

Larchmont Charter School, West Hollywood

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Affirmations

LCW 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 ethnicity, national origin, gender, or disability.
- Not enroll pupils over nineteen (19) years of age and who are not more than 22 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.¹
- 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.
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to [EC] Section 48200.

¹ Ed Code: Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state...Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

Introduction

The Board of Directors for the currently operating Larchmont Charter School (LCS), and Larchmont Charter School, West Hollywood (LCW), respectfully submits this charter petition to the Los Angeles Unified School District for a 5 year charter to establish a K-8 International Baccalaureate-inspired educational program that will serve a student population in central Los Angeles.

Our Mission Statement

The mission of LCW is to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education. We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit.²

We fulfill our mission by:

- Providing K-5 students with a challenging, constructivist learning environment, with the arts, sciences and physical education integrated into a standards-based curriculum that inspires independent thinking, imagination and a passion for learning.
- Providing 6-8 students with an International Baccalaureate Organization (IBO) Middle Years Programme (MYP) that emphasizes student-centered inquiry, communication and the importance of learning how to learn as well as the ideals of international understanding, environmentalism and responsible citizenship.
- Maintaining a diverse student body.
- Teaching our children that they are citizens of the world; creating policies that embrace equal opportunity and the dignity of others; and encouraging the members of our entire school community to be engaged and active in society.
- Nurturing a unique community that includes families, teachers, staff and other community members who are active participants in the education and social and emotional development of our children.
- Giving teachers time, resources, support, and autonomy to: a) continually develop their pedagogical skills in a collaborative, professional learning community; b) create, evaluate and refine curricula through vertical and horizontal planning times; c) ensure that all students have every opportunity to achieve; and d) develop their careers in education as practitioners, researchers, and leaders.
- Using opportunities in and out of the classroom for peer mentoring, multi-age instruction and socialization.
- Instilling a community-wide dedication to volunteerism and family participation so we have adequate support, resources and funds to offer a rich and varied educational program.
- Promoting active communication between the school and the students' homes, and providing meaningful family education programs.

² The IBO mission statement: "The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." <http://www.ibo.org/mission/>

- Developing partnerships within the community, the charter school movement, the school district, and with other art and educational institutions, placing a strong emphasis on helping other charter schools as they develop.
- Creating a sustainable organization that functions at a consistently high level, attracts highly qualified professionals, and develops additional schools that have similar educational philosophies.
- Promoting Eco-Literacy through a garden science and nutrition curriculum and a commitment to recycling and sustainable practices for the health of our community, the city of Los Angeles, and the planet.
- Developing lifelong healthy habits through daily rituals of good nutrition and physical fitness.
- Ensuring that our students learn to communicate effectively, seek to understand, share and care, take responsibility and persevere.

Our Vision

We seek to establish a diverse community school that is creative, academically challenging and emotionally nurturing. Larchmont Charter, West Hollywood (“LCW”) 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, LCW will provide opportunities for parents to be actively involved in the educational development of their children. Our founders, board and staff are committed to investing time and energy to grow into a K-12 school and to help teachers, educators and neighborhood groups replicate our model.

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 professional development focused on student learning and the ideals of the International Baccalaureate Organization.

Our Pedagogical Practices

Pedagogical practices at LCW 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. LCW is partnering with the International Baccalaureate Organization (“IBO”) to provide support for our faculty in the formulation of subject-specific and interdisciplinary curriculum and multiple forms of assessments. LCW is also working with educators at schools whose educational philosophy is grounded in a constructivist approach and/or an IBO program 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 IBO curriculum construction. These workshops include teacher-led educational opportunities for elementary school teachers at UCLA’s Corinne A. Seeds University Elementary School and the Open Magnet Charter School’s Teacher’s Institute, and IBO workshops and conferences for middle school teachers.

Our Founders

LCW is being founded by experienced educators and the Board of Directors for Larchmont Charter School (a K-6 project-based elementary school currently in its 3rd year of operation in Los Angeles). Educators from LCS and local middle schools are creating the educational program in conjunction with the expert guidance of Board members and outside consultants who have the capacity to open and smoothly operate charter schools in California.

Educators involved in these efforts include:

- **Dvora Inwood**, Founding Educator of LCS, former teacher at Los Angeles schools (Harvard-Westlake, Archer School, Aviva Center) and educational consultant to start-up charter schools. BA, Harvard University; M.A. in Education, Stanford University.
- **Kriste Dragon**, LCS Board of Directors, Director of Strategic Planning at The Wonder of Reading, former Vice President of Regional Operations of Teach For America, former Professional Development Coordinator for UCLA's Center X, former mathematics teacher and department chair in Lynwood Unified School District. Law degree, University of Georgia; BA, University of Alabama.
- **Wendy Zacuto**, Principal of LCS, former public (9 years, including Valley Alternative School) elementary and private (12 years, including Wildwood School) elementary teacher, former principal (4 years, at Yavneh Hebrew Academy), former LAUSD dance teacher in Youth Services program, former Coop Nursery School teacher/director. BA, UCLA; Life Credential; Master's in Curriculum and Instruction, University of Phoenix.
- **Sandra Alamo**, LCS teacher, former teacher at LAUSD's MacArthur Park Primary Center. CLAD/BCLAD Professional Clear Multiple Subject Credential (Bilingual Credential in Spanish); Master's in Education, UCLA.
- **Kimberly Kline**, LCS teacher, former teacher at Westwood Charter. Fine Arts degree, University of Arizona; M.A. in Education, National University
- **Margaret Pulley**, LCS teacher, former teacher at LAUSD's Los Angeles Elementary. B.A. in psychology, Stanford University; Professional CLEAR Credential, M.A. in Education, Stanford University.
- **Wendy Samson**, English Department Chair at the Mirman School for the Gifted (K-8), former teacher at LAUSD's John Muir Middle School and the all-girls' Immaculate Heart Middle School. Honors Literature degree, UC Santa Cruz; Multiple Subjects Teaching Credential with Supplementary Authorization in English, San Francisco State University.
- **Lindsay Koss**, Viewpoint School Spanish teacher and Curriculum Coordinator and expert in integrating technology, former teacher at Archer School and the American School in Switzerland. BA, Columbia University in Latin American Studies; Fulbright Fellow, Spain. Presenter at Middle School and Independent School conferences on project-based learning, integrating technology and foreign language acquisition.
- **Todd McPeak**, Director of Math Instruction for Leadership Public Schools.

Individuals experienced in school operations and management include:

- **Gene Straub**, LCS Board of Directors, CFO/COO Youth Policy Institute; former Chief Operating Officer of LCS; former COO of Break the Cycle, a rapidly growing national non-profit that works to eradicate domestic violence; former CFO for a privately held company that provides Internet-based marketing and management tools to independent insurance agents; former Senior Vice President of Operations and Production at Twentieth Century Fox Film Corporation. B.A. in finance, Michigan State University; Diplome de Cuisine, with honors, Le Cordon Bleu, Paris.
- **Lindsay Sturman**, Founding Parent and Founding Chair of LCS Board of Directors. She spearheaded LCS's charter authorization and implementation, ongoing assessment of school operations, and strategic growth. Television writer/producer, Ms. Sturman holds a BA from Harvard and a Masters from Columbia.
- **Danny Corwin**, LCS Board of Directors member, California Charter Schools Association's Director of Development; former director of Career Academies for the Urban Education Partnership. BA, UC Santa Barbara; Master's in Education, UCLA.
- **Ben Paul**, Chairman of LCS Board of Directors, President/CEO for After-School All-Stars, a non-profit organization that provides after-school programs to 60,000 children in 15 cities nationwide.

Former partner in a Los Angeles-based real estate investment group. M.B.A., University of Southern California.

Our Community: Target Student Population

LCW is being built with the energy of parents, educators and the community – bringing together local businesses, city leaders, 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. LCW will be a diverse neighborhood school – both ethnically and economically. The City of West Hollywood does not have a public middle school option, forcing children to be bussed to overcrowded, low performing middle schools. LCW will serve the ethnically and economically diverse population of West Hollywood, and underserved students in the surrounding areas. We are committed to relieving overcrowding and to offering a constructivist, project-based curriculum that is not a local option for West Hollywood residents

Opening with approximately 40 students in Kindergarten and 1st grade, LCW will be open to all students in California and LAUSD, and will target the schools listed in the table below.

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.”

LCW will be a diverse neighborhood school – both ethnically and economically. West Hollywood does not have a middle school (or high school) and all children are bussed out to extremely large middle schools. LCW will recruit elementary students from nearby schools that are overcrowded or underperforming, and from families who feel that their students need a constructivist environment to succeed (for instance, some children with special needs thrive in a constructivist environment and/or have an IEP that recommends it).

School	Asian (%)	Filipino (%)	Black (%)	Hispanic (%)	White (%)
Selma	1	0.4	4.5	88	6
Laurel	11	3	10	40	36
Gardner	5.7	2.1	8.7	30/1	53.2
Rosewood	5	7	13	34	41
Melrose	5.7	2.8	6.1	71.2	14.2
Hancock Park	51	1	10	11	25
West Hollywood	4	4	9	63	19
Wonderland	24	2	6	7	60
Vine	1	2	2	94	1
Santa Monica Charter	1	2	1	90	5
Bancroft Middle	1	2	9	78	9
Le Conte Middle	3	5	2	78	12

School	Free/Reduced Lunch	ELL	API	state-wide ranking/similar schools
Selma	91%	45%	722	3/5
Laurel	79%	36%	767	5/4
Gardner	60%	42%	838	8/10
Rosewood	46%	22%	801	7/3
Melrose	71%	29%	805	5/8
Hancock Park	15%	24%	896	10/3
West Hollywood	68%	39%	800	4/7
Wonderland	11%	6%	964	10/7
Vine	93%	66%	726	4/9
Santa Monica Charter	93%	76%	691	1/1
Bancroft Middle	78%	30%	689	4/9
Le Conte Middle	86%	43%	662	2/6

ELEMENT #1: Description of the Educational Program

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

A. Who will LCW serve?

LCW intends to open in September 2008 with 40 students, divided among grades K-1. 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. In 2011, we hope to begin the sixth grade by opening enrollment to LCS and students from any other elementary school in order to eventually reach 80-120 students per grade, space permitting. If space allows, we anticipate the student population will increase in the following increments over the next five years:

Grade	2008-09	2009-10	2010-11	2011-12	2012-13
K	20	40	40	40	40
1	20	40	40	40	40
2		40	40	40	40
3		40	40	40	40
4			40	40	40
5				40	40
6				60	100
7					100
8					100
Total	40	160	200	300	540

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.

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

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

LCW's definition of an "educated person in the 21st century" will be reinforced in explicit school guidelines of conduct in the classroom, in the schoolyard, and in the larger community. Our definition draws upon the ideals of both LCS and the IBO program. We believe an educated person in the 21st century is one who:

- Communicates: writes clearly, listens and hears, expresses oneself honestly and respectfully, seeks to master at least two languages

- Seeks to understand: formulates questions, pursues answers, reads critically and thoughtfully, is reflective, obtains international and multiple perspectives
- Shares and cares: for students, teachers, school materials, the school site, the neighborhood, flora, fauna, citizens throughout the globe 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. LCW's educational philosophy: How learning best occurs

Grounded in constructivist theory, the educational philosophy of LCW 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 about the world 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 LCW students, learning is an opportunity to question and deepen their knowledge of the world through identifying discrepancies and/or inaccuracies in their ideas. By collecting data, gathering research, and synthesizing learned information with their own understandings of the world, students can reconstruct knowledge towards more accurate truths. 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*

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 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. In the Elementary School, LCW faculty and administration and relevant professional development activities will guide faculty in implementing these pedagogical approaches, while in the Middle School the IBO will provide specific and ongoing guidance to LCW faculty in implementing similar pedagogical approaches that are most appropriate to the emerging adolescent.

It should be emphasized that LCW 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). LCW is aware of these potential problems and intends to sidestep them by always ensuring that appropriate guidance is taking place. One way is to model effective cooperative group and conflict resolution strategies, such as those used in programs such as *Cool Tools* and *Tribes* for elementary school and in an IBO-aligned course focusing on health, personal and social education for middle school.

In addition to the pedagogical approaches described above, LCW primary grade students will experience learning through a Reggio-inspired approach to education. Founded by Loris Malaguzzi in northern Italy, the approach to education emphasizes the role of the environment in the learning process. The classroom environment is considered a "teacher" by providing opportunities for small groups to explore, problem solve, dispute concepts, and cooperate in small group work. Teachers constantly reflect on how to provide an environment which offers curiosity and opportunities for critical thinking and learning. Teachers also value the knowledge children bring about the world into the learning environment. The role of the teacher is to listen, observe, document student work, and learn along with the students while lending their expertise. Learning occurs as students engage in both short-term and long-term projects in which they respond, record, play, explore, hypothesize, test, and answer thought provoking questions guided by their teacher. Students express their understandings from project work through print, art, music, construction, and drama.

In order to incorporate the pedagogical approaches described above, LCW Middle School students will experience learning in 8 different subject-specific class environments that concurrently emphasize the traditional discipline (mathematics, humanities, sciences, language arts, foreign language, physical education, technology or the arts) and the IBO prescribed five "Areas of Interaction." The five Areas of Interaction include:

- 1) Approaches to Learning: developing an awareness of each student's thought processes in order to explicitly learn 'how to learn'
- 2) Community Service: extending concepts and skills beyond the classroom to make learning relevant and to positively contribute to society
- 3) Health and Social Education: connecting subject matter content and skills to the 'whole person'

- 4) Environment: connecting subject matter to the local and global environmental situations which require balanced understanding and multiple perspectives
- 5) Homo faber: studying the contributions of “creative genius of people and their impact on society and on the human mind”³ as a means of inspiration and appreciation for the human capacity to influence, transform, enjoy and improve the quality of life

By infusing subject-specific class environments with the aforementioned Five Areas of Interaction, LCW believes students will learn best. They will be motivated to learn since their studies will be relevant and challenging, and they will improve in their ability to learn through their teacher’s practical and transparent efforts to develop each student’s ‘Approach to Learning.’

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

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

- **Developing self-motivated learners:** LCW believes that self-motivation requires students to internalize the benefits of learning. LCW will, therefore, seek to connect students’ personal interests and questions with curricular and extra-curricular opportunities. Elementary school students will spend a significant amount of time pursuing understanding, developing skills and demonstrating knowledge in a project-based context that allows students to make choices and seek answers to their own questions. Likewise, middle school students will be empowered to choose community service and interdisciplinary projects that have personal meaning to them. By beginning with each student’s interests and questions, LCW can provide students with the means of making connections between their studies, themselves and life beyond the school’s walls.
- **Developing competent learners:** Teaching and learning at LCW will be grounded in a constructivist pedagogy of differentiated instruction that allows students to learn from their own experiences. As students grow from childhood through adolescence, they will be guided in accessing meta-cognitive processes in order to learn how they learn best. The IBO program offers a stand-alone course (Approaches to Learning) which will allow middle school students to develop “intellectual discipline, attitudes, strategies and skills which will result in critical, coherent and independent thought and the capacity for problem solving and decision making.”⁴ Students who can effectively express how they learn best can ‘own’ their education and be both competent and life-long learners.
- **Developing lifelong learners:** LCW’s emphasis on international understanding and responsible citizenship throughout the K-8 experience will foster student appreciation for the many positive impacts their skills and abilities can have on the world. The goal will be to demonstrate to students as they move from one grade to the next that the more they know and can do, the more they can improve the world. This will culminate in the middle school where they will encounter three IBO ‘Areas of Interaction’ (“Community and Service,” “Health and Social Education,” and “Environment”) that provide students with explicit connections between academics and real-life issues, and another Area of Interaction (Homo faber) that provides students with inspirational examples of individuals whose life’s work has contributed to the improvement of society.

Additional academic goals include mastery of the California State Standards and the ideals of the IBO Middle Years Program (see Appendix 5). All curriculum designs are directly aligned to the California

³ www.ibo.org

⁴ IBO publication, MYP Areas of Interaction, August 2002, p. 8.

State Standards, as indicated in the tables included in the Curriculum section of this Element. The standardized testing and benchmarking required by the district and the State of California will be just as much a part of our assessments as our faculty-constructed rubrics, project goals, 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.

E. Description of the Learning Setting

Minutes of Instruction Assurances

The LCW daily schedule and annual calendar amounts to more than the minimum number of instructional minutes set forth in Education Code § 47612.5. This code requires all students to experience a minimum of 175 school days and, more specifically, kindergarten students to experience 36,000 minutes, grades 1-3 to experience 50,400 minutes and students in grades 4-8 to experience 54,000 minutes.

Proposed school calendar for 2008-2009

A Typical Day - Elementary School

As one comes to the campus at 8am, one is aware that children are happily playing fully supervised by adults. Children utilize the Cool Tools problem-solving approach independently and in rare cases are facilitated by adults as need occurs. There are a variety of choices for children: gardening, jumping rope, tetherball, climbing structure, hula hoops...

As the half hour of before-school play ends, wind chimes held by two student helpers signal the beginning of the school day. The children line up in an orderly fashion next to the TA of the class who escorts them to the classroom.

Students place their bags, which have been provided by the school and decorated by the children clearly labeled with their names, on hooks in the entrance ways. They remove homework or communication folders and proceed to class. Most classes start the day with a class meeting during which the schedule of the day is discussed and roll is taken. It is a time to review Cool Tools and discuss class issues before beginning lessons. On Fridays, students return to the yard or indoor area for community sing; some classrooms begin the day with art, music or PE.

Classrooms feel more like home, with sofas and other soft furniture as part of the decor. Students are encouraged to modify their environment to create the most productive environment for themselves, whether sitting on the floor, outside the room, or using an adaptation such as a learning carrel or headphones. Students commonly work in pairs and small groups in addition to sitting attentively listening to teacher-directed lessons. Students take responsibility for their own learning, giving feedback to teachers and maintaining their materials.

During the morning hours, students will participate in reading/writing workshops divided by recess. Math workshop follows, and then lunch. The afternoon hours are usually spend in project-based learning in social studies, science, or combined units. During the week, students participate in one art class, one music class, and three PE classes. PE is an important part of the fitness curriculum, cultivating positive habits for movement and nutrition. The PE program includes dance and yoga, to develop rhythm, coordination, strength, agility and the ability to focus in a quiet way.

Art and music not only contribute an opportunity to extend the projects begun in the classroom, but contribute important learning perspectives and skills specific to each discipline. The computer lab is available to older students for writing workshop, while computers are available in younger classes for small group work, research and word-processing.

At the end of the day, the class resumes its circle to give closure to the days' activities.

A Sample Schedule

<i>TIME</i>	<i>Daily Schedule for K1 Primary Classes</i>
<i>8:30-9:15</i>	<i>“early bird” intensive reading/language arts group work (for those who are ready)</i> <i>“late bird” language/vocabulary development based play</i>
<i>9:15-10:20</i>	<i>Circle time, literacy centers</i>
<i>10:20-10:40</i>	<i>Recess</i>

10:40-11: 45	<i>Math/science centers and instruction</i>
11:45-12:30	<i>Lunch and recess</i>
12:30-1:00	<i>Read-aloud/rest</i>
1:00-3:00	<i>Projects (art, music, science, social studies)/PE</i>

The K1 primary center is ungraded. Students work at their own pace and are provided small group, whole group, and individualized instruction as is appropriate to ensure maximum growth of skills and understanding of concepts. Ideally, reading recovery or other research-based interventions would be provided for “at risk” students.

The first 45 minutes of the day is an intensive, targeted reading/literacy program for older students and younger students who are developmentally ready for direct reading instruction. During that time, younger students will participate in literacy activities in the library and specially-designed play area to develop vocabulary, auditory and visual skills required for success in reading instruction.

The “Reggio Approach” is evident in the attitudes and behaviors of the teachers who carefully observe students and respect student thinking. Higher order questioning lies at the heart of Reggio. Also part of the Reggio approach, art, music, science, and social studies as well as language arts and math are integrated around themes as much as possible. The arts are recognized as “languages of knowing” in the Reggio approach. Students are taught to utilize artistic materials with care and skill, and “research” their projects by expressing thoughts and ideas through media.

ELL, English only and students who are viewed as “at risk” in academic areas benefit greatly from this modified Reggio approach. Targeted language arts instruction in the morning, projects that contain “real life” experiences, and GLAD trained teachers who deliver whole group lessons will enrich the environment to enable all students to achieve end of year first grade standards before transitioning to 2/3.

<i>TIME</i>	<i>Daily Schedule for 2/3 Multi-aged Classes</i>
8:30-9:15	<i>PE, Morning Planning, Directed instruction</i>
9:15-10:30	<i>Reading/Writing/Language Arts Block</i>
10:20-10:40	<i>Recess</i>
10:40-11: 45	<i>Math</i>
11:45-12:30	<i>Lunch and recess</i>
12:30-1:15	<i>PE/art/music</i>
1:00-3:00	<i>Project-based science and social studies</i>

The 2/3 Daily schedule reflects a developmental leap from the primary center. All students are expected to be “readers” and independent learners. The curriculum reflects more rigor, and art and music are

specific classes. Teachers continue to utilize GLAD strategies to teach academic language to ELL and English only students alike. Projects remain an important aspect of science and social studies but are more targeted on specific concepts and skills than are projects in the primary center. Projects, however, continue to provide “real life” applications that enrich and solidify learning for ELL, English only, and “at risk” students.

	Fourth and Fifth Grade Sample Schedule				
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Homeroom/ Language Arts				
8:45					
9:00					
9:15	PE		PE		
9:30					
9:45					
10:00	Recess				
10:15					
10:30					
10:45					
11:00	Math				
11:15					
11:30					
11:45					
12:00	social studies	social studies	social studies	music	social studies
12:15					
12:30					
12:45	Lunch				
1:00					
1:15					
1:30					
1:45	science	science	art	science	science
2:00	Homeroom	PE	Homeroom		
2:15					
2:30					
3:00					

The 4/5 schedule reflects a departmentalized approach in order that teachers can develop expertise and attention to student need in areas of science, social studies and math. Teachers continue to employ GLAD strategies as complexity of content language increases. As is appropriate to meet grade level standards and to reach beyond, teachers integrate language arts/ math/science and math/social studies/language arts to create authentic learning experience and opportunities for application of skills.

A Typical Day - Middle School

A visitor to the LCW middle school may expect to see...

- ...Students working in pairs on an involved science lab
- ...Students in small groups debating the merits of different primary and secondary documents in an attempt to determine 'what really happened' at a point in world or American history
- ...Students solving math problems on desktop-sized white boards. Some will be writing, some will be holding their work up to be viewed by the teacher, some will be speaking to their neighboring classmates in order to make sense of each other's work, and not all will be working on the same problem.
- ...Students working on computers, utilizing excel spreadsheets to analyze data on a stock they have chosen to analyze.
- ...Students quietly re-writing an essay, flipping through their notes and books, and occasionally speaking one-on-one with the teacher.
- ...Students taking notes while two classmates have a conversation in Spanish, then answering questions in Spanish about what they just heard.
- ...Students making presentations utilizing technology, students taking notes during a teacher's lecture, students working independently at their own pace, students sitting in groups trying to understand each other's divergent perspectives, students taking timed tests, students leading review sessions, students meeting with teachers to seek answers to their questions.
- ...Students playing an instrument, drawing a self-portrait, editing a movie, performing a soliloquy, practicing a jumpshot.

The average bell schedule will be:

8:30 - 9:55	85 minutes
9:55 - 10:20	25 minutes
10:25 - 11:50	85 minutes
11:55 - 1:20	85 minutes
1:25 - 2:50	85 minutes

The central blocks of 10:25-11:50 and 11:55 to 1:20 will be broken in half to give students a staggered lunch period and to give them a 45 minute period of Spanish every day.

Arts courses will also meet in the shorter periods, but three times a week consistently. The Arts class will alternate with an Approaches to Learning course that will be designed with the help of IBO professional development with the purpose of helping students 'learn how to learn.' Once a week, students will meet with a multi-age group of students and one teacher in order to discuss, design, evaluate and reflect on their community service project for the semester. Community service is an essential value of IBO as well as of the entire K-8 program. In middle school, students will be guided in developing community service projects that suit their interests and skills.

The core classes of Math, Science, Social Studies and Language Arts will be experienced in the longer blocks, every other day Monday through Thursday (called A/B days) and alternating Fridays.

The decision to offer shorter but daily foreign language classes reflects the IBO emphasis on developing foreign language speakers. By speaking and hearing Spanish on a daily basis, it is expected that students will develop a comfortable familiarity with the language. The other core academic subjects, on the other hand, do not rely so much on familiarity as on deep, conceptual understanding and analysis. The longer blocks of time will allow students to experience math and science in a laboratory-like environment that will include hands-on 'investigations' and multi-step problem-solving. Similarly, the language arts and history courses will be able to include in-class writing, discussion, reading, and presentation activities.

The 25 minute period between 9:55 and 10:20 will serve as a full school Assembly (Monday), a grade level meeting (TBD day), and a clubs/activities time. It is also a time for students to seek out teachers if they have specific questions that need clarification. The 'Clubs' will vary depending on student interest and teacher sponsors. Ideally, the school will be able to offer clubs that bring students into state-wide or nation-wide competitions like Science Fair, Mock Trial, Speech & Debate, Model UN, Math Club, Junior Statesmen of America, and others. Clubs may also include Yearbook, Newspaper, Literary Magazine, Improv Comedy, Student Government, and other pursuits that result in campus-wide publications and presentations.

To bring this schedule to life, an example for a sixth grader could look like:

TIME	Monday/Wednesday	Tuesday/Thursday	Friday A/Friday B
8:30 - 9:55	History	Math	History/Math
9:55 - 10:20	Assembly/Clubs	Class Meeting/Clubs	Clubs
10:25 - 11:05	Technology	Physical Education	Community Service/Physical Education
11:10 - 11:50	lunch	lunch	lunch
11:55 - 12:35	Spanish	Spanish	Spanish
12:40 - 1:20	Arts	Approaches to Learning	Arts
1:25 - 2:50	Science	English	Science/English

A 7th grade schedule would be:

TIME	Monday/Wednesday	Tuesday/Thursday	Friday A/Friday B
8:30 - 9:55	Math 7	Science 7	Math 7/Science 7
9:55 - 10:20	Assembly/Clubs	Clubs/Class Meeting	Clubs
10:25 - 11:05	Spanish B	Spanish B	Spanish B
11:10 - 11:50	Physical Education	Technology	Physical Education/Community Service
11:55 - 12:35	Lunch	Lunch	Lunch
12:40 - 1:20	Arts	Approaches to Learning	Arts
1:25 - 2:50	English 7	History 7	English 7/History 7

An 8th grade schedule would be:

TIME	Monday/Wednesday	Tuesday/Thursday	Friday A/Friday B
8:30 - 9:55	English 8	History 8	English 8/History 8
9:55 - 10:20	Assembly/Clubs	Clubs/Class Meeting	Clubs
10:25 - 11:05	Physical Education	Technology	Physical Education/Community Service
11:10 - 11:50	Spanish C	Spanish C	Spanish C
11:55 - 12:35	Approaches to Learning	Arts	Arts
12:40 - 1:20	Lunch	Lunch	Lunch
1:25 - 2:50	Algebra	Science 8	Algebra/Science 8

Transitioning to Middle School

As students move through the K-8 grades of LCW, they will be guided by faculty in assuming greater responsibility for their own learning. They will receive explicit guidance in organizing their binders and utilizing planners (to be given out by the school to students in grades 5-8) in determining how to spend their time studying and completing homework assignments. Students will be transitioning gradually from an interdisciplinary emphasis in their early years to a more subject specific education in order to ensure students are prepared for high school once they graduate LCW.

Although the description in this charter delineates K-1, 2-5, and 6-8 as separate programs, they have much in common and will not seem like abrupt changes to the students. All grades of the program value the completion of long-term, multi-step projects as demonstrations of knowledge and skills. The projects become increasingly sophisticated as students mature, but all are aligned to the project-based learning values described in this charter. In addition, all grades are introduced to the IBO values of community service and international (multi-cultural) understanding. The community service and international understanding become increasingly more explicit and academic as students progress through the grades. When students move from 5th grade to the IBO program, they will not feel as if they are entering a completely different value system as the IBO values are one and the same with the elementary program's values.

Sixth grade will be a significant year of academic transition for students. It forms the bridge between elementary school and secondary school. Sixth graders will experience their first day of school before 7th and 8th graders – this day will serve as an 'orientation to middle school' and 'introduction to IBO' day. While one day can expose students to certain values, weekly re-enforcement is needed to deepen and solidify understanding. The Approaches to Learning course in all middle school grades is intended to help students develop metacognition, recognize the way they learn best, and take responsibility for their own learning. The sixth grade course will be the most explicit in teaching organizational and study skills that will serve students as they move into secondary schooling. In addition, all core teachers will regularly review 6th grade student binders and planners in order to best guide children in becoming organized, efficient and effective students. All assessments will be reviewed after being graded to ensure students can build upon successes and address difficulties. In secondary school, all too often, assessments are graded and returned to students after students have moved beyond that part of the curriculum. Reviews of assessment are rare and students simply move on, either forgetting what they have learned in the past or hoping to never revisit 'past' lessons. However, this attitude never serves students well since most courses are cumulative and early minor misunderstandings can lead to later major difficulties. Therefore, reviewing assessments and maintaining understanding will be explicitly addressed in 6th grade in the Approaches to Learning course. Students will see the tremendous benefit of reviewing assessments, correcting errors and misunderstandings, and maintaining knowledge and skills from all periods of the school experience.

Students who enter LCW middle school in 7th or 8th grade will be tutored by an Approaches to Learning teacher during the club period in their first weeks of school to ensure they have the study and organizational skills that were taught to LCW 6th graders. In addition, these students will experience the IBO orientation and overview day at the same time as 6th graders in the fall.

Implementing the IBO Middle Years Program

The application process has three phases.

1. A feasibility study, including identification of resources, leading to the filing of *MYP application form part A* with the regional office
2. A trial implementation period as a candidate school, leading to the filing of *MYP application form part B* with the regional office
3. A school visit by an IBO visiting team

Phase One – Pre-Implementation:

This process has already begun and will continue to take place through the year *prior* to the expected entrance of 6th graders into LCW. If 6th graders are expected to enroll in LCW in the fall of 2011, then this phase will begin with staff in the spring of 2010. A principal, a middle years coordinator (who is also a teacher of at least one class) and the founding teachers will be hired at this time. While they will not be full-time employees of the school during the 2010-2011 school year, they will be paid stipends and expected to complete IBO professional development programs and all paperwork and application forms in order for the school to enter Phase Two at the start of the 2011-2012 school year. The IBO requirements for moving from Phase One to Phase Two are as follows:

- Designate the future MYP coordinator
- Initiate training for the MYP coordinator and teachers. (At least one teacher per subject group and the MYP coordinator are required to undertake IBO-approved training, and the head(s) of section(s) must receive introductory training.)
- Complete paperwork committing to the program and pay application fee

LCW has already completed part of the requirements of this phase. The governing board has committed to the program, all curricular materials and implementation publications have been purchased, the students' and teachers' (vertical and horizontal planning times) schedule and curriculum has been chosen to align with the curricular requirements of IBO.

Phase Two – Candidate School:

This trial implementation phase lasts for at least a year. During the first year of the middle school's existence, IBO representatives will guide the faculty and administration in implementing the program. At this stage, schools are offered access to the IBO online curriculum centre (OCC). This provides teachers with guidance and offers opportunities for online discussion with MYP colleagues. IBO-provided teacher professional development will continue for 6th grade teachers, and for the expected new teachers who will join the school the following year. A consultational visit from an IBO representative at the regional office will occur during this time.

Phase Three – Final Authorization

In order to enter this phase, faculty and administration must work together with the governing board to complete the application and paperwork documenting its commitment to the values of the IBO program. It is expected that the completion of this paper work will take place during the 2012-2013 school year, when there are both 6th graders and 7th graders attending LCW. This paperwork includes detailed curriculum maps for all courses, samples of student work in all courses, a 5 year budget demonstrating a financial commitment to IBO values and programmes, and many other pieces of information that are also requirements of this charter (organization chart, governing board policies and members, admissions policy, et al.)

When this paperwork is received, the IBO will schedule an investigative and extended visit to the school. This visit is described by IBO as follows:

The authorization visit is intended to ensure that the candidate school is genuinely committed to the pursuit of excellence in international education and, in particular, to the philosophy of the MYP. The IBO visiting team also ascertains the school's preparedness to offer the programme and verifies that the school's planning has been both systematic and comprehensive.

Assuming a positive response from the authorization visit, LCW will become an authorized IBO Middle Years Program by 2014.

F. Instructional Design and Methodologies

Overview

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. At the elementary level, lessons will be taught across subject disciplines through project-based curriculums. At the middle school level, students will experience 8 subject-specific courses and interdisciplinary currents will be embedded in every course. 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.

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

- 1) Teacher inquiry and research to guide curriculum development and pedagogical choices
- 2) Family participation and community involvement in the educational process
- 3) Project-based learning (elementary)
- 4) Constructivism
- 5) Multi-Age Clusters (elementary)
- 6) Active learning strategies in a block schedule (middle school)

1. **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-research⁵ in their classrooms and throughout the school to make informed decisions about assessment, curriculum, pedagogy, and student services. Our definition of action research is "the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their person theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching."—John Eliot

Rather than send teachers to a variety of informative yet disconnected professional development seminars throughout the year, LCW will place teacher inquiry and research at the center of its professional development model. Informally, teachers will look at student work and questions in order to inform their instructional practice. Formally, teachers will be trained to take an analytical approach to teaching and learning. Teachers will act as researchers in their classrooms to test hypotheses, gather data, and draw conclusions

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.

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.

⁵ Since the process of becoming National Board Certified for teachers is "similar to action research" in every way possible in their pursuit of National Board Certification and will consider this pursuit

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.

Benefits of action research include:

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

Since LCS elementary school teachers have already begun the process of conducting ‘action research’ to inform instruction, LCW elementary teachers will be paired with mentor teachers at LCS and will work together in sharing best practices.

2. Prioritizing community and family participation

The participation of families and the surrounding community is critical in meeting the needs of the whole child; such participation is therefore a top priority. 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. As our school grows and matures, we intend to partner with community based 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

At the elementary level, pupil-free time will be built into the calendar at the middle and end of the school year to ensure there is time for quality dialogue on student learning. These conferences will be mandatory for every family. Older students will be expected to participate actively in this process with middle school students leading the conference.

• Parent volunteers

Parents will always be welcome and encouraged to volunteer in the classroom (at the elementary level), in the office and at school events as arranged with the teachers and office staff. In this way, parents may provide valuable and needed services and are empowered to effectively shape school programs and operations. As part of the Family Agreement with LCW, a degree of parent involvement will be mandated. This arrangement will be made with respect to the family's members' abilities and schedules and could take the form of volunteering at the school or volunteering from a more convenient location, in a way that suits the skills and interests of the family.

- Family Committee

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

3. Project-based learning – Elementary School Level

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

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

LCW teachers will use preexisting curricular materials, LCS-developed materials and also, over time, develop their own projects and lessons that are aligned to state standards. Their process will follow two basic steps:

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

In the first step, teachers have a broad interdisciplinary topic in mind, with a rubric of learning goals aligned with state standards (for example, history of California for grades 4-5 or a FOSS module on Air and Weather for K-1 that involves maps and weather). By beginning with discussion, teachers allow students to express their curiosity and interests, as well as their past knowledge. This allows the teacher to tailor projects for multiple points of entry, as some students may already know a great deal about the topic and wish to explore in greater depth while other students may have a very broad question in mind.

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

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

4. Constructivism

LCW teachers will implement learning experiences grounded in constructivist learning theory. Numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, including at such schools as Lighthouse Community Charter School in Oakland, Central Park East Secondary School in New York City, and Harriet Tubman Elementary School in Washington, D.C. These schools, LCS and countless others have long demonstrated that when children from disadvantaged neighborhoods, including recent immigrants and ELL, are given the opportunity to attend a school like LCW, their test scores and more importantly their self-confidence and whole development excel. (Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O’Neil & Drillings, 1997; Freire, 1995.)

At the elementary level, during the period of the day allotted for direct instruction in mathematics, teachers will utilize the research-based mathematics program Investigations in Numbers and Space (TERC, Scott Forsman publisher) which is designed to align with the NCTM standards and also corresponds to California’s content standards (see Mathematics tables in the next section). It provides detailed pedagogical guidance that is in tune with the constructivist approach. Specifically, its instructional strategies enable students to:

- actively engage in mathematical reasoning,
- represent, explain, and justify their thinking,
- use mathematical tools and appropriate technology,
- reflect about the problems and
- model, draw, write, and talk with peers and the teacher about their mathematical thinking.

Literacy is similarly being approached at LCW. For grades K-2, students will be learning to read through direct instruction. Teachers utilize strategies that are well-grounded and found in research-based programs such as Open Court. They utilize:

- Guided reading with big books
- Guided reading with small books in small groups
- Strategic lesson building based on "Strategies that Work."
- Word segmentation and blending strategies from the McCracken method.
- Teacher read-alouds that model strategic reading
- "Book sharing" times that cultivate both enthusiasm for reading and reading habits such as front to back, left to right tracking
- Sight word practice
- Phonics lessons using the Open Court phonics system
- Phonemic awareness activities using poetry, games, music, and big books
- Sight word and fluency practice with predictable literature books

Our primary center will allow first grade students to receive reading instruction during the first hour of the day with a ratio of two or more adults with 10 children while kindergarten children play in a language rich

library, creative play center. Later in the day, the k1 students will share a structured literacy time with the above mentioned list of components.

LCW expects that students will have learned to read, and will then be reading to learn by third grade. At that point, the language arts period of the day will be a time to further improve upon one's writing abilities through direct instruction and independent writing tasks. Teachers will utilize the research-based balanced literacy program used at UCLA's laboratory school, Corinne A. Seeds, University Elementary School. Leveled reading books receive a more central role, supplemented by the trade books and original source materials identified for use within our project-based program. This program is in tune with the constructivist approach to teaching and learning as it emphasizes discussion and reading from a broad range of text types to allow emergent readers to develop phonemic awareness, phonological strategies and decoding skills in the context of meaningful activities and engaging literature. The various components of the k-2 reading program will be mirrored in the 2-5 program with greater emphasis on leveled reading books.

5. Multi-age – Configuration of Clusters in Elementary School

LCW, like many schools grounded in constructivist theory, will utilize multi-age groups for instruction. 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 approach 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.

Classes will be organized into “clusters” of approximately 40-46 students who will be team taught by two teachers and two aides or intern teachers. Each cluster at LCW will interpret themes that integrate topics of study 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.

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. LCW 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.

6. Active learning strategies in a block schedule – Middle School

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

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

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

Some studies show mixed results and, upon closer examination of these studies, it becomes clear that there are many ways for schools to implement a block schedule. In order to maximize the benefits of a block schedule, LCW middle school will not merely stack 2 formerly 45 minute long lessons to form one 90 minute class. Instead, the longer class periods will be organized into 3 main parts that have been shown to produce an effective use of time: explanation, application, synthesis.

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

According to Canady, Rettig 1996, 'providing "hands-on" active learning strategies during the application stage may be the most important determinant of the success or failure of teaching in the block.' LCW's emphasis on constructivism ensures that 'hands-on active learning strategies' will be valued and utilized.

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

G. Curriculum – Scope and Sequence

1. Elementary Curriculum

In this section, the scope and sequence of interdisciplinary projects and subject-specific curricula are described and correlated to state standards and assessments. The subtopics include:

- Interdisciplinary Projects
- Language Arts and Literacy
- Mathematics
- Social Studies
- Science

Interdisciplinary Projects

LCW 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 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 Interdisciplinary Projects charts following Appendix 14.

Subject Specific Curriculum At The Elementary School

The LCW curriculum will be modeled after the LCS program. Teachers will be paired with LCS teachers to support them in implementing and adjusting the curriculum and assessments to best meet the need of their particular students. Detailed curriculum maps that correlate timeframes, essential questions, content, standards, assessments and resources for every subject, for every grade, can be found in Appendix 14. Given LCW's interest in ecoliteracy, if funds and time for professional development and a garden site become available, LCW teachers will integrate the Life Lab garden-based science program into the Foss-Based, LCS-created science program. A detailed scope and sequence of this curriculum can also be found in Appendix 14.

2. Middle School Curriculum

In designing the middle school curriculum, LCW educators will be looking to the California state standards as well as to the IBO framework. The IBO provides guidelines that are both subject-specific and interdisciplinary, but they are intentionally flexible enough to allow educators to adhere to local requirements first and foremost. IBO is, therefore, not prescribing specific content so much as a *lens* through which to view the content and specific interdisciplinary skills to apply in order to deeply and broadly understand each subject.

Overview

The following excerpts from IBO literature on their MYP are intended to provide a clear explanation of the program's goals and its impact on curriculum, pedagogy and assessment.

"MYP students are at an age when they are making the transition from early puberty to mid-adolescence: this is a crucial period of personal, social, physical and intellectual development, of uncertainty and questioning. The MYP has been devised to guide students in their search for a sense of belonging in the world around them. It also aims to help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means teaching them to become independent learners who can recognize relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems."

"The eight subject groups provide a broad, traditional foundation of knowledge, while the pedagogical devices used to transmit this knowledge aim to increase the students' awareness of the relationships between the subjects."

The "***three fundamental concepts***" that "form the basis of the MYP's curriculum framework" are:

1. **Holistic Learning:** emphasizes the links between the disciplines, providing a global view of situations and issues. Students should become more aware of the relevance of their learning, and come to see knowledge as an interrelated whole. Students should see the cohesion and the

complementarity of various fields of study, but this must not be done to the detriment of learning within each of the disciplines, which retain their own objectives and methodology

2. **Intercultural Awareness:** develops students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters tolerance and respect, but may also lead to empathy.
3. **Communication:** fundamental to learning, communication supports inquiry and understanding and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

The "**five areas of interaction**" are the core elements of the MYP. They provide a "framework for learning within and across the subject groups. They allow connections among the subjects themselves, and between subjects and real-life issues." Defined in the "Educational Philosophy" section, they are:

1. **Approaches to Learning**
2. **Community and Service**
3. **Health and Social Education**
4. **Environment**
5. **Homo Faber**

For the first three years of the middle school's operations, LCW will be an IBO 'candidate.' IBO will be assessing the school's programs, looking closely at student work and teacher assessments, and guiding educators toward bringing the school to full IBO status.

Curriculum

At the middle school level, LCW believes that certain textbooks and published curricular materials are essential as primary resources for both teachers and students, but all educators should be given the support and freedom to bring additional resources into the classroom in order to provide curriculum that is appropriate to student needs.

The IBO program requires single subject courses covering 8 specified areas:

- 1) Language A (English)
- 2) Language B (for LCW, this will be Spanish with possibly other languages as student population grows and funds are available)
- 3) Humanities (social studies/history)
- 4) Mathematics
- 5) Science
- 6) Technology
- 7) Arts
- 8) Physical Education

LCW middle school intends to develop a physical education and arts program that will adhere to state standards as well as the IBO framework. LCW will meet state requirements for annual minutes of instruction in these areas, but hopes to exceed these minimums as much as funds and space will allow. Details on these programs will be determined before 6th graders are introduced to the program in 2009 or 2010.

What follows are detailed tables that correlate curricular materials, lessons, and assessments to the California standards for the following subjects:

- Language Arts (literature, writing, grammar, vocabulary, et al)
- Mathematics (general mathematics, pre-algebra, algebra)
- Social Studies/History
- Science

- Spanish
- Technology

Language Arts

The middle school language arts program places a heavy emphasis on writing and reading comprehension.

To support students in becoming lucid writers and critical readers, LCW believes a strong foundation in grammar and a broad vocabulary are essential. There will be explicit instruction in grammar utilizing the grammar text books English Workshop, First Course, Second Course, and Third Course (Holt, Rinehart and Winston) and supplemented by many more exercises and examples created by teachers and other resources. There will also be explicit approaches to learning vocabulary words utilizing the text books, Vocabulary for Achievement, Second Course and Third Course (Great Source, a Houghton Mifflin Company), and, for the advanced student, Vocabulary Workshop, Level F and G (Sadlier-Oxford).

In addition to these skills-based approaches, LCW will emphasize a holistic approach to learning. To truly become a good writer and reader, one simply has to read and write – often and analytically. To these ends, each language arts course includes a rich and varied selection of literature, ongoing current events analysis, and weekly writing and revising of essays or longer papers. Students will always be in the process of improving an essay, a project, a presentation or a research paper.

Since the IBO program values communication in all its forms, students will be both writing and presenting their analyses of literature, their interpretation of current events, and their creative writing and their research papers/projects. Rehearsals of presentations will take place before the whole class or in small groups throughout the year in order to give students the opportunities to both improve their own presentation skills and help their fellow students improve. Students will also be asked to respond to presentations, both orally and in writing, in order to develop their skills in aural analysis and comprehension.

The IBO program requires students experience a technology course that overlaps in its curriculum with the learning goals described in the California state standards. For this reason, the interdisciplinary projects students complete in their technology course will also be considered language arts assignments and will be graded by both teachers.

H. Curriculum Details: California State Standards

Tables that describe the curriculum in detail, aligning lessons and resources with state standards and assessments can be found in Appendix 14 the charter.

History/Social Studies

The social studies program at LCW will be utilizing the History Alive! curricular resources and additional primary and secondary resources to be chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. The IBO’s “five areas of interaction” correspond well to a thoughtful approach to social studies and will be emphasized heavily in these courses. Assessments will take the form of traditional unit quizzes and tests as well as homework assignments, essays, research papers, presentations and long-term projects. Teachers will utilize Socratic method seminar-like class structures in order to take note of student understanding, thus class discussion itself will be a formative assessment.

Tables created by the History Alive! Teachers Curriculum Institute and demonstrate the way lessons are aligned to all California State Standards can be found in Appendix 14 of the charter. Since a 1994 teacher survey revealed that 7th grade history teachers are unduly burdened by 11 major

strands while 6th grade teachers have only 7 strands, LCW will bring the first two units of study from the 7th grade course into the 6th grade course.⁶

Science

LCW will adopt the middle school science program developed at the Lawrence Hall of Science, at the University of California, Berkeley. This curriculum, known as the Science Education for Public Understanding Program (SEPUP) is distributed nationally by LAB-AIDS, Inc. and supported by grants from the National Science Foundation. This program provides hands-on investigations, laboratory experiences and projects. It also lends itself to traditional, quantitative assessments in the form of tests and quizzes. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students.

Tables that describe the curriculum in detail, aligning lessons, resources, state standards and assessments can be found in Appendix 14 of the charter.

Key to Programs, each taking 6-9 weeks:

- IAES = *Issues and Earth Science*
 - Rocks, Minerals, and Soils, 1-23
 - Shaping the Land, 24-49
 - Weather and Atmosphere, 50-70
 - Earth and the Solar System, 71-98
- SALI = *Science and Life Issues*
 - My Body and Me, 1-29
 - Micro-life, 30-53
 - Our Genes Our Selves, 54-71
 - Ecology and Evolution, 72-101
 - Tools and Ideas, 102-108
- IEY = *Issues, Evidence and You*
 - Materials, B-1 to B-18
 - Energy, C-1 to C-12
- IAPS = *Issues and Physical Science*
 - Properties of Materials
 - Energy
 - Force and Motion, E1 to E16

Modules, supplementary materials, each taking 3-4 weeks:

- *Thresholds and Toxicology (TT-2)*
- *Investigating Environmental Health Risks (IEHR-2)*
- *Household Chemicals – Better by Design (HC-2)*
- *Decision Making (DM-2)*
- *Investigating Energy from the Sun (IES-2)*
- *Investigating Food Safety (FS-2)*
- *Environmental Impact – Comparing Industries (IF-2)*
- *Waste Disposal – Computers and the Environment (WD-2)*
- *Investigating Wastewater – Solutions and Pollution (SP-2)*
- *Hazardous Materials – The Barrel Mystery (IHM-2)*
- *Living with Plastics (PL-2)*

ASC Modules and Kits

⁶ 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

Investigating Light for California Students (P)
The Rock Cycle Activity (404-S)

Key to assessment terms on the following pages:

AQ = Activity analysis questions, activity in **boldface** (e.g., SALI **75** AQ 1-4, etc.).

UC, AD, ET, etc. = SEPUP Assessment Checkpoints (UC = Understanding concepts; AD = analyzing data; ET = Using evidence and tradeoffs; DCI = Designing and conducting investigations; GI = Group interactions; CM = Communication scientific information).

IB = Test item bank questions (e.g., IAES IB A 2-3 = IAES Item bank A, Questions 2-3).

Mathematics

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

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

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

Teachers will also be encouraged to seek out resources that they deem most appropriate to meeting their students' needs. The main curricular choices will be:

- Grade 6: Connected Math Grade 6 (Pearson, Prentice Hall)
- Grade 7: Connected Math Grade 7 (Pearson, Prentice Hall)
- Grade 7 Pre-Algebra: Math Thematics Book 3
- Grade 8: Connected Math Grade 8 (Pearson, Prentice Hall)
- Grade 8 Algebra I: Algebra I (Pearson, Prentice Hall, Charles/Smith 2006)

In addition to this standards-based approach to mathematics, financial literacy will be addressed. Faculty will design appropriate semester-long projects that reflect the National Standards in K-12 Personal Finance Education.

Tables that describe the curriculum in detail, aligning lessons, resources, state standards and assessments can be found in Appendix 14 of the charter.

Spanish Language

All students will be enrolled in a Spanish language course. If students enter 6th grade with a strong foundation in Spanish, they will be assessed by the faculty and placed in an appropriate course. The courses will emphasize both language acquisition and cultural education in order to expose students to the many cultures throughout Latin America, Spain, Los Angeles and Spanish-speaking regions of the world.

Tables that describe the curriculum in detail, aligning lessons, resources, instructional strategies, standards/measurable outcomes and assessments can be found in Appendix 14 of the charter.

Technology

In keeping with the IBO commitment to a minimum of 50 hours of technology education per year, LCW will be offering an interdisciplinary, project-based Technology course to students for each year of their enrollment at the middle school.

Tables that describe the curriculum in detail, aligning lessons, resources, standards/measurable outcomes and assessments can be found in Appendix 14 of the charter.

I. Instructional Strategies for Special Populations

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

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

1. English Language Learners (ELL)

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

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

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

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

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

LCW will hire CLAD certified, experienced teachers with full understanding of Specially Designed Academic Instruction in English (SDAIE)⁷ and/or train teachers in the nationally-recognized program, Project GLAD (Guided Language Acquisition Design). Teachers will be trained by Project GLAD staff in specific methods of instruction for a successful English immersion education in a multi-lingual classroom.

Project GLAD has over ten years of experience and has received the following awards: the United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program; a model reform program for the California School Reform Design; and training model for five Achieving Schools Award Winners. It is the recommended K-8 project for the California State Superintendent's Task Force on successful implementation of Proposition 227.⁸

Major components of this pedagogical approach include:

1. Teach to the Highest: A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students (Goodman, Cummins, Smith, Collier).
2. Brain Research--Metacognition
 - A time to activate and focus prior knowledge: inquiry charts, brain-storming and clustering (Costa, Rico, Kovalik).
 - An opportunity to insure a common base of understanding and scaffolding: direct experiences, films, visuals, teachers read aloud (Krashen, Collier, Vygotsky).
 - Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Gardner, Lazear).
 - Metacognitive aspect of teacher and students modeling of how an answer was obtained not merely the correct answer (Costa, Farr).
3. Brain Research and Second Language Acquisition
 - A student set purpose for learning: motivating, stated result or goal; student choices; inquiry charts (High Scope, Hunter).
 - Chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping (Long, Kagan, Vygotsky, Cummins, Shefelbine).
4. Reading and Writing To, With and By Students:
 - Reading that stresses the purpose and joy before the skills; that begins with writing and reading one's own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quickshares (Goodman, Krashen, Flores, Trill).

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

⁸ In 1991, Project GLAD was declared Exemplary by the California Department of Education. The growth of standardized test scores far exceeded the norm. In 1991, Project GLAD was declared a Project of Academic Excellence by the US Department of Education, OBEMLA. At a national level, the growth in scores also far exceeded the norm. Project GLAD was chosen as a national dissemination model of effective training for teachers in multilingual settings. Five GLAD-trained schools have won Title I Achieving Schools Awards. GLAD is a recognized Model Reform Program for the California School Reform Design. Project GLAD has trained in over 120 school sites nationally. Project GLAD has certified 24 sets of Key Trainers to train in their own district.

- Direct teaching of concepts, vocabulary or necessary skills; text patterns, academic language, writing patterns; decoding skills (UCI Writing Program, Bettances, Chall, Reading Task Force, Shefelbine, Adams).
 - Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done only in appropriate place in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide student through the process; use of logs for personal responses to texts or issues; use of interactive journals (Goodman, Graves, Calkins, Rico, UCI Writing Project).
 - Big Books on walls, shared reading/writing experiences are only a few strategies for a language functional environment; use of personal interaction values oral ideas and cross-cultural respect (Traill, Cummins).
5. Active participation in all components of the unit, negotiating for meaning, comprehensible output (Long, Cambourne, Cummins, Swain, Goldenburg).
 6. A theme and strategies to foster respect, trust, identity, and voice (Cummins, Berman, Baron).
 7. Ongoing assessment and closures to units using a variety of assessment tools to provide reflection on what has been learned, how it was learned and what will be done with the information. Assessment, on-going and summative, based on strengths as well as needs (Costa, Wiggins, Farr, Treadway, Lazear).

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

2. Gifted Students

LCW is concerned that potentially high achieving students are often merely given additional work to do rather than effectively engaged and supported in their learning. While our project-based curriculum at the elementary level and IBO monitored program at the middle level will be designed to allow all students to pursue their learning in an in-depth way and at a challenging pace, additional efforts will be made for students identified as “gifted.”

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

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

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

Above Average Intelligence

- Advanced vocabulary
- Good memory
- Learns very quickly and easily
- Large fund of information
- Generalizes skillfully

- Comprehends new ideas easily
- Makes abstractions easily
- Perceives similarities, differences, relationships
- Makes judgments and decisions

Creativity

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

Task Commitment

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

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

- Present content that is related to broad-based issues, themes or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within the area of study.
- Develop independent or self-directed study skills.
- Develop productive, complex, abstract and/or higher level thinking skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Integrate basic skills and higher level thinking skills into the curriculum.
- Encourage the development of products that challenge existing ideas and produce "new" ideas.
- Encourage the development of products that use techniques, materials and forms.
- Encourage the development of self-understanding. For example, recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.

It is well-documented in research and practice that such students greatly benefit academically, socially, and emotionally from grouping practices that allow them to learn with their intellectual peers with appropriately challenging and engaging curriculum. For this reason, in the middle school, LCW reserves the right to create a more comprehensive GATE program, should a student population emerge that would clearly benefit from such courses.

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

Underachieving Gifted

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

3. At-Risk Of Low Achievement

Students who are identified as at-risk of failing to perform at grade level will be evaluated on a case-by-case basis by teachers and parents working together. The arts aspect of our program, in particular the “Studio” used by Reggio-inspired primary grade programs, has been shown to be effective at engaging and developing these students,⁹ but we will not rely on our standard program alone to reach these children. Our goal will be to provide a large variety of pedagogical practices as early as possible in order to determine methods that best fit the individual student.

Pedagogical practices will include: explicitly teaching learning strategies, providing concrete experiences to enhance concepts, encouraging cooperative learning, balancing instruction with challenging activities that allow for student choices and actively involve students in their own learning. *In addition, we intend to form a partnership with an organization that provides effective after-school tutoring to provide additional, individualized support for these students.*

With the number of low-achieving and at-risk students increasing, a greater responsibility for educating these students falls within the regular classroom. In order to reach the greatest number of our students falling within this category, teachers will utilize the following “best practices.”

High Expectations:

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

Reality-Based Teaching:

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

Active Learning:

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

Varied Grouping:

⁹ Rauscher, F.H. (2003). *Effects of piano, rhythm, and singing instruction on the spatial reasoning of at-risk children*. Barry, N.H. (1992). Project ARISE: Meeting the needs of disadvantaged students through the arts. *The Professional Educator, XIV (2)*, 1-7. *Schools, Communities, and the Arts: A Research Compendium* (1995), compilation of research studies commissioned by National Endowment for the Arts. Falvey, M. A. , Givner, C.C. "Facilitating Learning in Heterogeneous Classrooms," *Impact*, Volume 9(2) Spring 1996. Minnesota: University of Minnesota. Gardner, H. *The Unschooled Mind: How Children Think and How Schools Should Teach* (New York: Basic Books, 1991).

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

Cooperative Learning:

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

Peer Tutoring and Cross Age Tutoring:

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

Metacognition:

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

Varied Assessment:

As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book test, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student’s knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student’s understandings.

Direct Instruction:

As an instructional strategy, direct instruction responds to the student’s needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The following shows the elements of Direct Instruction:

- Clearly communicating goals for students.
- Structuring academic tasks for students.
- Demonstrating the steps necessary to accomplish a particular academic task.
- Monitoring student progress.
- Providing student practice and teacher feedback to ensure success.
- Holding students accountable for their work through frequent teacher review.

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

Classroom Modifications For At-Risk Students

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

Materials:

- Use highlighted or underlined reading materials
- Provide visual aids
- Provide concrete manipulative materials

- Provide taped texts and/or other class materials
- Allow use of calculator
- Provide materials with wide spacing, few items per page and clear print
- Type teacher materials

Methods:

- Teach to student's learning style: Linguistic, Logical, Musical, Spatial, Kinesthetic, Interpersonal
- Intrapersonal
- Provide visual clues and/or demonstration (model) when instructing
- Read written material to student
- Provide organization aids such as outlines, etc.
- Utilize peer tutors, etc.
- Utilize shared notetaking
- Use clear and concise directions
- Provide written steps for directions
- Have student repeat directions to teacher or peer
- Use manipulatives
- Emphasize critical information
- Pre-teach vocabulary
- Preview lesson for student before given to whole class
- Reduce language level of reading level of assignment
- Share activities

Assignments:

- Give directions in small, distinct steps (written/picture/verbal)
- Use written back-up for oral directions
- Lower difficulty level
- Shorten assignment
- Reduce paper and pencil tasks
- Read or tape record directions to student
- Use pictorial directions
- Give extra cues or prompts
- Allow student to record or type assignment
- Adapt worksheets, packets
- Utilize compensatory procedures by providing alternate assignment/strategy
- Avoid penalizing for penmanship

Pacing:

- Reduce paper and pencil tasks
- Provide distributed review and drill
- Extend time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copying in timed situation
- Provide home set of text/materials for preview/review

Testing:

- Give tests orally (may include dictated or taped answers)
- Allow student to take test while standing at the board, if this is student's preference □
- Read test to student
- Preview language of test questions
- Use visuals or pictures
- Give similar questions in regular classroom setting before test
- Use objectives test technique, limit choices for multiple choice, provide word

- bank for fill-in-blank, limit items per matching section
- Use essay tests, allow to be dictated
- Shorten length of test
- Have test administered to the student outside of the class setting

Learners Needs:

- Provide student with assignment sheets or require that he/she maintain one
- Provide a visual daily schedule
- Provide calendars
- Check often for understanding/review
- Set defined limits
- Provide positive reinforcement
- Allow projects to be presented orally or on tape
- Allow projects to be presented through demonstration, pictures, and/or models
- Use preferential seating
- Monitor and redirect student to task as needed
- Request parent reinforcement
- Have student repeat directions
- Teach study skills explicitly
- Use study sheets to organize material
- Design/write/use long term assignment timelines
- Review and practice in real situations
- Plan for generalizations
- Teach skill in several settings/environments

Environment:

- Preferential seating
- Alter physical room arrangement
- Define areas concretely
- Provide for a quiet space
- Eliminate too many visual distractions
- Play 60-80 beat Baroque classical music, just at a conscious level, when students are doing generative work, such as writing, reading silently, etc.

4. Socioeconomically disadvantaged students

LCW will offer a whole day program, including a program from 8:30a.m.-3:00p.m. from Kindergarten on, and a before- and after-care program from 7:30-8:30am and 3-6pm, respectively, to accommodate working families. The core curricula of art, music and physical education, as well as school field trips, exposes disadvantaged students to learning and enrichment opportunities they might otherwise not have had. Recent data from LCS demonstrated that socioeconomic status had no impact on measurable student achievement. In fact, students eligible for the Free and Reduced Lunch Program at this school were among the top scorers on standardized tests.

While LCW will be sensitive to socioeconomic differences and ensure all students have full access to the educational, extra-curricular, and social activities at the school, LCW has not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Language Learners, LCW will utilize strategies described in other sections of this petition.

5. Special Needs

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

J. Charter School Special Education Plan and Responsibilities

LCW will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). LCW will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

LCW will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in LCW.

LCW will adhere to all Los Angeles Unified School District policies and procedures regarding special education.

LCW will adhere to the requirements of the *Chanda Smith* Modified Consent Decree, including compliance with the Annual Plan, submitting documents and information, participating in reviews, and attending informational sessions and meetings.

LCW will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The charter will maintain copies of assessments and IEP materials for district review. LCW will submit to the District all required reports, including but not limited to SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements. LCW will develop Individual Transition Plans to help students with disabilities, ages 14 and older, in transitioning to adult living.

LCW will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). LCW will participate in internal validation review (DVR).

LCW is responsible for the management of its special education budgets, personnel, programs and services. LCW will ensure that its special education personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

LCW will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at LCW. LCW may request related services (e.g., Speech, Occupational

Therapy, Adapted P.E., Nursing, Transportation, etc.) from the District, subject to availability and on a “fee-for-service” basis, by submitting written requests to the Charter Office. LCW may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to LCW from District schools or District affiliated charter schools, LCW will provide those related services required by the students’ IEPs upon the students’ enrollment. However, to allow for a smooth transition to independent charter schools, the District shall continue to fund services for those special education students enrolling in independent charter schools who have been receiving non-public agency (NPA) services from the District *for thirty (30) days after enrollment*. This will allow LCW time to conduct an IEP team meeting and to execute contracts as necessary to facilitate the students’ transition to LCW. When requested by LCW, a representative from the Local District Special Education Office may attend a student’s first IEP meeting at the independent charter school to assist with transition issues.

For students transferring to LCW from other school districts, LCW shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. LCW will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

LCW will be responsible for the development of assessment plans for students with suspected disabilities or, in the alternative, providing appropriate written notices to parents when a request for assessment is denied. LCW will make decisions regarding eligibility, goals, program, placement, and exit from special education by consensus of the student’s IEP team.

In the event that LCW is unable to provide an appropriate placement or services for a student with special needs, LCW will contact the District to discuss placement and service alternatives. *Charter School IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of LCW, including but not limited to placement at a District school or at a non-public or private school, will be considered.* If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity without District representation on the IEP team, LCW will be fully responsible for the quality of the program and for any costs incurred for such a placement. LCW will also maintain responsibility for monitoring progress towards IEP goals for the student with special needs.

LCW will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

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

LCW will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP.

LCW will ensure that student discipline and procedures for suspension and expulsion of students with disabilities are in compliance with state and federal law. Discipline procedures will include positive behavioral interventions. In accordance with the Modified Consent Decree, LCW will collect data pertaining to the number of special education students suspended or expelled.

Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to LCW if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending LCW initiates due process proceedings, both LCW and the District will be named as respondents. Whenever possible, the District and LCW shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, LCW will be responsible for its own representation. If LCW retains legal representation for a due process proceeding or other legal proceeding or action, LCW will be responsible for the cost of such representation.

Because LCW will manage, and is fiscally responsible for, its students' special education instruction and services, LCW will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that LCW failed to fulfill its responsibilities under state and federal special education laws and regulations (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 because parents are the prevailing party as a result of a due process hearing or settlement agreement based on LCW's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, LCW will be responsible for payment of those attorneys' fees and costs.

Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to LCW including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. LCW will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints. LCW will be solely responsible for any and all costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies.

Special Education Local Plan Area (SELPA)

The District is approved to operate as a single-district SELPA under the provisions of the California Education Code, Section 56195.1(a). Charter schools authorized by the District are deemed to be public schools within the District for purposes of special education. The District will determine the policies and

procedures necessary to ensure that the protections of special education law extend to students in LCW in the same manner as students in all District schools.

Funding for Special Education

LCW shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). LCW shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures. LCW may request specific related services from the District on a fee basis if the District availability.

The District will collect an equitable encroachment contribution from independent charter schools for district-wide costs for special education instruction and services. District-wide costs include: 1) maintaining a full continuum of program options; 2) professional development and training; 3) technical support for programs; 4) administration of due process proceedings, excluding any legal representation; 5) investigation of complaints; and 6) implementation of the Modified Consent Decree.

The annual encroachment percentage collected may vary from year to year depending on the district-wide encroachment. The calculation of the encroachment contribution shall be based upon a formula designed by the District's Budget Services Office.

Funding Information

The fair share contribution collected for 2006-07 will not exceed 27%. The maximum fair share percentage will be reviewed annually by the Budget Division, the Charter Schools Office, and the Division of Special Education, and the percentage may be adjusted by a maximum of 2% per year upward or downward to reflect changes in expenditure patterns or in federal or state special education revenue streams. The calculation of the fair share contribution shall be based upon a rationale designed by the District's Budget Services Office with consideration of the district's encroachment and other factors.

District Responsibilities Relating to Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education 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 Charter School staff.

Modifications to Special Education Responsibilities and Funding

The special education responsibilities of LCW and the District, and the special education funding model may be modified, supplemented or clarified through a mutually agreed upon Memorandum of Understanding ("MOU"). If such an MOU is executed its provisions shall be incorporated by reference into this Charter and shall, to the extent necessary to carry out the intent of the MOU, supersede the provisions on special education responsibilities and funding set forth above.

Special Education Discipline Language for Charter Petitions

In the case of a special education student, or a student who receives 504 accommodations, the charter will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

K. Timeline for Implementation

HIRE PRINCIPAL: Wendy Zacuto is the Acting Elementary Principal of LCW. The elementary Principal hiring is an ongoing process that will be completed shortly, with the goal of making a preliminary offer to hire the principal prior to charter approval.

LOTTERY: Depending on the LAUSD charter petition review process, the lottery will happen no later than May 15th.

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

SITE PREPARATION: Since the site is already operating as an elementary school, the summer will be the time to ensure all safety requirements and codes are current. The summer is also the time to set up all necessary furniture, fixtures, and equipment.

FIRST YEAR PROFESSIONAL DEVELOPMENT: LCS teachers/administration and the LCW faculty/administration will meet in mid-August to ensure LCW teachers are familiar with all curricular materials, scope and sequences, assessments, and pedagogical practices in order to ensure a smooth school opening. Meetings between the faculties and staffs will continue throughout the year, faculty will visit each other's classrooms, and teachers will, together, experience professional development programs.

IBO IMPLEMENTATION: See page 20 above for a detailed explanation of the steps and 3 year timeline from candidate school to full authorization.

L. Teacher Recruitment and Professional Development

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

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

Elementary School

Both LCS and LCW have similar student demographics and the same educational philosophies and approaches to curriculum, pedagogy, and assessment. Therefore, LCW faculty will, at least initially,

follow the teacher hiring and professional development model of LCS. Teachers will be hired who are closest to the ideals described in the teacher job description in Element 5.

An example of the annual plan for professional development is:

Program goals: ELL, differentiation of instruction, backward design for project-based curriculum and multiple assessments, action research to improve student learning

Summer: Differentiating Instruction Workshop, Cool Tools Training, Emergency Preparedness, writing Rubrics, using Portfolios to Document Student Academic Growth, Project GLAD, introduction to Financial Literacy, introduction to Action Research, Institute with LCS teachers as described above.

September/October: Differentiated Instruction, EcoLiteracy

November: California Math Conference: Focus: assessment and instruction for differentiated instruction

December/January: Targeting student needs in Literacy & Language Arts, using action research to target student needs

February/March: Reggio Emilia Primary Training/Observation, Project GLAD (educating ELL students)

April/May: Making curricular and pedagogical decisions based on assessment data

Middle School

Guided by the descriptions found in Element 5, the Principal of the Middle School will seek to hire a diverse staff that has a depth of knowledge in his/her content area as well as a commitment for interdisciplinary education and the IBO philosophy.

The professional development program at the middle school will be designed by the Principal and the IBO coordinator in light of faculty strengths and weaknesses, and in light of student needs. IBO workshops will be essential for all new faculty. The National Middle School Association will also be considered an important contributor to teacher knowledge given their valuable insights into the middle school student's developmental level. Teachers will be trained in action research as a tool for improving student learning and will receive Project GLAD training as needed to support English Language Learners.

Other professional development activities will be provided to deepen teacher's pedagogical and curricular knowledge about their own subject area. For example, NCTM conferences for math teachers, the History Alive! program by Teachers' Curriculum Institute for social studies teachers, National Science Teachers Association conferences, and National Council of Teachers of English conferences.

ELEMENT #2: Measurable Student Outcome

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.”

The measurable student outcomes for LCW are designed to reflect our dedication to educate children so that they can flexibly apply the skills and information they have learned in school to a variety of settings for the purpose of making the world a better place. Student outcomes are derived from the California State Standards, our definition of an educated person in the 21st century, and the principles of the International Baccalaureate Organization. Students will demonstrate progress toward meeting and exceeding these learning goals through their performances on subject-specific assessments and through their completion of interdisciplinary, subject-specific and community service projects.

LCW believes that standardized tests provide only part of the picture in determining student achievements. While the educational strategy does not focus on testing, LCW students will take all standardized tests required by the state, and will participate in CST testing, which takes place in grades 2-5. By disaggregating the data and looking at individual students’ results, faculty and staff will utilize test results to determine student’s academic needs, and will create individualized learning plans to address these needs. Furthermore, school leaders will analyze test results from the perspective of teacher education. Gaps in student knowledge will become the focus of action research in the classroom and appropriate teacher professional development experiences will be chosen if school leaders deem it necessary. As a result of these efforts, it is anticipated that scores will rise gradually throughout the first 5 years of the charter.

Through high academic expectations, an optimal learning environment, and the use of assessments to drive instruction, students will acquire the skills needed for higher education and will acquire the skills to be thoughtful and altruistic members of society in the 21st century.

A. Skills, Knowledge, and Attitudes

K-5

Please see Appendix 14, the Element 1 detailed scope and sequences for all core courses that include the Time Frame, the Unit’s Essential Questions, Content, Standards (skills), Assessments and Curricular resources. **These tables list ‘measurable student outcomes’ as well as the means and frequency of assessing students.** In addition, report cards that detail ‘measurable student outcomes’ can be found in Appendix 7.

6-8

Please see Appendix 14, the Element 1 detailed scope and sequences for all core subjects (and Technology, a non-core year-long course for grades 6-8). **These tables list ‘measurable student outcomes’ as well as the means and frequency of assessing students.**

Mathematics: Measurable student outcomes are completely correlated to California state standards as shown in Element One. Additional standards include financial literacy standards (see Appendix 6) to be assessed through a year-long ongoing project and presentation.

Formative assessments will take the form of homework assignments (to be checked closely and only graded as pass/fail indicating students attempted to solve problems and then asked questions in class to clarify any points they could not complete for homework.

Summative assessments will take the form of unit quizzes and tests. 6th grade and 7th grade will have end-of-year projects. 7th grade will have a final exam that is open note and 8th grade will have a closed book, no-notes, final exam.

Science: Measurable student outcomes are completely correlated to California state standards. The curriculum resources of SEPUP include a variety of assessment forms (also in the tables) and will be adhered to by LCW faculty.

Spanish: Measurable student outcomes are listed in Element One tables under the category entitled “skills.”

Language Arts: Measurable student outcomes are completely correlated to California state standards.

Social Studies: Measurable student outcomes are completely correlated to California state standards.

B. Frequency of measuring pupil outcomes and use in modifying instruction

The scope and sequence tables describing LCW’s curriculum (Appendix 14) also describe the measurable student outcomes, the frequency and form of objectives assessments (both formative and summative) and the resources and curricular materials. When students do not meet the learning goals, as measured by objective assessments, a variety of intervention strategies will be used to work with the students and, in some cases, the families, to support student achievement. These instructional strategies are described in detail in Element One, Sections F and H. Additional strategies or curricular materials may be necessary and school leaders will investigate appropriate resources and professional development activities as needed.

C. Process for Selecting Curriculum, Materials, Instructional Activities

Elementary: 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 and reflective of the goals of the school as a whole. Instructional activities will be developed in alignment with the stated goals and measurable student outcomes of LCW.

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

Middle: Curriculum, materials, and instructional activities will be selected by each of the 8 departments after a minimum of a year-long study and analysis. All materials that will be considered primary resources must be able to be aligned to both California state standards and IBO standards. They must also be compatible with the school’s emphasis on active learning strategies, investigation and project-based assessments. Secondary, or enrichment, resources can be chosen at the discretion of the teacher, with department chairman approval and must be used in a way that is compatible with the IBO program and the school’s educational philosophy. The curriculum for the first years of the school has been chosen and includes:

- SOCIAL STUDIES: History Alive! from Teachers’ Curriculum Institute
- MATHEMATICS: Pearson, Prentice Hall: Connected Math grades 6-8 and Algebra I; Math Thematics Book 3
- SCIENCE: Science Education for Public Understanding Program (SEPUP)
- LANGUAGE ARTS:
 - Authentic literature choices (see CURRICULUM in Element One);
 - Holt, Rinehart & Winston’s grammar books: English Workshop, First Course, Second Course, and Third Course.

- Houghton Mifflin Co., Great Source, vocabulary texts: Vocabulary for Achievement, Second Course and Third Course;
- Sadlier-Oxford's vocabulary texts: Vocabulary Workshop, Level F & G
- SPANISH: Holt, Rinehart & Winston: Adelante Level 1A, En Camino Level 1B, Ven Conmigo Level 1

D. Accountability for Student Progress

Student assessment at LCW 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 of the Principals and the faculty of LCW and LCS will be accountable for the academic achievement and psychological well-being of LCW's students. The Principals are ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors. The Principals will also be accountable for meeting Adequate Yearly Progress as required by NCLB.

E. Standardized Tests

LCW 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 and at LCS in particular, LCW 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 LCW 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 LCW students.

F. Benchmarks to be met

The achievement of the charter school will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. The criteria for selecting the comparison schools are:

I. Comparison Schools

In gauging the success of the charter school during the renewal term, a group of comparison district schools will be selected that meet the following criteria. The District will identify the comparison schools and will inform the charter of the names of the schools and the specific data used to identify them.

The analysis of the school's academic performance will include a comparison of the academic achievement of the charter school's students to the academic achievement of two sets of comparison District schools:

1. The residence schools the charter school students would have otherwise attended ("Resident Schools"); and
2. District schools of similar demographic characteristics ("Demographically Similar Schools").

Comparison Resident Schools

"Resident Schools" will be selected by using the charter school students' home addresses to identify the District schools they otherwise would have attended. The District schools most represented at the charter school will be chosen as comparison "resident schools."

Demographically Similar Schools will be selected by using a modified version of the formula utilized by the state for creating its similar schools list.

II. Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of the charter school will be measured annually against the growth of the comparison schools. At the time of renewal, if the charter school has met all of the following benchmarks either in the previous year or in two of the previous three years, the charter school will be considered an academic success:

1. The charter school's "value added" for English Language Arts is greater than the median value added for the comparison schools (prepared annually by PERB.)
2. The charter school's "value added" for Math is greater than the median value added for the comparison schools. (Prepared annually by PERB)
3. The charter school's API growth is 1.25 times the median growth of the comparison schools.
4. The charter school's API growth for all subgroups is 1.25 times the median growth of the comparison schools.
5. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for ELA is 1.25 times the median decrease for the comparison schools.
6. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for Math is 1.25 times the median decrease for the comparison schools.

7. The increase in percentage points of students scoring Advanced & Proficient on the CST for ELA is 1.25 times the median increase for the comparison schools.
8. The increase in percentage points of students scoring Advanced & Proficient on the CST for Math is 1.25 times the median increase for the comparison schools.
9. The increase in percentage points of students scoring Early Advanced & Advanced on the CELDT is 1.25 times the median increase for the comparison schools.

III. Other Measures

If the charter school fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. The charter school's API score at the time of renewal is greater than the median API score for the comparison schools (783.5 in 2007).
2. The percentage of charter school students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of charter school students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of charter school students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
6. The percentage of charter school ELL students redesignated to English proficiency is greater than the median for comparison schools.
7. The school has met its AYP goals and is not in Program Improvement

IV. Annual Self-Study

Applying the measures in II and III above, the charter school will submit to the LAUSD Charter Schools Division an annual progress report. The district will identify the comparison schools; provide the names and specific data by which they were selected. LAUSD PERB will prepare annual report on "value added" benchmark. The Charter Schools Division will review the progress report and provide comments to the charter school within 60 days.

V. Board Discretion

At the time of renewal, the Charter Schools Division will present an analysis of its findings with respect to II and III above, with a recommendation for action. The determination of whether a charter will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.

ELEMENT #3: Outcome Measurement Process

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

A. Assessment strategies

LCW 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.

At the elementary level, teachers will collect data in the areas of mathematics, writing and reading skills using formal assessments three times per year to track individual student success and to give a profile of the overall success and development of achievement at the school. At the middle school level, formal assessments will take place in each core subject to mark the times of unit endings, middle-year, and end-of-year. These formal assessments may take the form of traditional tests, timed essays or multi-step projects.

LCW intends to demonstrate progress on the aggregate results of a standards-based report for each grade level. This report 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.

LCW Elementary School Objective Multiple Assessments will include:

- The LCW rubric report cards for each student, representing each semester of attendance, see Appendix 7.
- Portfolios: each student has a working portfolio to accumulate evidence of progress, a rubric evaluating the portfolio items against state standards, and additional learning goals based on the school's definition of an Educated Person will be included in this portfolio. A project or piece of student work covering each subject-specific area will be included in the portfolio.
- Parent-teacher conferences in the late fall and spring with conferences student-led where appropriate.

IBO Middle School Assessment

The following descriptions are IBO-based approaches that the Middle School will follow:

ASSESSMENT PRACTICES

Pre-Assessment

- All teachers will assess students' prior knowledge and experience before embarking on new learning experiences in an appropriate way.

Formative Assessment

- Through a variety of methods, ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked and provide feedback that is responsive to student needs and informs teaching practice.

Summative Assessment

- Summative assessment happens at the end of a teaching and learning process or experience and is planned for in advance. The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways.
- Summative assessments may take a variety of formats (including, for example, tests, examinations, lab reports, essays, presentation, projects, etc.).

Attitudes/Approaches to Learning Assessment

- Attitudes are explicitly taught and emphasized. Student reflections and teacher observations are documented. These records should show the development and demonstration of the targeted attitudes over time, for both spontaneous and planned activities.

IB Learner Profile

- The IB learner profile is transparent in the classroom, and evident in the general language of the school. Teachers might use informal observations to give feedback to students, but actual assessment is only done as student self assessment. The students should reflect on their development at the end of each term on targeted or selected aspects of the profile. This reflection will vary according to age groups and language abilities.

Student Portfolios

- Work in the student portfolios should be annotated with a student reflection indicating what the work shows, the reason for inclusion, and the date it was done. The time provided to allow for this is in the Approaches to Learning Course
- The student portfolio is a dynamic tool for encouraging habits of meta-cognition, self-management, goal setting and celebration

The required entries per term for MYP are as follows

- 1 writing sample with all stages of the drafting process included (in English)
- 1 writing sample in Spanish (and 1 recorded end-of-year speaking sample)
- 1 Technology assignment following the design cycle
- 1 History assignment
- 1 Mathematics assignment
- 1 Science assignment
- Developmental Workbook for Drama and/or Art
- Reflections from PE
- End-of-term student reflections as a learner, and goal setting, from the Approaches to Learning Course
- Other items may be included, but there should be a clear purpose as to what they show and why they were chosen

B. State Mandated Tests Assurances

LCW 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.

If LCW does not test (i.e., STAR, CELDT, CAHSEE) with the District, a copy of the school's test results must be submitted to the District on a CD on or before September 30, immediately following that spring's test administration, except that the CELDT and CAHSEE results must be submitted to the District no later than two weeks after receipt of the CD from the state's vendor. CDs will be sent to:

Planning, Assessment and Research
School Information Branch
Beaudry Building, 23rd Floor
Attn: Grace Pang Bovy

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.

LCW 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%
- Target API is 50 points above the average API (780) currently in the alternative schools listed at the beginning of this charter: 830

LCW 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. LCW 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, LCW expects that 80% of ELL students attending LCW consistently from kindergarten will be re-designated by the end of 6th grade.

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. Teachers will be guided by principal-designated professional development programs to *specifically* address the needs of learners who are not making adequate progress.

C. Student Progress Reporting

Elementary: The principal and LCW faculty 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 LCW 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. Examples of the report cards LCW intends to use can be found in Appendix 7.

Middle: The principal and LCW faculty will develop and implement an effective reporting system to provide progress report grades in the fall and spring, and formal mid-year and end-of-year grades in the January and June. Students will receive a letter grade in each subject as well as an IBO-based number grade in an IBO-designed detailed rubric. The IBO rubric will allow parents and students to understand areas of academic and attitudinal strength as well as academic and attitudinal areas that need improvement.

D. 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 over time and the quality of programs of LCW.

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: Brown Act, Conflicts of Interest, and Audit

LCW will comply with the Brown Act.*

Members of the Board of Directors, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.*

LCW and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.*

Grievance Procedure for Parents and Students

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

LCW 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.

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

LAUSD Charter Policy*

The LCW School will comply with the District policy related to charter schools, as it may be change from time to time.

Responding to Inquiries

LCW shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. LCW acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

Notifications

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by LCW.

Audit and Inspection of Records*

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

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

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

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

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

In addition, if an allegation of waste, fraud or abuse related to LCW operations is received by the District, LCW shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

Any amendments to this charter will be made by the mutual agreement of the 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.

B. By-Laws

LCS is a California non-profit 501(c)3 corporation. The non-profit benefit corporation (501c3) for LCS will also be the non-profit benefit corporation for LCW. Articles of Incorporation, By-Laws and IRS Letter of Determination are included in Appendix 9 and 9a.

C. Stakeholder Involvement

The governance of LCW 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 LCW opens its doors and grows in

size we will continue to provide opportunities for parent and community participation in the governance of the school.

The Board of Directors is the primary governing board of LCW and will have representatives from the world of education, business, and the community who bring relevant and diverse skills and expertise. A full list of current Directors and their bio/resumes can be found in Appendix 12.

The Board will be supported and guided in its efforts by at least four committees: West Hollywood Site Council, the Family Committee, the Teacher Committee, and an Advisory Board:

West Hollywood Site Council: A site based council of teacher and parent representatives and community members who will help the principal with day-to-day matters affecting the school.

Family Committee: FC will be comprised of parents/guardians and will be led by two elected parent representatives. Its primary objective will be to assist the school in achieving its mission and raise funds to support school activities.

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

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

West Hollywood Site Council

A site based council of teacher and parent representatives and community members who will help the principal with day-to-day matters affecting the school. (The number of members will change as the school grows.)

Family Committee

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 LCW. The FC will be chaired by the two elected family representatives.

Academic advisory committees will be created by the principal on an as-needed basis in order to collect information to inform academic planning and programs such as those listed in Appendix 4.

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.

The TC can meet monthly or infrequently and as needed, and is a forum for issues and discussion. The TC should be reserved for issues of interest to the teachers that cannot be discussed in front of the principal. All other issues can be relegated to faculty meetings. The teachers will elect two TC Reps who will organize the TC meetings as needed. The TC is not a staff meeting. The Principal can be invited to attend by the teacher reps, but he or she is not on the TC.

Advisory Board

The LCW 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 LCW refine its identity and maintain its educational perspective on a community, regional, statewide and national level.

D. Board of Directors Responsibilities and Composition

Responsibilities

The Board of Directors is the governing Board of both LCW and LCS. The Board of Directors is responsible for all legal and fiduciary matters involving LCW and LCS. The Board will provide fiscal accountability by approving and monitoring budgets and other financial matters. The Board will also help ensure effective organizational planning by approving long range goals and annual objectives, and monitoring such issues as health and safety, and the use and maintenance of facilities. The Board will have the responsibility for hiring and evaluating the school leader(s). Approving the yearly budget, contributing to the financial well-being of the school, fiscal oversight, compliance, and upholding the mission of the school as outlined in the charter are essential responsibilities. In accordance with our school culture, the Board strives for consensus. If it cannot be reached, decisions are made by majority vote. See Appendix 3 for the Board of Directors Handbook.

Six prospective LCS parents founded the LCS Board in May 2004. Currently, the Board has 21 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 12.

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

Composition of Board, Election, and Terms of Office

The Board of Directors is made up of representatives with expertise in education, finance/accounting, and nonprofit and community organizations. The Board of Directors consists of at least three (3) and no more than twenty-two (22) members. The Nominating Committee of the Board will interview and propose all other candidates to the full Board for vote. The Board of Directors will also include the school leader(s) and an LAUSD representative who will both be ex-officio, non-voting members.

E. Board Meetings

Board members meet monthly and more often as needed. Board elections are held each March for the following year. Board members may serve a one-year term renewable up to four years. All Board meetings will be open to parents and staff and Korean and Spanish interpreters will be made available upon request.

F. Board Meeting Postings

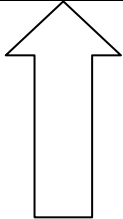
Board meetings will be posted per the Brown Act 72 hours before meetings on our community Google Group (that is open to the public), and in public places around the school site.

G. LCW Governance Structure

Sponsored by
LAUSD Board of Education

Board of Directors
Maximum of 22 members

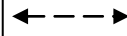
LAUSD Non-Voting Representative



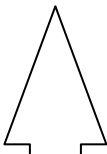
**WEST HOLLYWOOD
SITE COUNCIL**
Elected Teacher Representatives
Elected Parent Representatives



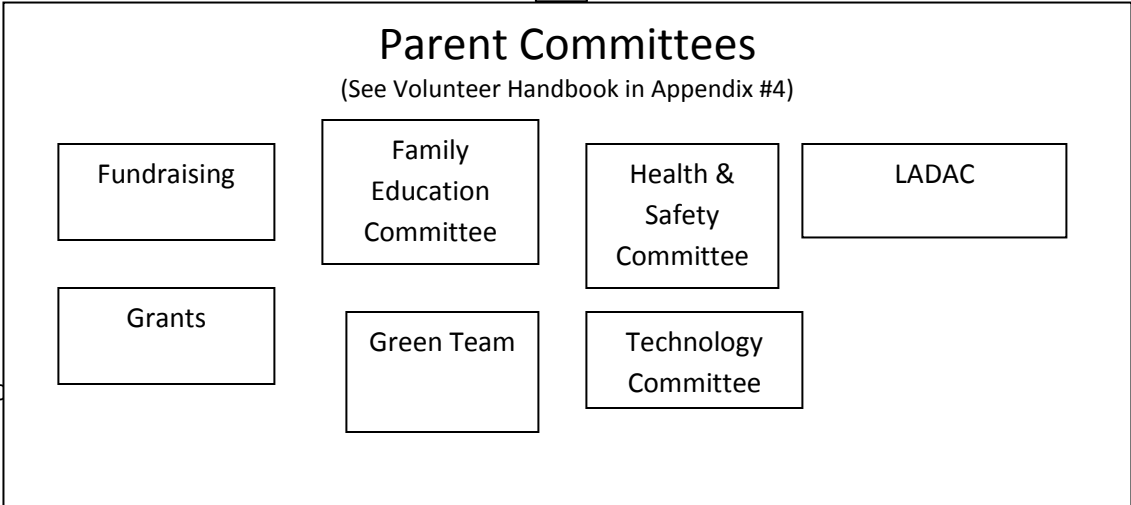
Principal



TEACHER COMMITTEE (TC)
Led by 2 Elected Teacher Representatives



FAMILY COMMITTEE (FC)
2 Elected Family Committee Co-Chairs



H. Board of Directors – Resumes

Please see Appendix 12 for Board of Director bios and Tab 9 for resumes and questionnaires.

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 LCW. 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 as needed by the principal in order to make 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 Directors.

LCW 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 LCW will actively help to promote the curricular philosophy, instructional program and the school community's guiding principles. All requirements for employment set forth in applicable provisions of law will be met.

Salary ranges can be found in the attached budget.

The administrative positions for LCW include:

- K-5 Principal
- 6-8 Principal
- IBO MYP Coordinator
- When the elementary school reaches a student population of 200+, an Assistant Principal may be added (job description to be created by K-5 principal)
- A dean for each grade of the middle school will hold both teaching (a maximum of 2 classes) and administrative responsibilities related to academic advising, family/school communication and discipline.
- An "area of interaction" teacher for each of the 5 areas designated by IBO who also teaches a minimum of 3 classes (job description to be created by MYP Coordinator)
- A Department Chairman for each of the 8 subjects who also teaches a minimum of 3 classes (to be chosen by principal with input from all relevant subject-specific teachers)

B. Key Personnel Qualifications

K-5 Principal

The Elementary Principal of LCW will be the educational and instructional leader of a K-5 elementary school, and will also oversee school finances, budget, operations, communications, compliance, and facilities.

Responsibilities

The responsibilities of the principal include:

1. Educational Leadership:

- Provide hands-on guidance to teachers as they create a project-based, interdisciplinary curriculum that relies on rubrics to assess student learning of both state standards and additional learning goals (such as those derived from the theories of "multiple intelligences");
- Provide hands-on guidance to teachers in the development of multiple assessments;
- Use multiple sources of data to develop a plan for the improvement of student achievement;

- Help teachers develop their pedagogy in light of recent research on brain development and in keeping with a constructivist approach to teaching and learning;
- Work with teachers to develop an evaluation process;
- Develop partnerships with university researchers to support teacher's action research endeavors;
- Develop partnerships with similar schools to enable LCW teachers to be both learners and mentors;
- Lead the design and implementation of the school's programs for Special Education, EL, and GATE students;
- Hiring and retaining of high quality faculty;
- Promote the constructivist model throughout the school community;
- Day to day site management with a commitment to ensuring the health and safety of students, faculty and staff.

2. School and Community Relations:

- Participate in all aspects of Charter renewal, review and compliance;
- Work with the Board in the strategic planning for the growth of the school;
- Lead the Family Committee and Adult Education Committee;
- Schedule and participate in regular family and community meetings;
- Encourage and develop parent/guardian involvement/partnerships;
- Support fundraising activities;
- Maintain positive relationships with LAUSD and its related entities;
- Actively participate in Charter organization activities (CCSA, CSDC, IC-LA, etc.) and become an active leader in the Charter community;
- Maintain a positive, collaborative relationship with our landlord;
- Work effectively with the media.

3. School Management:

Financial Oversight and Development; Budget creation; Charter renewal; Facilities management and development; Compliance; Operations; Health and safety; Communications, Outreach & Partnerships; and Board relations.

Qualifications

Our ideal principal is a visionary whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges our motivated students, teachers, and families to achieve academic excellence, character growth, and social change. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader.

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

- Teaching experience in lower (K-3) AND upper (3-5) elementary grades (a minimum of 10 years of teaching preferred);
- A Master's Degree in Education and/or Administrative Credential (prior administrative experience desirable);
- Track record and experience in ensuring the health and safety of students, faculty and staff;
- Experience in a charter or independent school or public school;
- Knowledge of or experience with diverse populations, English learners and GATE;
- Experience with a constructivist approach to teaching and learning; creation of a project-based curriculum; and with multi-age classrooms or a looped curriculum encompassing at least two grades;
- Strong computer skills;
- Excellent communication skills, experience fundraising and/or grant writing, and experience motivating and working with parent volunteers; and
- A track record as a successful and progressive educator.

Principal for International Baccalaureate Middle Years Program (6-8)

The Middle School Principal of LCW will be the educational and instructional leader of a 6-8 IBO Middle Years Program school, and will also oversee school finances, budget, operations, communications, compliance, and facilities.

Responsibilities

The responsibilities of the principal include:

1. Educational Leadership:

- Provide hands-on guidance to teachers as they create and implement a curriculum that complies with IBO requirements and integrates California state standards;
 - Provide hands-on guidance to teachers in the development of multiple assessments that influence pedagogical and curricular decisions and lead to traditional letter and IBO grades ;
 - Use multiple sources of data to develop a plan for the improvement of student achievement;
 - Help teachers develop their pedagogy in light of recent research on brain development and in keeping with a constructivist approach to teaching and learning;
 - Work with teachers to develop an evaluation process;
 - Develop partnerships with university researchers to support teacher's action research endeavors;
 - Develop partnerships with IBO programs to enable LCW teachers to be both learners and mentors;
 - Lead the design and implementation of the school's programs for Special Education, EL, and GATE students;
 - Hiring and retaining of high quality faculty;
 - Promote the IBO values throughout the school community;
 - Day to day site management with a commitment to ensuring the health and safety of students, faculty and staff.
2. School and Community Relations:
- Participate in all aspects of Charter renewal, review and compliance;
 - Work with the Board in the strategic planning for the growth of the school;
 - Oversee the IBO coordinator to ensure LCW becomes authorized as an IBO school within 3 years of opening
 - Lead the Family Committee and Adult Education Committee;
 - Schedule and participate in regular family and community meetings;
 - Encourage and develop parent/guardian involvement/partnerships;
 - Support fundraising activities;
 - Maintain positive relationships with LAUSD and its related entities;
 - Actively participate in Charter organization activities (CCSA, CSDC,IC-LA, etc.) and become an active leader in the Charter community;
 - Maintain a positive, collaborative relationship with our landlord;
 - Work effectively with the media.
3. School Management:
- Financial Oversight and Development; Budget creation; Charter renewal; Facilities management and development; Compliance; Operations; Health and safety; Communications, Outreach & Partnerships; and Board relations.

Qualifications

Our ideal principal is a visionary whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges our motivated students, teachers, and families to achieve academic excellence, character growth, and social change. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader.

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

- Teaching experience in grades 6-8 (a minimum of 10 years of teaching preferred);
- A Master's Degree in Education and/or Administrative Credential (prior administrative experience desirable);
- Track record and experience in ensuring the health and safety of students, faculty and staff;
- Experience in a charter or independent school or public school outside California;
- Knowledge of or experience with diverse populations, English learners and GATE;
- Experience with an IBO program
- Strong computer skills;
- Excellent communication skills, experience fundraising and/or grant writing, and experience motivating and working with parent volunteers; and
- A track record as a successful and progressive educator.

Middle Years Program (MYP) Coordinator

The MYP coordinator has overall responsibility for:

- overseeing the implementation and delivery of the MYP

- working with the Principal in choosing the Areas of Interaction Teacher/Leaders by creating the job description and clarifying any teacher/leader candidates strengths/weaknesses in light of the required job
- maintaining communication between the school and the IBO
- additional administrative OR teaching responsibilities, TBD based on school needs and candidate strengths

Responsibilities

1. General Administrative responsibilities
 - keep complete records of IBO publications on file and distribute them as necessary
 - ensure that appropriate student records are maintained
 - ensure that appropriate textbooks, resources and facilities are available
 - organize internal assessment and the standardization of internal assessment according to MYP criteria
 - (where applicable) organize the formal procedures in preparation for moderation and certification
 - contribute to the presentation and promotion of the MYP within and outside the school.
2. Student services
 - ensure that information on the MYP—its aims and requirements—is given to students
 - accommodate transfer students by liaising with their former school and/or providing the receiving school with necessary information
3. Parent communication
 - provide comprehensive information on the MYP, face to face and through appropriate documentation
 - ensure that parents' meetings are organized on a regular basis
 - ensure that parents understand the MYP assessment criteria and that they are kept informed of their child's progress
 - arrange for portfolios of achievement, records of achievement and MYP certificates to be distributed to parents.
4. Teacher support
 - ensure that they have access to complete and up-to-date publications
 - keep them informed of current MYP developments
 - provide advice and support
 - coordinate participation at MYP workshops and professional development activities
 - inform newly-appointed MYP staff of all relevant aspects of the programme
 - organize regular meetings for discussion and planning
 - meet with area of interaction or grade level/year leaders to make sure that the programme is well implemented and monitored
 - inform all staff of the assessment and (where applicable) the procedures and deadlines for moderation and/or monitoring of assessment; analysing moderation reports
 - organize the procedures for the supervision and assessment of the personal project.
5. Management responsibilities
 - keep the head of school regularly informed of MYP developments
 - notify the accounts department of IBO payments due, where applicable
 - participate in the selection of MYP staff
 - liaison with coordinators of other programmes in the school (for example, PYP and/or IB Diploma coordinators).
6. IBO liaison
 - handle communication with the different IBO offices
 - keep copies of all correspondence with the IBO, including forms, documents and reports
 - ensure appropriate conditions for the conduct of moderation and/or monitoring of assessment
 - contribute to the organization and conduct of the procedures for the initial authorization and subsequent programme evaluations.

Qualifications

Our ideal coordinator would be a teacher/administrator who has worked in an IBO Middle School as a coordinator or a teacher/leader.

The ideal candidate will have:

- 5+ years experience teaching middle school age students
- Administrative experience or a track record of successful multi-tasking, organization, and record-keeping

- A passion for the IBO model and the values essential to the MYP

Teaching Staff

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

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

The ideal elementary school teaching candidate will have:

- 2+ years experience teaching the relevant grades
- Experience with and passion for pedagogical practices grounded in constructivism and differentiated instruction
- Experience with and interest in creating project-based curriculum that is standards-based and incorporates additional learning goals that reflect the multiple intelligences.
- Commitment to the LCW mission and the goals of the LCW charter
- Experience with and/or desire to develop professionally through action research

The ideal middle school teaching candidate will have:

- 2+ years experience teaching the subject to middle school students
- Experience at an IBO school and/or a proven commitment to the IBO approach to education
- Proven commitment to interdisciplinary education, alternative assessments, and a collaborative approach to teaching and learning

Responsibilities will include:

- At the elementary level: Preparing and implementing project-based, interdisciplinary lesson plans that lead to student investigations and demonstrations of understanding
- At the middle level: preparing and implementing subject-specific lessons that incorporate the IBO Areas of Interactions and emphasize active learning strategies
- 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, LCW will hire CSMC, or a similar vendor. The accounting systems LCW plans to adopt will adhere to generally accepted accounting principles, giving LCW strong internal controls within the system.

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

Responsibilities will include:

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

C. Performance Evaluations

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

The principals will be evaluated by the Board based on:

- Maintaining a fiscally sound charter school including a balanced budget
- Implementing the charter and maintaining adherence to its guiding principles and requirements
- Overall successful school academic program and achievement of educational goals
- High parental and community involvement
- Completion of required and enumerated (from job description) job duties
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties

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

Teachers will be evaluated by the principal based on:

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

Classified and other personnel will be evaluated by the principal 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.

D. Assurances & Background Checks

LCW 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.

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

E. Child Abuse Reporting

In accordance with state law, all teachers and staff at LCW 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

Criminal records, TB, Immunizations, Vision & Hearing

We are committed to providing a safe, nurturing, healthy, and protective atmosphere in which every member of the community will grow and prosper. LCW 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 LCW will be required to have a Mantoux tuberculosis test per Education Code 49406.

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

B. Site Compliance

Location, ADA, Certificate of Occupancy.

LCW will occupy either the St. Ambrose Church former school at: 1265 North Fairfax Avenue, Los Angeles, California 90046, or another site that we are currently in negotiation for.

St. Ambrose site has been continuously occupied by elementary schools (LCS and Los Feliz Charter School for the Arts) for the past 3 years. The site is in full compliance with all current codes and requirements including updated fire alarm requirements for E-1 occupancy. All paperwork pertaining to the Certificate of Occupancy is on file with the charter office.

At future sites, LCW 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 LCW.

LCW 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 LCW must be fully usable without conditions. The LCW 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 LCW is located. These code requirements shall also apply to the construction, reconstruction, alteration of or addition to any charter school building. In the event LCW 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 LCW 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.

LCW 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 LCW will use to comply with the Healthy Schools Act)
- Utilities

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

C. Draft of the school's health and safety policy

The school will maintain an up-to-date School Health and Safety Plan and it will be kept on file for review. The school staff will be trained annually on the safety procedures outlined in the plan. All companies/services we contract with will be reputable and we will obtain all the required documentation to ensure the safe provision of all auxiliary services.

Here is a draft of the school safety plan that already exists:

Emergency Procedures

All classrooms have an “emergency kit” stocked with first-aid equipment and water. There will be a designated safe place in case of a disaster emergency where parents may pick up their children. If this were to occur, it may be necessary for parents to show proof of identification.

Fire Drills

Fire drills will be held monthly.

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

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

Earthquake and Disaster Preparedness

Earthquake drills will be held four times 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 the 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.

Emergencies and Illnesses

Illness Policy

We wish to keep all children healthy. Please keep your child at home if he/she shows any signs of illness. The school will send a student home when it appears necessary. Children who run a fever should be free of fever for 24 hours before returning to school.

Immunizations

All students who enroll for the first time must show a written report a Mantoux (PPD) test, to show that they are free of tuberculosis. Children must also have the following immunizations: polio (four shots), DPT (five shots), MMR (two shots), hepatitis B (three shots). The office will review all immunization, and children who do not meet state requirements will be excluded from school until these requirements are met. Documentation from a physician is required for all waived immunization requirements.

Injuries

If your child sustains any type of major injury (e.g., a broken bone), a note from your doctor is required before your child may return to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. Call the office for details. Children with cast and splints are not allowed to participate in physical education activities, but alternative activities are arranged until the cast or splint is removed.

Head Lice

Children with head lice are excluded from school until all nits/eggs are removed and clearance is given by the LCW school health specialist for the child to return to class. If you suspect your child of having head lice or you detect lice, please inform the school health office right away so all other children can be checked.

Special Medication

Children may only receive medication during school hours with a written request from the parent/guardian and from the physician who is responsible for the medical management of the child. Parents are urged, however, to request that the physician develop a schedule in which taking medication in school is minimized or eliminated. Request should be processed through the office.

All medications must be stored at school in the original prescription bottle, labeled with dosage instructions, and be administered in the office. No student may carry his or her own medication or take medication unsupervised except in the case of inhaler where the doctor has given permission.

If your child takes medication regularly during non-school hours, you should leave a short term supply in the office to be used in case of an emergency, such as an earthquake. Please fill out the Medication Request Form and label it in red "For Emergency Use Only."

Food & Nutrition

Lunch

Our school lunch will be prepared by Whole Foods for \$6.00 per meal. Menus will be sent home periodically.

Snacks

Children may bring healthy snacks to school such as fruits and/or vegetables. We discourage foods that contain sugar, MSG, and other additives. Do not send carbonated beverages or candy.

Birthday Celebration Policy

As a community, we care about each other. As you plan home parties, think about how you will handle activities outside of school, so that you do not leave some children feeling excluded. A good rule is: invite everyone in your child's class or fewer than five. Please check with your child's teacher to arrange any celebrations or items brought to class. Keep in mind, our healthy snacks rule when bringing edible items to school.

Healthy Choices Position Paper

We at LCW believe in educating the whole child. One aspect of holistic education is teaching healthy lifestyle choices. Good nutrition is vital to a child's physical, emotional, and academic development. "It is important that those concerned about the wellness of our children spread a common message to the community, that a child's healthy body and mind has a foundation in the food and beverage choices available and made both at school and elsewhere." Refer to www.ADADCmideast.com for additional information.

At LCW, we encourage healthy eating by:

- Working closely with our hot lunch provider to ensure that there will be balanced meals on a daily basis
- Encouraging parents to send snacks and lunches that are healthy;
- Fresh fruits and vegetables, protein, complex carbohydrates
- Limited refined sugar, trans fats, and artificial sweeteners
- Asking that students not bring soda or candy to school
- Notifying parents ahead of time of school celebrations that involve food

We realize that it is unrealistic and unnecessary to prohibit all foods with sugar. There are times when teachers and students will want to have class celebrations. For these celebrations, we ask that parents:

Gain consent from their child's teacher before bringing any food items into the classroom
Inform teachers of any food allergies or restrictions

Here are some tips to help improve nutrition and encourage smart eating habits at home:

- Have regular family meals
- Serve a variety of healthy food and snacks
- Be a role model by eating healthy yourself
- Avoid battles over food
- Involve kids in the process of buying and preparing food

We appreciate your participation in contributing to a healthy community!

D. Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as *named* additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be

deemed excess and LCW's insurance primary despite any conflicting provisions in LCW's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect LCW from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if LCW does not operate a student bus service. If LCW provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by LCW to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$3,000,000 per occurrence.
6. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools **and** any other school that participates in competitive interscholastic or intramural sports programs.
7. *Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and LCW's insurance primary despite any conflicting provisions in LCW's policy.*

Evidence of Insurance

LCW shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

Should LCW 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 LCW.

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

Hold Harmless/Indemnification Provision

A charter petition must include the following indemnification provision:

To the fullest extent permitted by law, LCW 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. LCW 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 LCW, and their officers, directors, employees or volunteers. Moreover, LCW agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

E. Asbestos Management:

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

F. Child Abuse Reporting

In accordance with state law, all teachers and staff at LCW 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 #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.”

LCW 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. LCW 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.

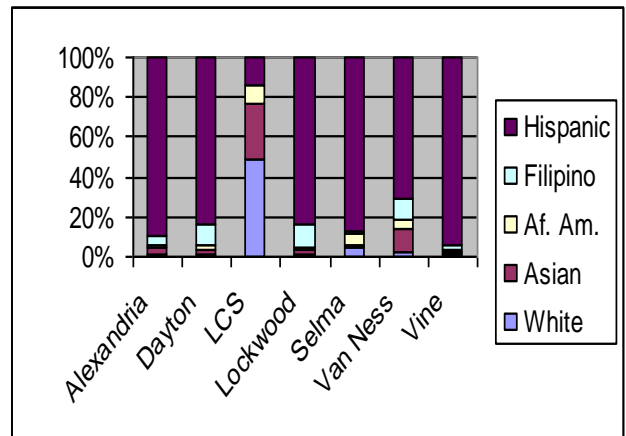
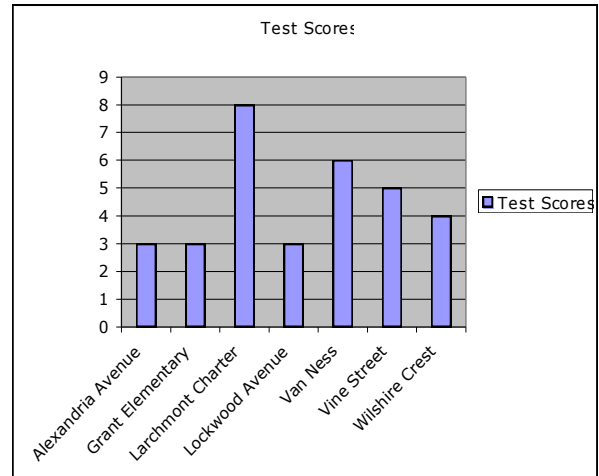
The LCS history of achieving an increasingly desirable racial/ethnic balance speaks to our dedication and our success toward these efforts.

Mixed SES Philosophy

Founded by a group of parents who wanted a “diverse, neighborhood school” for their community, LCS and LCW are the embodiment of Horace Mann’s concept of a “common school” where children of all backgrounds gather under one roof to learn together and from each other. While school districts across the country are “re-segregating” by race and socio-economic status (particularly when courts strike down race-based desegregation)¹⁰, there is a nascent movement towards mixed SES (mixed socioeconomic status) schools and districts. Segregation in public schools goes against the ideals of America and exacerbates the growing achievement gap. A central part of the missions of both LCS and LCW is to be a high-performing, mixed SES school that closes the achievement gap. In a city that is known as the wealth capital of the world and the poverty capital of the world, we hope to bridge this divide – a divide that is undemocratic and morally unacceptable.

Closing the Achievement Gap

The failure to educate low-income students has been called “the most pressing moral issue of our day” and “the civil rights issue of our time.” There is compelling evidence that low-income children benefit enormously from going to mixed SES schools. Research shows that, in moving a child from a Title One school to a mixed SES school, that child can see his or her test scores reach and surpass grade level.¹¹ In one study, researcher David Rusk found



¹⁰ According to research conducted by David Rusk for The Century Foundation, economic school segregation increased in the 1990s in 55 of the largest 100 metropolitan areas, was stable in 14, and lessened in 12 (with data unavailable in 19). These trends are consistent with Harvard professor Gary Orfield’s research finding that American schools are re-segregating by race.

¹¹ Brigid Schultz and Dan Keating, “Pupils’ Poverty Drives Achievement Gap,” *Washington Post*, September 2, 2001, p. A1: “In a study of 50,000 students in third through eighth grade in Montgomery County, Maryland schools published in September 2001, *The Washington Post* found that “the overall performance of individual students differed dramatically depending upon the overall level of poverty in the school they attended...”

AND Dianne Lefty, research manager of the Denver Public Schools Assessment and Testing Department, May 2002: Some 53-54% of low income students attending schools where less than 50% of the classmates were low income had proficient or advanced reading scores on the Colorado Student Assessment Program, while only 33% had such scores in high poverty schools (those with 75% of more of students eligible for free and reduced price lunch.)

AND Jenny LaCoste, “Poverty can hinder student achievement,” *Pensacola News Journal*, May 19, 2002, p. 11A: In a study of students in Escambia County Florida using data from the 2000 Florida Comprehensive Assessment Test, school district evaluation specialist Linda Harageones told the *Pensacola News Journal* in May

that “for every 1 percent increase in middle-class classmates, low income students improved 0.64 percentage point in reading and 0.72 percentage point in math.”¹² Why such mixed SES can have such a profound effect is up for debate.¹³

Means of Recruiting A Diverse Student Body to LCW

To date, we have had key partnerships with the following organizations, which assisted us with our initial enrollment at LCS. We will continue to collaborate with them to achieve a diverse student body:

- Koreatown Youth & Community Center (KYCC) and its preschools;
- Hollywood-Wilshire YMCA and its preschool;
- Central American Resource Center (CARECEN);
- Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA);
- Youth Policy Institute (YPI); and
- Heart of Los Angeles Youth (HOLA).

In addition, we have conducted outreach activities with the following:

- Tiny Tots – West Hollywood Park
- West Hollywood Pre-School – Plummer Park
- St Thomas the Apostle Episcopal Church
- First Baptist Church of West Hollywood
- Russian Community Center
- First A.M.E. Church
- Hollywood Boys & Girls Club
- Mexican American Legal Defense and Educational Fund
- Educating Young Minds
- Holding Hands
- Lanterman Regional Center
- Hollywood Interfaith Sponsoring Committee
- Miracle Center (Apostolic Church)
- Loren Miller Park Preschool

We also reach out to prospective parents in locations as diverse as churches, schools, libraries and laundromats.

Some of our most effective outreach has been conducted by organized groups of bilingual parents and teachers who have had one-on-one conversations with parents. We have had outreach tables at West Hollywood Park, local festivals, street fairs, block parties, farmer’s markets.

Current Student Body at LCS

Thus far, LCS has been successful in enrolling an incredibly diverse student body, both racially and socio-economically, with over 41% of the current school body non-white, and nearly 20% of the students speaking a language other than English at home. Our goal is to have a population that is reflective of the greater Los Angeles population. Currently, 41% of our students were non-white (15% Latino, 20% Asian,

2002 that “low-income children posted higher scores at schools where the majority of students came from working- or middle-class homes than they did where more than 60 percent of students were poor enough to qualify for the federal free lunch program.”

¹² David Rusk, “Classmates Count: A study of the interrelationship between socioeconomic background and standardized test scores of 4th grade pupils in the Madison-Dane County public schools,” mimeo, July 5, 2002

¹³ A common misconception ascribes the gap to the fault of low-income parents, despite the fact that this has little basis in research and is contradicted by the performance of low-income students at high performing public and charter schools. A more viable explanation for why a mixed SES so profoundly affects academic performance is that middle and high-income families often have the resources or “voice” to demand better. Low-income families, and particularly families lacking documentation, frequently lack the political voice to make such demands. By attending a school that also attracts parents with more choices, low-income families benefit from the high standards middle class parents have the luxury to demand.

and 7% African American) and almost 30% of LCS students qualified for free or reduced price lunch. More than one quarter of our students in year one spoke a language other than English at home, including Spanish, Korean, Russian, Czech, French, Italian, Portuguese, Mandarin, Japanese and Swedish. Our long-term goal is to have student body that is 60% non-white and 40-50% eligible for the free/reduced lunch program.

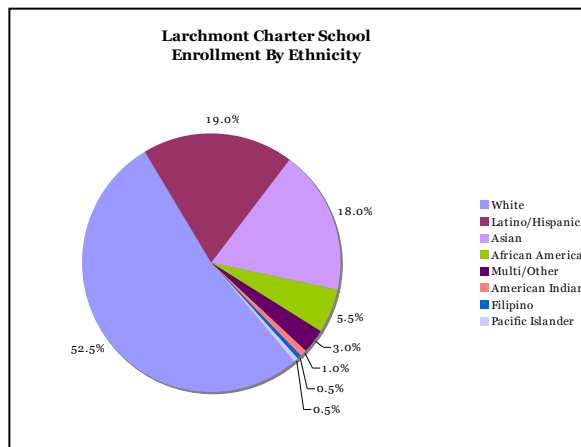
Court-ordered Integration*

LCW 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. A draft of the written plan follows.

Outreach Plan

Efforts, Geographic Areas, Languages, Achieving Racial and Ethnic Balance

Founding parents and volunteers of LCW have been, and will continue to, conduct outreach events at parks, community centers, churches and pre-schools with a large percentage of ethnic and racial minority students. (Expenses for materials and snacks for all outreach events and meetings will be minimal and/or donated.)



We are targeting the following geographic areas for recruitment: West Hollywood, Hollywood, Koreatown, and South Los Angeles. Recruitment will be in English, Spanish, Korean and Russian.

- **Bilingual Park Information Events.** LCW intends to institute a tradition of holding weekend information sessions at local parks every 4-6 weeks. We will set up a table with food, decorations and activities for kids. We will have volunteers who speak Spanish, Russian and Korean on-hand to recruit, answer questions about the school, listen to parents' concerns and feedback, and give out flyers.
- **Meet & Greets/Town Hall Meetings.** We will hold Meet & Greet sessions for prospective parents to learn more about the school, and ask questions of our founding educators (LCS teachers and consultants) 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.
- **Outreach Carnivals/Festivals:** We intend to partner with local YMCA's and other organizations in order to join their regularly scheduled spring carnivals and festivals. By providing food, multi-lingual parents and children's activities, we hope to draw positive attention to the school and engage prospective parents in conversations about our program
- **Information Dissemination:** LCW Information Flyers and Pamphlets have been written in English and translated into Spanish and Korean for distribution at festivals, libraries, churches, preschools, daycare centers, businesses, health clinics, temples, and community centers.

Other forms of information dissemination:

- **A School Web Site (TBD).** The site will include elaborate sections for both parents and educators, helpful links, and explanations, written in both English and Spanish.
- **School Information Booklets.** Upon charter approval, school information booklets will be written in English, Korean, Spanish and other languages TBD 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 LCW, 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 are working to create strategic working relationships with dozens of local organizations. An example of some we have already met with or have arranged to meet with:

- **Community Based Organizations:** Aviva Family & Children Services, First 5 – LA Connect, Pathways (formerly Child & Family Services), Head Start, Conventional Housing, Section 8 –Los Angeles, West Hollywood Community Housing
- **Faith-Based Institutions:** St Thomas the Apostle Episcopal Church, St Victor Catholic Church, First Baptist Church of West Hollywood
- **Neighborhood Councils/Associations:** Russian Community Center, City of West Hollywood social services
- **Preschools:** Tiny Tots – West Hollywood Park; West Hollywood Pre-School – Plummer Park

We have a strong outreach record and will continue to commit time and resources to the effort. Our Outreach is based on 4 years of successful efforts and was created to continue the track record. To date, through outreach efforts and targeted recruitment, and without the help of a weighted lottery/magnet system or bussing, we have created one of the most diverse schools in Los Angeles.

Public School Choice Traveling Students

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

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

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

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

Federal Compliance*

To the extent that LCW is a recipient of federal funds, including federal Title I, Part A funds, LCW has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. LCW agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational

Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

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

ELEMENT #8: Admission Requirements

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

Assurances

LCW 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).

LCW 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. Enrollment will be first come, first serve basis. LCW will enroll all pupils who wish to attend (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California.

Exemption from the lottery, in compliance with Federal law and non-regulatory guidance, will be offered to a small number of students who are children of school faculty and founding parents. The number of students receiving this exemption will not, in any one grade, exceed 10% of the total seats. Exemption in the lottery will also be given to siblings of enrolled students, also in compliance with Federal law and non-regulatory guidance. Furthermore, a weighted priority will be given to students seeking to change school assignment under the public school choice provisions of ESEA Title I. As LCW and LCS are sister schools and the same non-profit/501c3, they will partner in the middle school and students will have priority from both.

Random Public Drawing

The school will designate an enrollment deadline (approximately February) and only applications received prior to the deadline will be included in the public random drawing. Enrollment forms will be accepted year-round. An explanation of the enrollment process will be available on our web site and in the office. Public notice will be posted at the school site, web site and Google Group (community email group) regarding the date, time and location of the public drawing once the deadline date has passed, encouraging people to attend (time will be weekday morning to maximize attendance; the location will be at the school site, exact location tbd). 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. Only uninterested parties who have signed confidentiality waivers will handle enrollment data. The original "pull numbers" and data will be kept on file at the school in the event of the need for an audit.

Parents of students who are offered spots will be notified by us post, phone call or email. Parents of students who are not offered spots will receive an email. As spots are offered, families will be given a deadline of 72 hours in which to accept the spot and request an enrollment packer. The enrollment packet must be returned within the deadline given by the school (approximately least two weeks.) As spots become available, families on the wait list will be called in the order they appear on the wait list.

All parents of students eligible for enrollment must fill out all paperwork as required by law will be required and 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.

LCW hopes to offer busing to our students, but finances may not permit. LCW Parents will be required to carpool, walk or take public transportation to fulfill our CUP requirements (except where individual circumstances do not permit).

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."

Annual Independent Audit

LCW's Board of Directors will select an independent auditor and oversee an annual audit of the school's financial affairs to be completed no later than 4 months after the close of LCW's fiscal year. The audit will verify the accuracy of the school's financial statements as well as attendance and enrollment accounting practices. Thus far, LCS has used the services of Hill, Morgan, and Associates, LLP, Certified Public Accountants and has been deemed by them and LAUSD oversight to be financially responsible by every measure. We expect LCW to be equally transparent and sound in its financial matters.

The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. All auditors will report directly to the Finance Committee of the Board of Directors. To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

The financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audits will assure that the school's money is being handled responsibly and that financial statements conform to the Government Auditing Standards. Our on site business/financial manager and our back office provider (CSMC) will make all records available to the auditor. Audit exceptions and deficiencies will be resolved in conference with the auditor to the satisfaction of the auditing agency prior to the completion of the auditor's final report. Audit exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

It is anticipated that the annual audit will be completed each year within four months of close of the fiscal 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. LCW's Board of Directors will review any audit exceptions or deficiencies and determine means to resolve them. The Board of Directors 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

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of LCW not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of LCW not to exceed 3% if LCW is able to obtain substantially rent free facilities from the District.

Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allow under the law as it may change from time to time.

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, LCW 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.

A student handbook that describes these policies and is currently in use at LCS will be the first draft of this school's policies. The LCW handbook may evolve differently, while remaining in accordance with all legal requirements. 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. LCW 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.

B. Preliminary List of Offences

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, et al.
- 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

C. 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 Directors or an administrative hearing panel appointed by the Board.

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

- a) The date and place of the hearing (if neither parent is available, another time will be found within the following week)
- b) A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- c) A copy of LCW'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 LCW.

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

In the event of a decision to expel a student from LCW, 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 LCW shall be given a rehabilitation plan upon expulsion as developed by LCW's Board of Directors 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 LCW for readmission. Not all expulsions shall last the same amount of time but shall remain in effect until the Board of Directors 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 LCW'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 LCW at the time the student seeks readmission.

F. Data Collection and Reporting - Special Education Students

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

In the case of a special education student, or a student who receives 504 accommodations, LCW will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

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. Appendices 1-4 present drafts of our Faculty, School, Board, and Volunteer handbooks. The school has and will continue to review the list of offenses and procedures that apply to non-charter public schools believes that the list of offenses and procedures provide adequate safety for students, staff and visitors to the school and serve the best interest of the school's pupils and their families.

ELEMENT #11: Employee Rights

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 LCW 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 Directors for the school's employees. The committee to recommend retirement plans to the Board of Directors must include representatives of the administrative, teaching, and clerical staff should members of these groups wish to be represented on the committee. LCW 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 the school should opt to participate in the STRS, or any other systems, LCW 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 LCW will contribute the employer's portion (currently 8.25%) required by STRS. All withholdings from employees and LCW 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.

LCW has contracted with Charter Schools Management Corporation (CSMC) to handle our payroll and accounting services. The on-site financial manager is responsible for ensuring appropriate arrangements for coverage has been made.

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 LCW. 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 in Other Operational Issues at the end of this petition. The process for staff recruitment, selection, evaluation, and termination can be found in Element #5. Salaries and benefits will be determined by the principal and approved by the Board of Directors. Work conditions, the calendar, holidays, vacations, work day and year will be determined by the administrative staff and faculty, working together, 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 LCW. Students who reside in the attendance area but who choose not to attend LCW will have the option of attending another school within the district or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the district.

The address of the Charter school is St. Ambrose Church, 1281 N. Fairfax Ave, West Hollywood, CA 90046 (most likely)

The phone number of the Charter school is 323.836.0860

The contact person for the Charter school is Myra Salinas.

The number of rooms at the charter school is 8.

The grade configuration is 2 classrooms of K/1.

The number of students in the first year will be 40.

The grade level(s) of the students the first year will be K and 1.

The opening date of the charter school is September 2, 2008.

The admission requirements include: see element 8 "Admissions Requirements"

The operational capacity will be 40-80.

The instructional calendar will be: see element 1

The bell schedule for the charter school will be: see element 1

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

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.”

Former District employees must consult with the District to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

Job applicants for positions at LCW 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 LCW will not be covered by his or her respective collective bargaining unit agreement, although LCW 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 LCW 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.

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

LCW will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX, or Section 504. The Family Handbook and Faculty Handbook, attached in the appendices, provide a first draft for these procedures.

LCW 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 LCW 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
- If discussion does not resolve the conflict, ask a peer to act as an objective mediator (unless the situation does not permit)
- If peer mediation does not resolve the conflict, ask the following persons to serve as mediator or, if mutually agreeable, as arbitrator.
- If the conflict is between two teachers or a parent and teacher, they should go to the principal, only after discussion between the two initial parties is deemed unsuccessful.

- If the conflict is between the principal and a parent or teacher, the parent or teacher may submit a written request to the board to settle the matter. The Board will only respond to the request if the parent or teacher discussed the matter with the principal first and the Board feels compelled to respond.
- Only after exhausting and documenting all procedures listed above will this conflict be brought to the attention of the LAUSD.

B. Disputes between LCW 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, West Hollywood
 C/o Ben Paul, President, Board of Directors
 815 North El Centro
 Los Angeles, CA 90038

Charter Schools Office
 Los Angeles Unified School District
 333 South Beaudry Ave. 25th 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 LCW charter for any of the reasons specified under the law, other than those specified in relevant state legislation

C. Oversight, Reporting, Revocation and Renewal

LCW 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." LCW shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, LCW 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 LCW 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, 2008 and ending September, 2013. The LCW Board of Directors 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 LCW's Board of Directors and the LAUSD. The Charter may be renewed for one or more renewal periods, not to exceed five years at a time. LCW 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."

LCW will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. As such, LCW 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 LCW Board of Directors 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 Directors 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 Directors will provide for the transfer of necessary pupil records to the LAUSD and/or attendance area district. Former LCW 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.