hand to recruit, answer questions about the school, listen to parents' concerns and feedback, and give out flyers. The Van Ness Park is in the Van Ness School district. We are also expanding these events to take place at the neighboring Pan Pacific Park and the park at Cahuenga/Santa Monica Blvd. Examples of the flyers publicizing these events can be found in Appendix 5.
- **Meet & Greets/Town Hall Meetings.** We have held nearly a dozen Meet & Greet sessions for founding parents and prospective parents to learn more about the school, and ask questions of our founding educator 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. We have held one Town Hall Meeting to review and explain the charter application and plan to hold similar meetings on a regular basis.
- **Outreach Carnival:** We partnered with the Wilshire Division YMCA to hold a Halloween Carnival on Saturday, October 30, 2004 for the neighboring community. We held the event on the YMCA's campus at 3rd and Oxford streets in Koreatown, in the heart of the district we will be serving. Parents and kids enjoyed rides, games, arts and crafts, Halloween-themed activities like face-painting, and food from vendors including Hot Dog On A Stick and Baja Fresh. More than 300 people attended; we handed out hundreds of flyers about our school (in English, Spanish and Korean) at our info table and answered questions in English, Spanish and Korean.

#### Information Dissemination

LCS Information Flyers and Pamphlets have been written in English and translated into Spanish and Korean for distribution, including at:

- **Fairs and Ethnic Festivals.** Similar to the park information events, we participated in the annual Korean Festival, held at Seoul International Park in September. Native Korean and Spanish speakers staffed our booth, answered questions and distributed information. Additionally, we participated in the Larchmont Family Fair in October, hosted by the Larchmont Boulevard Association.
- **Businesses, libraries, health clinics, churches and temples and community centers** frequented by local community members with a focus on those located within the geographic territory of the Van Ness School district and directly adjacent (see district map in Appendix 5).
- **Farmer's Markets.** Once a month, we have a stall at the Larchmont Farmer's Market at which we sell items including goods baked by LCS parents to raise money for the school and during which we distribute flyers about the school, recruit and answer questions. The Larchmont market is held on Sundays and is located on Larchmont Boulevard directly in the Van Ness district. In

the future, we will also be establishing a presence at the Hollywood Farmer's Market. Examples of these flyers can be found in Appendix 5.

Other forms of information dissemination:

- **A School Web Site ([www.larchmontcharter.org](http://www.larchmontcharter.org)).** One of our key communication vehicles, the site includes elaborate sections for both parents and educators, helpful links, and explanations. Its content is written in English and Spanish.
- **School Information Booklets.** Upon charter approval, school information booklets will be written in English, Korean and Spanish and distributed at all appropriate community events. We will also hold workshops to explain our educational model, explain what a charter school is, and recruit. These booklets will be the hand-outs.

### Community Relations

In creating Larchmont Charter School, we realize it is imperative to work with our community to a) raise awareness of the institution we are creating, b) gain support, c) recruit students, and d) garner feedback to ensure we create a diverse student body and meet the needs of all our students and their parents. To this end, we have created strategic working relationships with dozens of local organizations. With each group listed below, we have done one or more of the following: held meetings or had conversations with organization decision-makers, formalized partnerships, given group presentations, and received ongoing counsel reflected in this charter application and to be reflected in our school's business plan.

- **Local City Council Members' Field Offices:** Councilmember Eric Garcetti and Councilmember Tom LaBonge (who are both members of our Honorary Advisory Board.)
- **Community Based Organizations:** Koreatown Youth Community Center (KYCC), Hollywood Wilshire YMCA, Central American Resource Center (CARECEN), Center for Humane Immigrant Rights in Los Angeles (CHIRLA), Heart of Los Angeles Youth (HOLA), Hollywood Boys & Girls Club, Hollywood Police Activities League (PAL), Educating Young Minds, New Schools Better Neighborhoods (NSBN), National Council of La Raza
- **Faith-Based Institutions:** First AME, Hollywood Interfaith Sponsoring Committee, and numerous churches, synagogues and temples with the Van Ness District and adjacent neighborhoods
- **Neighborhood-based Non-profit Service Organizations:** Crystal Stairs, Alexandria House, The Good Shepherd
- **Neighborhood Councils/Associations:** Larchmont Village Neighborhood Association, Larchmont Boulevard Association, Catalina-Kenmore Association, Beverly Kingsley Neighborhood Council, Mid-City West Residents Association, Windsor Square Neighborhood Association, Hancock Park Homeowners Association, Greater Wilshire Neighborhood Council, Park Mile Residents Association
- **Civic Associations/Philanthropic Organizations:** Wilshire Rotary Club, Assistance League of Southern California, Junior League of Los Angeles, Los Angeles Urban League
- **Preschools:** YMCA at 3<sup>rd</sup> and Oxford, Head Start preschools (i.e. Gregory Head Start), First5LA-funded programs, private preschools in the larger community that serve as feeder schools to local elementary schools, L.A. County Children's Planning Council, Stone Soup Child Care Programs, Assistance League's Learning Center for Young Children, YMCA preschool at 3<sup>rd</sup> & Oxford, KYCC's two new preschools.

### Media Relations

Each month, we have placed stories about Larchmont Charter School's development and events in the neighborhood's newspaper, [The Larchmont Chronicle](#) (see Appendix 5). Our media relations team will put together a strategic plan for broader outreach via print and broadcast media upon approval of the charter petition. The key media targets will be local and regional English, Spanish and Korean print, television, radio and cable outlets.

### **B. Indemnification**

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. LCS 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 LCS, and their officers, principals, employees or volunteers.

### **C. Insurance Requirements**

No coverage shall be provided to LCS by the District under any of the District 's self-insured programs or commercial insurance policies. LCS shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District to protect LCS from claims which may arise from its operations. The following insurance policies are required:

- a) Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect LCS from claims under Workers' Compensation Acts which may arise from its operations.
- b) Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$5,000,000 for each occurrence. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as additional insurers 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 LCS's insurance primary despite any conflicting provisions in LCS's policy. Coverage shall be maintained with no self-insured retention.
- c) Fidelity Bond coverage shall be maintained by LCS 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.

Concerning Insurance Certificates, the charter school shall furnish to the District's Insurance Section by the first Friday in October, certificates of such insurance signed by an authorized representative 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 maybe acceptable however the District reserves the right to require complete certified copies of the required insurance policies.

Should LCS 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 LCS.

### **D. Outside Agencies**

LCS may contract with outside agencies for needed services and programs such as but not limited to: special education, food service (LCS will file as it's own sponsor), legal services, transportation, payroll

and maintenance. These contractual arrangements may be with the LAUSD or with other agencies. LCS has already contracted with Charter School Management Corporation (CSMC) for all back-office accounting, and financial structure and organization.

## **E. Other Financial Matters**

### **Work Basis**

The principal will work for the calendar year with appropriate vacation time as determined in the individual employee contract. All teachers will work a minimum calendar year of 10.25 months, including 180 instructional days and 5-15 days of training. Office and maintenance staff will work a calendar year of 12 months with appropriate vacation time as determined in their individual employee contracts.

Employee hours per week will be based on individual contracts. The standard week for administrative and operational staff and lead teachers is 40 hours per week. The standard week for beginning teachers is 38.5 hours per week, including instructional hours, meetings, and professional development. Beginning teachers may work some 40-hour work weeks for evening parent conferences and additional staff development.

### **Benefits**

Release days will be provided for each full-time employee to the extent of 10 paid release days per year (illness/personal necessity). Employees will earn release days at the rate of one-half day per bi-weekly pay period. Part-time personnel will be provided with a portion of the release days which corresponds to the number of hours worked. The first five release days unused may be banked and rolled over at the end of each year, not to exceed ten days.

Each full-time employee will be provided with three bereavement days (within California) or five bereavement days (outside of California) for immediate family members, not to exceed five days per year. Family members will be defined as members of the employee's or spouse's immediate family, which means the parents, grandparents, child, or grandchild, brother, sister (step or foster) or any other relative living in the immediate household of the employee. All employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by LCS. Life, health, dental, vision, and related benefits may also be provided to all full-time employees at the cost of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the term of their employment with LCS.

## APPENDIXES

### Appendix 1 – LCS Advisors (Element 1):

#### **Dvora Inwood** - *Founding Educator*

Dvora Inwood is a Seventh and Eighth Grade math teacher currently at Harvard-Westlake. She previously taught math and language arts at The Archer School and Aviva, a home in Hollywood for abused teens. She started teaching in 1994 at the University Synagogue in Los Angeles, and has taught grades 6, 7, 8, 9, and 10<sup>th</sup> grade. Dvora graduated from Harvard University and has a Master's in Curriculum Development, with a focus on K-12 from Stanford University's School of Education. She brings to LCS a devotion to creating an outstanding publicly-funded school and a keen interest in the efficacy of partnerships among parents, teachers, students, and university-based education researchers. Dvora speaks Hebrew and proficient Spanish.

#### **Joel Colbert** – *Educational Advisor*

Dr. Joel Colbert is the Director of Teacher Education and Undergraduate Programs at USC's Rossier School of Education. He joined USC after a number of years at California State University, Dominguez Hills where he served as Professor and Acting Associate Dean of the School of Education. He earned both his M.A. and Ed.D. from the University of Kansas and completed his undergraduate work at Southern Connecticut State College. He has served on the California Commission on Teacher Credentialing Science Subject Matter Advisory Panel and was the chair of the Common Standards Committee for the Subject Matter Advisory Panels. Prior to California State University, Dominguez Hills, he was a science teacher and professional development advisor in computer-based education for the Los Angeles Unified School District.

His research focuses on using case studies in teacher education and beginning teacher induction. He has co-edited three books, *The Mentor Teacher Casebook* (with Judy Shulman), *The Intern Teacher Casebook* (with Judy Shulman) and *The Case for Education: Contemporary Approaches for Using Case Methods* (with Kimberly Trimble and Peter Desberg).

#### **Laura Post** - *Professional Development Advisor*

Laura Post is the Director of Stanford's School of Education Master's program in Curriculum and Teacher Education. Laura entered Stanford's graduate program in 1997, focusing on the professional development of teachers. Her dissertation studied teachers who worked together to improve their practices. This coming fall will be Laura's third year as Director of the Master's program.

Before coming to Stanford, Laura taught elementary school for five years in Pasadena Unified School District. During this time she facilitated nationwide literacy workshops and science professional development workshops in partnership with Cal Tech.

Laura will advise LCS on best practices for teacher training and school organization – a field that has been shown to have enormous implications for the success of a school.

#### **Dr. Octavio Pescador** – *Project-Based Curriculum Advisor*

Dr. Pescador is a Visiting Assistant Professor at UCLA's César E. Chavez Center for Interdisciplinary Instruction in Chicana/o Studies, the Center for Community Learning and the Graduate School of Education and Information Studies. Octavio also is a Research Associate at the Paulo Freire Institute, and serves on the San Francisco Unified School District Desegregation Consent Decree Monitoring Team. Octavio received his Bachelor of Arts degree in political science, *cum laude*, from UCLA, his Master's Degree in international development education from Stanford University and his PhD in social sciences and comparative education from UCLA. Octavio is a native Spanish-speaker. Octavio is the father of two sons, Octavio, Jr., age three, and Jose Angel, age one.

#### **Becky Burrow** - *Dual-language Advisor*

As a graduate student in Stanford University's Curriculum Studies and Teacher Education program, Becky has studied experiential learning, reform strategies, and literacy for bilingual students. She majored in Elementary Education and earned her teaching credential concurrently. For five years, Becky taught 6th and 7th grade in Houston where she also trained in and incorporated adventure programming and service learning practices into her curriculum. In 2000, Becky joined the Peace Corps in the Central Pacific, teaching English, training teachers, creating curriculum, and building an island's first library.

Becky has come on board LCS as an advisor and possible future teacher of dual-language curriculum, ELL (formerly ESL) and literacy -- with a focus on experiential learning and service learning.

#### Appendix 2 – Board of Trustees - Biographies (Element 4)

**Dr. Octavio Pescador** is a Visiting Assistant Professor at UCLA's César E. Chavez Center for Interdisciplinary Instruction in Chicana/o Studies, the Center for Community Learning and the Graduate School of Education and Information Studies. Octavio also is a Research Associate at the Paulo Freire Institute, and serves on the San Francisco Unified School District Desegregation Consent Decree Monitoring Team. Octavio received his Bachelor of Arts degree in political science, *cum laude*, from UCLA, his Master's Degree in international development education from Stanford University and his PhD in social sciences and comparative education from UCLA. Octavio is a native Spanish-speaker. Octavio is the father of two sons, Octavio, Jr., age three, and Jose Angel, age one.

**Dvora Inwood, Founding Educator**, is a mathematics and language arts teacher with a special interest in curriculum issues. Dvora recently completed her Master's Degree in Curriculum Studies and Teacher Education at Stanford University's School of Education. Dvora's Master's studies focused on curriculum, teaching, learning, educational research, and K-12 school management. Prior to attending Stanford, Dvora taught for several years at the Archer School for Girls and the Aviva Center, a residential treatment center for abused girls. Dvora also has worked as a writer for such diverse media as the television show, "Married... With Children," the Natural Resources Defense Council, N.P.R.'s "Which Way L.A.?" and Timeout New York magazine. Dvora earned her Bachelor's Degree with Honors in Social Studies from Harvard University. Dvora is fluent in Hebrew and proficient in Spanish.

**Mary Nelson** is Vice President of Finance, Information Technology, at Twentieth Century Fox Film Corporation, where she is responsible for an operating and capital budget in excess of \$100 million. Mary is a CPA with over 16 years of experience including public accounting experience with Big 5 firms, public company internal audit experience (operational and financial audits), and management of large-scale financial systems for major entertainment companies. Mary earned her Bachelor of Science in Accounting from the University of Florida and her Master's equivalency for CPA certification from the University of West Florida and University of Hawaii. Mary is a member of the American Institute of Certified Public Accountants and the Ebell Theater in Los Angeles. She volunteers her time with the Parent Association of The Hollywood Schoolhouse and will serve as their Treasurer in 2004-05. Mary's son, David, is three years old and her daughter, Ann, is one.

**Susan Lee, Esq.** (no relation to Gia Lee) is currently Director of Children and Family Services at the Koreatown Youth Community Center (KYCC) in Los Angeles. In this capacity, Susan oversees the operation of clinical services, youth development, child care and academic services, with a total budget of \$3.5 million. She is also involved with capital projects including new construction and renovation. Prior to joining KYCC, Susan worked as the Executive Director of the Korean American Family Service Center, and prior to that, the Korean Community Center of the East Bay and other community organizations. Susan received her Bachelor of Arts degree in economics, *summa cum laude*, from the University of California, Berkley. Susan studied law at Yale University before transferring to the joint degree program in law and ethnic studies at Berkeley. She completed her Juris Doctor and is currently on leave from the doctoral component of the program. Susan is the recipient of numerous academic honors and has volunteered with several community organizations. Susan speaks fluent Korean. Susan has a four year old named Zoe and a three year old named Francis.

**Heather Boylston** worked most recently as a public relations Account Executive for eight years at Casey, Sayer & Williams, where she was responsible for creating roll-out campaigns for several start-up internet companies and technology firms. Heather managed public relations and media relations campaigns for such diverse clients as The International Women's Forum, Los Angeles County Museum of Art, Otis College of Art & Design and the Hollywood Business Improvement District. Heather also served on the public relations board of the WYMCA and volunteered as a developer and teacher of a multi-cultural education class for an after school program. Heather graduated from Loyola Marymount University with a Bachelor of Arts degree in Sociology and a minor in African American Studies. She has a three year old daughter, Lauren (aka "Bean") and is expecting her second child in the fall.

**Rachel Capata** owns a special event planning business which she started after working for several years in sales and corporate event planning for Steelcase, Inc. A Los Angeles native, living less than five miles from where she grew up and attended high school and college, Rachel comes from a long line of neighborhood activists. She currently is a member of the Normandie 5 Project Area Committee for the Community Redevelopment Agency of the City of Los Angeles, and the Chair of the Neighborhood Pride Committee. Rachel also is Vice President of the Western-Normandie Adams-Jefferson Neighborhood Association. Recently, she co-founded the St. Brendan's Catholic Church Co-Op Nursery, and is an active member of the Mothers' Outreach Ministry. Rachel received her Bachelor of Arts degrees from the University of Southern California in Political Science, American Studies and American Literature. While at USC, she participated for four years in the USC Family of Five Schools After School Reading Program. Rachel has two daughters, Cassidy, age 3, and Marley, age one.

**Rebecca Hutchinson** is a director at JS<sup>2</sup> Communications, a public relations firm. Prior to joining JS<sup>2</sup> in February 2003, Rebecca worked as an independent consultant with the California Energy Commission, Alzheimer's Association and numerous small businesses based in California. She worked at the international public relations firm, Porter Novelli, in both Washington, D.C. and Los Angeles, and there developed and directed the company's youth marketing practice and numerous cause-related marketing campaigns for clients as diverse as the National Cancer Institute, Nissan and the Aluminum Association. While living in D.C., she also consulted with the U.S. Agency for Health Care Policy and Research, National Geographic, and The One to One Partnership, a national non-profit that brokered mentoring programs for kids. Rebecca earned a B.A. from Amherst College and an M.A. from the Annenberg School for Communication at the University of Southern California. She has two daughters: Halle, age four, and Samantha, age two.

**Gia Lee, Esq.** is an Acting Professor of Law at the University of California, Los Angeles where she teaches Constitutional Law and Civil Procedure. Her research interests focus on information and democratic theory, and in particular, how legal regimes govern access to information and thereby structure relations of social and political power. Gia is a graduate of Harvard College, where she received her A.B. in Women's Studies and Social Studies. After earning an M.Phil. in Social and Political Theory at Cambridge University, she attended Harvard Law School, where she served as Articles Chair of the Harvard Law Review. Upon graduation, Gia clerked for Judge Judith W. Rogers of the U.S. Court of Appeals for the D.C. Circuit. Selected as a Georgetown University Women's Law & Public Policy Fellow, she then litigated employment discrimination cases at both the trial and appellate levels at the Lawyers' Committee for Civil Rights Under Law. After working at McKinsey & Company as a management consultant, Gia then served as an attorney-advisor at the Office of Legal Counsel in the U.S. Department of Justice. Prior to joining UCLA Law School, she practiced appellate and constitutional litigation with the Washington, D.C., office of Sidley Austin Brown & Wood. Gia speaks fluent Korean. Gia has a five month old daughter named Jemma.

**Lindsay Sturman** is a television writer on the acclaimed series "Joan of Arcadia" on CBS. Her previous writing experience includes "Family Law" on CBS, as well as shows for Fox, Showtime and UPN. Lindsay holds a Master's Degree in Film from Columbia University and a Bachelor's Degree from Harvard University. Lindsay has two daughters, Edie, age three and Cece, age two.

**ARTICLES OF INCORPORATION**  
**OF**  
**LARCHMONT CHARTER SCHOOL**

I.

The name of this corporation is Larchmont Charter School.

II.

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

The public and charitable purposes for which this corporation is formed are to establish, manage, operate, guide and promote the Larchmont Charter School, a California Public School.

III.

The name and address in the State of California of this corporation's initial agent for service of process is Mary Nelson, 816 S. Cloverdale Avenue, Los Angeles, California 90036.

IV.

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended, and successor provisions thereto (the "Code").

B. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on: (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (2) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

C. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V.

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Code.

Victoria B. Carrington

Appendix 4 – Site letter

[A letter stipulating that LCS has first right of refusal to use the site of Seventh Day Adventist]

Appendix 5 – Communication and Outreach

[Outreach flyers, newspaper articles]